Recommendations on Establishing Competency Standards and Core/Supporting Key Indicators of Vocational Competency among Undergraduates at Vocational Colleges Majoring in Hotel Services for 23 Positions in the Tourism Industry to be in Compliance with the Standards of ASEAN Mutual Recognition Arrangement on Tourism Professionals

Suthinan Pomsuwan*[1], Somruthai Soontayatron[2]

[1]Graduate School, Bangkok University
[2]Faculty Sports Science, Chulalongkorn University

Abstract

The objective of this study was to present the direction of policy to prepare the human capital in 23 positions of hotel services and establish competency standards and core/supporting key indicators of competency standards for tourism professionals graduated from vocational colleges. The concepts, theories, and related research studies with regard to the standards and competency were applied and explained in compliance with the ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals. This study also addressed the establishment of vocational competency, competency standards, competency-based curriculum of the Bureau of Vocational Education Standards, Office of the Vocational Education Commission, as well as the road map for developing the capacity of Thai labor in the tourism industry.

Keywords: Competency standards and core/supporting key indicators, hotel services major, vocational colleges, ASEAN Mutual Recognition Arrangement on Tourism Professionals

****This academic article is a part of the complete research study titled "Policy Suggestions on Curriculum Development for Students at Vocational Colleges Offering Hotel and Tourism Major in Preparation for the AEC in 2015", sponsored by the National Research Council of Thailand (NRCT) and the Thailand Research Fund (TRF), Contract No. RDG5650038.*

http://newtdc.thailis.or.th/docview.aspx?tdcid=52276

http://www.gits.kmutnb.ac.th/ethesis/data/4520491079.pdf

[1] Corresponding Author
e-mail:suthinan.p@bu.ac.th

Introduction

After setting the direction for the strategy and labor network, the Department of Skill Development together with the Thailand Development Research Institute (TDRI) organized an academic conference on the framework of cooperation in developing the capacity of Thai labor in 32 positions in the field of tourism under the ASEAN agreement or the ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals. The overall image of migrant workers in the tourism sector, the demand for labor capacity development in hotel and travel services, and the road map for developing the capacity of Thai labor in the tourism industry have led to the recommendations for the development of human capital in Thailand tourism, the establishment of competency standards and their core/supporting key indicators, and the development of the curriculum for Hotel Services major at vocational colleges for 23 job positions to be in compliance with the standards of ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals. There was an urging demand for labor capacity development in 4 departments to facilitate a large number of tourists after the AEC in 2015 (Thailand Development Research Institute, 2008). The International Labour Organization (2009) and the Department of Trade Negotiations (2008) stated that one of the goals of the ASEAN Economic community in 2015 was to enable the free flow of skilled labor in the ASEAN community. The agreement of the labor flow of tourism professionals in 9 ASEAN countries (except Thailand) in January 2009 in Hanoi, Vietnam and the participation in the ASEAN Economic Community have led to high competition and mobility among labor in the 10 ASEAN countries. As a result, it is necessary for Thailand to develop the capacity of its labor to meet the mutual requirements. The Department of Skill Development also needs to analyze any road maps to seek cooperation among related agencies to support the free flow of labor under the agreement.

According to the cooperation framework of capacity development of Thai labor in 32 positions, it was another objective of this study to review the overall quality of labor force in the field of tourism and analyze the strengths, weaknesses, opportunities and threats (SWOT) of the current Thai labor force in tourism. The purposes of the ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals are to facilitate the skilled labor mobility for tourism professionals and to exchange best practices in teaching and training such tourism professionals using competency-based approach in order to cooperate and enhance the capability among the ASEAN members (William Angliss Institute, 2012; Public Outreach and Civil Society Division. The ASEAN Secretariat, 2012). In addition, William Angliss Institute (2012) added that the 32 positions in the field of hotel and travel services consist of 23 positions of hotel services in 4 departments and 9 positions of travel services in 2 fields. The details are as follows:

1. Hotel Services (23 positions in 4 departments)

1.1. Front Office Department: Front Office Manager, Front Office Supervisor, Receptionist, Telephone Operator, and Bell Boy

1.2. Housekeeping Department: Executive Housekeeper, Laundry Manager, Floor Supervisor, Laundry Attendant, Room Attendant, and Public Area Cleaner

