RICE Journal

of Creative Entrepreneurship and Management

RICE

Rattanakosin International College of Creative Entrepreneurship, RMUTR

About Us

RJCM is an international journal for academics and scholars at the higher education level to communicate and share their viewpoints and academic work with fellow professionals in the areas of creative entrepreneurship and management as practiced in their fields of specializations in social sciences.

RJCM publishes three numbers per volume annually and welcomes contributors to submit their manuscript in January, May, and September of each year. We accept both academic and research papers in social sciences from contributors.

The length of the unformatted manuscript in WORD can be 15-25 pages in length including references. The contents of the manuscript should include (1) a title with the author's name, affiliate, email address and telephone contact, (2) an abstract of 150 words with 3-5 keywords, (3) an introduction, (4) a rationale and background of the study, (5) research objectives, (6) research methodology, (7) data collection procedure, (8) data analysis, (9) results and discussion, (10) research limitation (if any), (11) conclusion, (12) the author's biography of about 50-80 words, (13) acknowledgement(s) (if any), (14) references, and (15) an appendix or appendices (if any).

All interested readers and paper contributors please contact Editor-in-Chief 2: Ruja Pholsward, Ph.D., Associate Professor, Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin (RMUTR), <rujajinda@gmail.com>, <ruja.pho@rmutr.ac.th>. Please kindly note that website submission will be advised after the first editorial screening.

Consultants:

Siwa **Wasuntarapiwat**, M.P.P.M, Assistant Professor, President, Rajamangala University of Technology Rattanakosin, Salaya, Nakon Pathom, Thailand

Udomvit **Chaisakulkiet**, Ph.D., Associate Professor, Vice President, Rajamangala University of Technology Rattanakosin, Salaya, Nakon Pathom, Thailand

Kanda **Wongwailikhit**, Ph.D., Associate Professor, Director of Research Center, Rangsit University, Pathumthani, Thailand

Yu **Xiong**, Ph.D., Professor, Associate Dean of International Affairs, University of Surrey, United Kingdom

Jianwu **Zhou**, D.M. (Doctor of Management in Management Sciences), Professor, Liaoning Jine Talent Co. Ltd., China

Table of Contents	Page

Note from Editors of *RJCM* Volume 2 Number 1

Dear *RJCM* Readers,

You are now with our first issue in Year 2 of *RICE Journal of Creative Entrepreneurship and Management* (*RJCM*). This issue contains six articles in the areas of competency development in human resource management, tourism and service industry, academic services, and management strategies.

In this issue, we have two papers in the area of competency development in human resource management: *"Soft Skill Competency Development to Enhance Competitiveness of Thai Incentive Travel Industry"* (Article 6) and *"Competency Development and Human Resource Management in the Hospitality Industry*" (Article 4). Two papers in the tourism and service industry are *"Sustainable Enterprise of Community Health Tourism in Nan Province after Covid-19"* (Article 2) and *"Interpretation and Application of "Water" as Medium for Landscaping Design: A Case of the Language of Flow in Fountain"* (Article 1)—both dealing with innovations in the field. Two more papers report current tasks in academic services, and management strategies: *"Development of Cultural Silver Jewelry Products: A Case of Ubonchat Sattathip Design"* (Article 5) and *"Management Strategies Used by Thai Private Educational Institutions in Support of the ASEAN Community"* (Article 3). These articles provide new perspectives and developments in the fields under study.

Our paper contributors are researchers/ scholars from Panzhihua Universityin China, and four universities in Thailand: Kasetsart University, Rajapruk Univesity, Business Administration Rajapark Institute, and Rajamangala University of Technology Rattanakosin.

The editors-in-chief hope that the research findings and innovations reported and discussed in these papers will be interesting to both researchers and practitioners who may share the same interest. The *RJCM* editorial team and the authors would appreciate our readers' comments about the published work. We always welcome contributions from those who may wish to be part of our *RJCM* network.

Nuttapong Jotikasthira, Ph.D., Editor-in-Chief 1
Ruja Pholsward, Ph.D., Editor-in-Chief 2
Jamie Wallin, Ph.D., Editor-in-Chief 3

Catthaleeya Rerkpichai, D.I.Ed., Assistant Editor

Address from RICE Director
Nuttapong Jotikasthira, Ph.D.
Rattanakosin International College of Creative Entrepreneurship (RICE)
Rajamangala University of Technology Rattanakosin (RMUTR), Thailand

Dear *RJCM* Readers,

The Covid-19 pandemic has been a cornerstone of a mankind history where things have never been this obscure, uncertain, and insecure, yet revealing. People do not know what is true, what to believe, and how they would have to adapt their worldviews and cope with things in their lives. Pseudoscience, conspiracy theories, fake news, are floated around in our information reception spans. For some, the Covid-19 phenomenon may need to be observed and explained by "reading-between-the-lines" as the social structures have become somewhat opaque and power holders have kind of restraining themselves from revealing the truth.

As such, the pandemic necessitates social theories to be retested empirically whether they still can explain, not to mention to predict, the social world. Undoubtedly, it has affected people from all walks of life, certainly including researchers and academics who have still continued with their work regardless of the limited channels of communication. The articles contributed to RICE Journal and Management and Entrepreneurship in this hard time would help fill the voids between academics and communities concerned.

I feel much obliged to all the authors for contributing the betterment of their work to academic communities. Your research in different fields of management and creative entrepreneurship certainly help reexamine the world temporarily blurred with uncertainties at the time of the pandemic.

Always with my best wishes for readers and paper contributors of *RJCM*.

Interpretation and Application of "Water" as Medium for Landscaping Design:
A Case of the Language of Flow in Fountain

Liyun Zeng
School of Civil Engineering & Architecture
Panzhihua University, China
Email: nonsar@foxmail.com

Nuttapong Jotikasthira
Ruihui Pu
Jinkun Sun
Changjiang Tang
Rattanakosin International College of Creative Entrepreneurship
Rajamangala University of Technology Rattanakosin
Nakhon Pathom, Thailand
Email: jotikasthira@gmail.com

Abstract

The traditional medium materials of public art are basically solid forms, while artists are often obsessed with water for its variable form. This academic paper took water medium as the main study object, and further studied fountain in modern public art regarding material characteristics, historical development, formal semantics, and key applications. In addition, this paper drew a conclusion on the theoretical method and principle of water application in fountain through actual cases under study. In this sense, the interpretation and application of water could be based on understanding its special properties and cultural connotations, creating an artistic fountain with permanent vitality, meeting public spiritual needs, constructing a harmonious urban public space, and ultimately achieving the public art value of fountain.

Keywords: Public art, water, medium, fountain, application

1. Introduction

"Public art medium" refers to the artist's creation of public works of art in the artist's mind and the elements of beauty projected in the art creation associated with materials, such as stone, steel, gypsum, mud, plastics, and in modern science and technology widely used in sound, light, and electricity). Forming an original public art symbol system requires the artist's mind, the extension of the will and the perfect combination of artistic materials (Jianggefeng, 2014).

Water is a common but special media material that artists and designers often use to create a rich form of public works of art. Especially with a long history of the fountain, it is the crystallization of the artist's wisdom to put in the city's public space baking atmosphere, regulated microclimate, and beautified environment for appreciation of the public.

2. Key Characteristics of Water Media

Compared with other materials in public