1.3. Food Production Department: Executive Chef, Demi Chef, Commis Chef, Chef de Partie, Commis Pastry, Baker, and Butcher

1.4. Food and Beverage Department: F&B Director, F&B Outlet Manager, Head Waiter, Bartender, and Waiter

2. Travel Services (9 positions in 2 fields)

2.1. Travel Agency: General Manager, Assistant General Manager, Senior Travel Consultant, and Travel Consultant

2.2. Tour Operation Agency: Product Manager, Seals and Marketing Manager, Credit Manager, Ticketing Manager, and Tour Manager

Chanda and Pasadilla (2011) and Siam Commercial Bank Public Company Limited (2011) also mentioned that the analysis of the labor capacity development demand could be divided into 2 areas: the demand in hotel services and the demand in travel services. The SWOT analysis of the hotel services showed that it was difficult to recruit labor in some positions, such as housekeepers, laundry attendants, and stewards. Therefore, labor in the neighboring countries are more likely to get a job in these positions. It is also possible to recruit students in vocational colleges or Rajabhat universities in Bangkok or other provinces who can be patient and service-minded. However, they need to be trained to acquire or strengthen their skills to meet the ASEAN standards by improving the hotel and tourism curriculum which focuses on theories. Internship should be encouraged for students throughout their 4 college years by implementing a dual vocational training curriculum (2 days of study and 4 days of work) or on the job training at hotels. In addition, languages of the ASEAN members should be offered in the training program. The SWOT analysis of the travel services in tour operation showed that language is an essential factor in the tourism profession. As a result, Thai people should learn the ASEAN languages, cultures, and histories. At the same time, foreign tour operators who bring visitors to Thailand should also know Thai language, culture, and history as well.

Web Editor of Parliament News (2012), Pichaichannarong (2012), and Matichon Newspaper (2012) mentioned that since the society had expected the vocational education to play an important role in providing efficient skilled labor for the ASEAN community, the Office of the Vocational Education Commission asked the general vocational colleges to put an

emphasis on English language teaching for communicative purpose and technical use in every field. As for international vocational colleges, ASEAN languages such as Malay, Burmese, and Cambodian and other popular languages including Chinese and Korean should be offered. In addition, updated and modern teaching-learning materials and media should be used in class. First- to third-year students in the vocational certificate program should participate in the personal development activities, such as ASEAN camp and English training courses. Students in the high vocational certificate program are entitled to a suitable curriculum and teaching approaches. Furthermore, the institutes should be able to guarantee that their undergraduates are equipped with acceptable and desirable skills and characteristics. They should also ensure that the students will be able to find a job after their graduation. It is also suggested that the vocational student culture be changed. For example, the students should be encouraged to be outspoken, confident, disciplined, and responsible. In addition, the institutes should seek cooperation with other countries outside the ASEAN community, such as Korea, China, Israel to help prepare the labor with confidence and capability to compete with those in the ASEAN countries. Due to the advance technology, it is now more convenient to find any information on the Internet. Therefore, vocational students should use English as a working language by speaking English with teachers and English native speakers. Teachers can be a role model by communicating with fellow teachers and staff in English without any worries of making grammatical mistakes. The institutes should arrange daily English speaking activities more frequently, offer a 30-60 hours of English for communication course, conduct meetings and seminars in English, set an English zone where English is completely used the whole time, or turn on English music and provide radio broadcast program in English. The integrative approach should be implemented to expose the students to process-oriented learning of life skills. English teachers should use English during class time and outside the classroom. Teachers of other subject matters should give directions and talked about tools, equipment, and steps in English. English can be entirely used in some subject matters, such as physical education because body movements and gestures can help them learn practically. Vocational schools in ASEAN should seek collaboration like sister school partnership to promote the exchange of teachers and students, or simultaneous online learning. According to Ban Muang Newspaper (2012), Bureau of Cooperation, Office of the Vocational Education Commission divides the vocational colleges that use English as medium of instruction into 4 groups as follows:

1. EP (English Program) – English language is used in the course curriculum according to the Ministry of Education.

2. Bilingual Program – Subject matters are taught in both Thai and English.

3. Mini EP – English language is used as medium of instruction in at least 4 subject matters.

4. General Program – The four skills of English are practiced through extracurricular activities.

Office of the Vocational Education Commission (2012), Thailand Development Research Institute (2012), and Abdulsata (2012) stated that the vocational institutes should collaborate with the Ministry of Labour and the Ministry of Tourism and Sports to develop Thai labor capacity in 32 positions under ASEAN agreements. The Minister of Tourism and Sports has signed the MRA, and the Ministry has developed some program for developing the tourism labor capacity. At the same time, the Ministry of Labour can work with the Office of Skill Standard and Testing Development to support the cooperation framework. Quantitative research has been done to study the demand and supply of labor in the ASEAN market and the labor flow to determine the demand-driven goal for developing skilled labor. The Ministry of Tourism and Sports in cooperation with Dusit Thani College, Suan Dusit Rajabhat University, and Eastern Asia University has initiated the Training for the Trainers Program and designed the training media to develop a tourism model. The Office of Instructor and Training Technology Development, Department of Skill Development is planning to prepare a competency-based training program for tourism professionals as a part of the competency development preparation steps. Although the Ministry of Labour (Department of Skill Development) has a skill standard testing, there are many things to be done in the 32 positions of hotel services according to the ASEAN common competency standard. The Ministry of Labour has worked together with the Ministry of Tourism and Sports, the Ministry of Education, and private institutions for the preparation. Both public and private higher education institutes and vocational education institutes should also be involved in the competency development preparation. The organization that should be responsible for certifying the competency standard according to the MRA is the Tourism Professional Certification Board (TPCB), but the Department of Skill Development under the Ministry of Labour is currently responsible for that. Therefore, this matter needs to be addressed quickly. In addition, another mission after signing the MRA is to promote the MRA on tourism professionals and the capacity development plan of Thai labor in 32 positions. The Ministry of Tourism and Sports, the Ministry of Labour, and related agencies are responsible for proposing the MRA to the Cabinet. Both the National Tourism Professional Board and the Tourism Professional Certification Board operate under the Ministry of Tourism and Sports. The National Tourism Professional Board and the ASEAN Tourism Professionals Monitoring Committee are responsible for developing plans for monitoring and evaluating the capacity development of Thai labor in 32 positions under the ASEAN agreements. However, the Office of the Public Sector Development Commission may need to come up with additional mechanisms for the evaluation measure.

The information mentioned above can be analyzed to devise the policy recommendations for preparing the human capital in 23 positions in 4 departments of hotel services, establishing common competency standards for tourism professionals graduated from vocational colleges, determining core/supporting key indicators of common competency standards for tourism professionals graduated from vocational colleges, and developing a curriculum model for students at vocational colleges that offer hotel and tourism major, in preparation for the ASEAN Economic Community in 2015.

The Objectives of Study

The objectives of this study are as follows:

1. To present the policy information relating to the preparation of the human capital in 23 job positions in hotel services.

2. To establish the competency standards and core/supporting key indicators of common competency standards for tourism professionals graduated from vocational college.

3. To develop the curriculum model for students at vocational colleges that offer hotel and tourism major in preparation for the ASEAN Economic Community in 2015.

Literature Reviews

This study addressed the following topics.

1. Definitions, concepts, theories, and previous research studies about standards and competency

2. The establishment of competency standards, and the core/supporting key indicators of Thai competency standards

3. The Mutual Recognition Arrangements (MRA) on Tourism Professionals

4. The development of competency-based curriculum by the Bureau of Vocational Education Standards and Qualifications, the Office of the Vocational Education Commission

5. The road map for developing capacity of Thai labor in tourism major at vocational education institutes

1. Definitions, concepts, and theories about standards and competency

McClelland (1970) defined "competency" as an attribute hidden in individuals which helps drive them to perform their assigned job beyond the set criteria. In addition, Boyatzis (1982), Boam and Sparrow (1992), Spencer and Spencer (1993), Nordhaug (1993), and Dubois and Rothwell (2004) stated that competency is an underlying characteristic of an individual, which includes motive, trait, skill, self-image, social role, or body of knowledge that an individual requires to do a job and achieve a superior performance. It also refers to behavioral attribute necessary for performing a job successfully. Competency is the ability applied to achieve a goal and leads to knowledge, know-how, and attitude that help cope with any real situations or problems. HAY Group (2004), a global management consulting firm, stated that competency is a behavioral attribute that enable an individual in an organization to outperform others in various situations. Paosopa (2003a) also mentioned that in the context of occupational and vocational standards, 'competence' and 'performance' are two different terms. Competence can be measured and evaluated, so the standards of competence can be set and lead to better performance at work, 'can do' qualifications, self-development breakthroughs, and objectives- and needs-driven assessment.

Boyatzis (1982) pointed out that "Standards of competence are all about what people can do, not how much they know or how they have been employed," and "Standards are concerned with the result of an activity (the outcome) rather than with the inputs that were needed to achieve it." In other words, standards are all about the quality of what you do, not how you do it. It also involves other factors such as time.

The study of Dubois and Rothwell (2004) showed that the criteria of competency standards include the following statements: Statements of what someone should be able to do, statements of how to perform assessment, statements of when and where to prove or demonstrate the performance, and statements of the type of evidence needed to ensure that the performance is consistent and sustainable.

Spencer and Spencer (1993) stated that the competency standards can be beneficial for identifying training needs, developing training programs, being used as a basis for job descriptions, a basis for assessment and rewards, and a comparative benchmark and assessment for further development.

2. The establishment of competency standards, and the core/supporting key indicators of Thai competency standards

According to the Office of the Civil Service Commission (2010), there are 25 competencies required for performing a job as the civil officials under the Department of Provincial Administration, which are divided into 3 categories. 1. Core competency consists

of achievement motivation, service mind, expertise, integrity, and teamwork. 2. Management Competency consists of leadership, visioning, strategic orientation, change leadership, self-control, and coaching and empowering others. 3. Functional Competency consists of analytical thinking, conceptual thinking, caring and developing others, holding people accountable, information seeking, cultural sensitivity, interpersonal understanding, organizational a wareness, proactiveness, concern for order, self-confidence, flexibility, communication & influencing, and aesthetic quality.

Furthermore, the Office of the Civil Service Commission (2010) identified a list of 22 items of knowledge and ability required in working, consisting of 1) governance, 2) political science or public administration or law, 3) public sector development and management, 4) public policy, 5) policy, strategic, and action planning, 6) preparation of financial statement and budget for public sector, 7) human resource management, 8) personnel development, 9) risk management, 10) knowledge management, 11) conflict management, 12) Thai local culture, 13) international relations, 14) information technology for management, 15) public relations and image building, 16) accounting system, 17) internal auditing, 18) intelligence, 19) computer management, 20) photography, filming, photoshopping, and editing, 21) operation and maintenance of audio visual equipment, and 22) general administration and documentation. There is also a list of 7 items of knowledge about public sector regulations and laws: 1) law for officials at the Department of Provincial Administration, 2) rules and regulations on public administration, 3) law for District Chief Officer, 4) internal security operations law, 5) human resource management law, 6) law regarding documentation, finance, and supplies, and 7) information technology, computer, and communication law. Lastly, there are a list of 4 items of general work skills: computer, English, Math, and data management, and a list of 7 specific work skills: consulting, negotiating, lecturing, project managing, media relationship managing, coordinating, and problem-solving and decision making.

3. ASEAN Mutual Recognition Arrangements (MRA) on Tourism Professionals

The Institution for Tourism Professional Training (2012) stated that personnel qualifications have been determined for the 32 job positions in the hotel and travel services in accordance with the competency standards for tourism professionals. They are aimed to improve the overall image of tourism and consist of 23 positions of hotel services in 4 departments and 9 positions of travel services in 2 fields (William Angliss Institute, 2012). The details are as follows:

3.1. Hotel Services (23 positions in 4 departments)

3.1.1 Front Office Department: Front Office Manager, Front Office Supervisor, Receptionist, Telephone Operator, and Bell Boy

3.1.2 Housekeeping Department: Executive Housekeeper, Laundry Manager, Floor Supervisor, Laundry Attendant, Room Attendant, and Public Area Cleaner

3.1.3 Food Production Department: Executive Chef, Demi Chef, Commis Chef, Chef de Partie, Commis Pastry, Baker, and Butcher

3.1.4 Food and Beverage Department: F&B Director, F&B Outlet Manager, Head Waiter, Bartender, and Waiter

3.2 Travel Services (9 positions in 2 fields)

3.2.1 Travel Agency: General Manager, Assistant General Manager, Senior Travel Consultant, and Travel Consultant

3.2.2 Tour Operation Agency: Product Manager, Seals and Marketing Manager, Credit Manager, Ticketing Manager, and Tour Manager

4. The development of competency-based curriculum by the Bureau of Vocational Education Standards and Qualifications, the Office of the Vocational Education Commission

The study of Paosopa (2003b) stated that in 2003 the Bureau of Vocational Education Standards and Qualifications, the Office of the Vocational Education Commission started drafting the professional standards, such as for vocational teachers, by adapting the National Vocational Qualifications (NVQ) of the United Kingdom in the areas of training and development (Employment NTO), and further education (FENTO). In addition, they have been developed with respect to Thai Vocational Qualifications following the establishment of Thailand Professional Qualification Institute. The professional standards for vocational teachers determine the teachers' duties and responsibilities which are written down in the form of functional map. However, there is still no international professional standard for teachers, which is likely to be developed in the future. ISO has drafted the ISO/CD 321095-2002 standards, and later the ISO/DIS 10019 standards for selecting quality management system consultants based on their competency and suitability. Draft 2003 was circulated to the member countries on 2003-09-03, and it was finalized on 2004-02-03. After that, ISO announced it as the quality management system qualification standards. The said standards are applicable in all professions, and consist of personal attributes, relevant education, knowledge and skills necessary to meet the organization's overall objectives for QMS, work experience, and ethical behavior.

The Office of Vocational Education Commission (2012) and Blank (1982) stated that other than the professional competency, other appropriate attributes are necessary for different professions as follows:

1) Personal Attributes are considered the explicit affective domain or attitude. For example, the personal attributes of teachers and faculty* in England (*as used here, the term "teachers and faculty" refers to teachers as an individual and as a group) are (1) personal impact and presence, (2) enthusiasm, (3) self-confidence, (4) energy and persistence, (5) reliability, (6) intellectual rigor, (7) integrity, (8) appreciation of vocational education values and ethics, (9) commitment to vocational education and leaners' progress and accomplishment, (10) readiness to adapt to changing circumstances and new ideas, (11) realism, (12) openness and response styles, (13) acceptance of different learning needs, expectations, and styles, (14) empathy, rapport, and respect for learners and coworkers, and (15) assertiveness.

2) Key and Core Skills are the integration of the three domains: intelligence, physical skills, and emotional intelligence. They are as follows: (1) communication, (2) numeracy, (3) information technology, (4) working with others, (5) problem-solving, and (6) improving one's own learning and performance. The key and core skills have been accumulated since childhood both from fundamental education and environment (family, society, etc.) until now. They may be parts of or constitute the unit of competence called Key & Core Competence.

3) Personal Skills are in the cognitive domain. They are essential for professionals and can be trained. The examples of personal skills of teachers in England are (1) analysis, (2) evaluation, (3) monitoring and reviewing, (4) planning and prioritizing, (5) setting objectives, (6) managing time, (7) research and study, (8) critical self-reflection), (9) identifying, interpreting and applying specific knowledge to practice, (10) problem-solving, (11) creativity, (12) decision-making, (13) handling conflict, (14) effectively establishing work relationship with groups and individuals with reference to preparing effective written materials, listening and questioning skills, explaining idea clearly, providing constructive feedback, contributing to group discussions, (15) working collaboratively with others, (16) networking, (17) interviewing, (18) negotiation, (19) managing themselves, (20) managing changes, (21) presenting and delivering information.

Nordhaug (1993) and Dubois and Rothwell (2004) also mentioned that the model of knowledge and skills, and the development of competence to achieve occupational standard stem from the following: 1) generic knowledge and skills, 2) key and core skills which are communication, numeracy, information technology, working with others, problem-solving, and improving one's own learning and performance, 3) basic skills and basic knowledge, which are considered a starting point for competence benchmark, 4) specific skills and specific knowledge, which are applied to perform the work from simple to complicated levels. Specific skills can be evident in the form of work performance. However, specific knowledge may or may not be apparent, and includes a higher level of understanding, called underpinning knowledge. Underpinning knowledge is the knowledge about theories, principles, and methods in order to perform the work.

5. The road map for developing capacity of Thai labor in tourism major at vocational education institutes

The global change has affected the education and economy by giving rise to more collaboration, such as the ASEAN Economic Community. The important goals are to achieve free flow of services in 2015, to be a single market and production base, and to have free flow of entrepreneurs and skilled labor. Thailand has an advantage in terms of its culture and tourism. The collaboration with the ASEAN greatly helped Thailand in increasing its potential for competition and negotiation within the multilateral framework. As a result, the Ministry of Education has to improve Thai education to be on a par with ASEAN's and produce strong and quality skilled labor. The research report titled "A study on manpower demand for production and workforce development planning" by the Office of Vocational Education Commission (2012) revealed the significant issues regarding manpower production and vocational education system as follows:

1) Most manpower production is not demand-driven. Educational institutions are producing manpower in a supply-driven manner. This has led to unemployment and manpower shortage.

2) The current structure of labor market is in an inverted bell curve shape. In other words, labor practice is high at the two ends of the spectrum: the middle school level and below, followed by high school level, and the bachelor's and master's degree levels, while it is low at the vocational and high vocational education levels.

3) The demand for labor with the secondary school degree and below is higher than we can produce. However, labor with the vocational and high vocational degrees are overproduced while there is little demand in the provincial level, especially in the developing provinces.

4) In terms of supply and demand gap, it was found that vocational schools failed to produce the labor needed in the market. In terms of quality gap, it was found that undergraduates from vocational schools lack the core competencies and functional competencies. In addition, there is also a gap between the labor's competencies and the employer's expectation, particularly in the area of computer, English languages, and problem-solving skills.

5) The quality of undergraduates from some vocational schools are not accepted by some companies due to the gap between supply and demand, and the problems of inadequate equipment and space, and limitation of financial support.

6) The quantity and quality of teachers at the vocational education level do not meet the needs to carry out the job properly, which affects the quality of the students. The vocational undergraduates lack the knowledge, skills, and attributes that are necessary to perform a job.

7) The bad image of conflict and violence among some vocational students affects the attitude and acceptance of parents and society.

The UNWTO Annual Report 2013 (2013) predicted that the number of tourists would increase. By the year 2020, there will be 1,600 million international tourists, 400 million of which will be in the ASEAN Pacific region, and 160-200 million of which will be in the ASEAN region. The regions that are likely to be popular tourist destinations are East Asia and Pacific, and South-East Asia. The 32 positions in the field of hotel and travel services comprises 23 positions of hotel services in 4 departments and 9 positions of travel services in 2 fields are taken into consideration to ensure Thailand's readiness to comply with the ASEAN Mutual Recognition Arrangement on tourism professionals. It was found that there was a high demand for personnel in 23 positions of hotel services in 4 departments. The Department of Skill Development, Ministry of Labour (2014) stated that Thai Hotels Association had cooperated with the Office of the Vocational Education Commission and come up with the "Dual Vocational Education in Hotel and Hospitality Major" project. Such cooperation involves designing the curriculum to meet the needs of the companies and the readiness of technical colleges under the Office of the Vocational Education Commission, and coordinating with the member hotels to provide internship in at least two departments for second-year students in the vocational certificate degree with a compensation of at least 50% of the minimum wage as well as other benefits, such as food and uniform. More importantly, the hotels agree to hire the interns as their full-time staff after their graduation on the condition that they pass the evaluation criteria, have no record of misbehavior, and have been in the dual vocational education project for no less than two semesters. At present, there are 95 technical colleges under the Office of the Vocational Education Commission that offer hotel and hospitality major, with approximately 11,500 students. With the ASEAN competency standards for tourism professionals in mind, it is essential for the Office of the Vocational Education Commission to improve the curriculum and teaching approaches to equip Thai students with the required competencies. The hotel industry has expanded by 3-5 percent per year, resulting in the personnel shortage. Each year there are over 10,000 undergraduates in the hotel and hospitality major, but less than 50 percent of them enter the hotel industry. This has led to the labor force crisis in the industry. Each hotel has solved this problem by recruiting migrant workers, some of which are illegal and underqualified. There is also a need to develop the skill of foreign languages, mainly including Chinese, Japanese, Korean, Russian, and Bahasa to accommodate the market expansion in Asia. There is a labor shortage in the following positions and departments: Front Office, Receptionists, Housekeeping, Room Attendant, Public Area Cleaner, Food and Beverage Service, Waiter, etc.

The Office of Vocational Education Commission (2012) and Ban Muang Newspaper (2012) reported that the capacity development of Thai labor in tourism among the vocation-

al schools was carried out at all levels in the areas of language for communicative purposes, information technology, and desirable characteristics for entering the ASEAN Community. They have also developed cooperation network for international vocational education in the ASEAN and regional levels, ensured that the vocational education and training yields relevant competencies that meet the needs and standards of the ASEAN community, and encouraged the study of religions, arts, and culture in ASEAN, with the following objectives.

1. Educational institutions conduct classes in foreign languages so that their students will acquire the desirable characteristics, by using the curriculum that conforms to that of the ASEAN countries.

Key success indicators:

1) The number of curriculum developed and accepted as an international standard, and used for grade transfer among the ASEAN countries

2) The level of success in communicative language use of the students in different degrees

3) The number of majors conducted in English

4) The competency level of students and undergraduates in using information technology for communication

5) The number of students who pass the criteria of desirable characteristics for entering the ASEAN community

6) The number of volunteers from networks and other countries to assist in vocational training by using foreign languages such as Chinese, Japanese, and other ASEAN languages as the medium of instruction

2. Educational institutions organize academic conferences or seminars to exchange knowledge in vocational education management among teachers and administrators, and arrange study trips in the ASEAN and other regions.

Key success indicators:

1) The number of cooperation networks between international organizations and educational institutions in ASEAN

2) The number of times the international seminars are organized for administrators, teachers, and education personnel regarding learning management and school administration development

3) The level of success in applying the experience from the study trips of administrators, teachers, and education personnel in developing their schools

4) The number of times the international academic conferences are organized by the vocational organizations of students and undergraduates

5) The level of success in participating in the international skills competition

3. Educational institutions provide English textbooks and outside reading books in vocational and basic related subjects, and promote various teaching and learning activities.

Key success indicators:

1) The level of success in providing support and knowledge about the ASEAN community

2) The number of times the activities are organized in support of entering the ASEAN community

4. Educational institutions arrange activities to establish relationship and network among student representatives from different countries both in the institutional and international levels.

Key success indicators:

1) The number of times the religious, art, and cross-cultural activities are arranged

2) The level of success in participating in the religious, art, and cross-cultural activities

Conclusion

This research article has presented the direction of policy to prepare the human capital in 23 positions of hotel services and establish competency standards and core/supporting key indicators of competency standards for tourism professionals graduated from vocational colleges. The concepts, theories, and related research studies with regard to the standards and competency were applied and explained in compliance with the standards of ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals. This study also addressed the establishment of vocational competency, competency standards, competency-based curriculum of the Bureau of Vocational Education Standards, Office of the Vocational Education Commission, as well as the road map for developing the capacity of Thai labor in the tourism industry among the vocational schools. The above-mentioned information will be used to determine the guidelines for practical study to prepare the human capital in 23 positions of hotel services and establish concrete competency standards and core/supporting key indicators of competency standards for tourism professionals graduated from vocational colleges in the future.

References

Abdulsata, P. (2012). *The alternative path for curriculum of bilateral system preparation to Thai labor quality upgraded*. Retrieved August 15, 2013, from https://info.rdi.ku.ac.th/ThailandResearch/?itemID=805139

Ban Muang Newspaper. (2012). *The tourism professionals upgraded of vocational education toward ASEAN the office of vocational education commission*. Retrieved August 10, 2013, from www.banmuang.co.th/2012/12/ Vocational Education Upgraded.

Blank, W. E. (1982). *Handbook for developing competency-based training programs*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Boam, R. & Sparrow, P. (1992). *Designing and Achieving Competency: a competency-based approach to developing people and organization*. London: McGraw-Hill.

Boyatzis, R.E. (1982). *The competent manager: a model for effective performance*. London: Wiley.

Chanda & Pasadilla. (2011). *Impact of services trade liberalization on employment and people movement in South Asia*. Retrieved August 10, 2013, from http://www.adbi.org/workingpaper/2011/12/30/4839.employment.impact.services.trade.south.asia/#sthash.KvgxfjGC.dpuf

Dubois, D. D. & Rothwell, J. W. (2004). *Competency – Based human resource management*. California: Davies – Black.

HAY Group. (2004). *The meaning of competency.* Retrieved August 11, 2013, from https://www.novabizz.com/NovaAce/Competency.htm

Matichon Newspaper. (2012). *Colum: Vocational education…creativity….declaration announcement 2012. The office of vocational education commission*. Retrieved August 11, 2013, from http://www.moe.go.th/moe/th/news/detail.php?NewsID=29197&Key=hotnews

McClelland. (1970). Test for competency. *Rather than intelligence American Psychologists,* 17(7), 57-83.

Nordhaug, O. (1993). *Human capital in organization: Competence, training, and learning*. Oslo: Scandinavian University Press.

Paosopa, J. (2003a). *The curriculum instruction design for labor professional standards competency trainning*. Bangkok: n.p.

Paosopa, J. (2003b). *The paper for workshop on characteristics and professional standards development for vocational education in the topic of DACUM 1, DACUM 2, DACUM 3, DACUM 4*. Bangkok: n.p.

Pichaichannarong, S. (2012). *Strategy "2012". The ministry of education for vocational education*. Retrieved August 10, 2013, from http://planipolis.iiep.unesco.org/upload/Thailand/Thailand_Vocational_educational_strategy.pdf

Public Outreach and Civil Society Division. The ASEAN Secretariat (2012). Retrieved August 10, 2013, from .http://www.aseansec.org/wp-content/uploads/2013/07/Publication-Integration-in-Services.pdf

Siam Commercial Bank Public Company Limited. (2011). *Moving forward with the AEC*. Retrieved August 10, 2013, from http://www.scb.co.th/eic/en/scb_eic_insight_past.shtml

Spencer, L. & Spencer, S. (1993). Competence at work: Models for superior performance. New York: John Wiley & Sons.

Thailand Development Research Institute. (2008). *TDRI the roadmap of tourism professionals for ASEAN free labor mobility*. Retrieved August 10, 2013, from http://prachatai.com/journal/2011/07/36085

Thailand Development Research Institute. (2012). *TDRI : Thai labor analysis for 2012*. Retrieved August 18, 2013, from https://thaipublica.org/2012/12/labor-situation-2012/

The Department of Trade Negotiations. (2008). *The project feasibility of immigration regulations and immigrant workers improvement for free trade agreement on services and investment in Thailand*. Retrieved August 10, 2013, from http://www.dtn.go.th

The Institution for Tourism Professional Training. (2012). *The special report of the ministry of tourism and sports on government plan for AEC preparation*. Retrieved August 10, 2013, from http://region4.prd.go.th/ewt_news.php?nid=15163&filename=index

The International Labour Organization. (2009). *The multilateral framework of international labour organization (ILO) on migrant worker mobility*. Retrieved August 10, 2013, from www.thaifta.com/trade/camgem_1.doc

The Office of the Civil Service Commission. (2010). *Key indicators information system*. Retrieved August 10, 2013, from http://healthdata.moph.go.th/kpi/2555/KpiProductDetail.php?topic_id=45

The Office of Vocational Education Commission. (2012). *The office of vocational education commission strategy*. Retrieved August 10, 2013, from www.vec.go.th/about vec/ strategy .asp

UNWTO Annual Report 2013. (2013). Retrieved August 10, 2013, from http://cf.cdn.unwto.org/sites/all/files/pdf/unwto_annual_report_2013_0.pdf

Web Editor of Parliament News. (2012). *Representative from vocational education reported to the office of vocational education commission committee on english course preparation for AEC*. Retrieved August 10, 2013, from http://news.parliament.go.th/program/ parliament- news/149.html

William Angliss Institute. (2012). *Case study in hospitality and tourism sector.* Retrieved August 10, 2013, from. www.austrade.gov.au/.../Indonesia-VET-2012-Wayne-Cros..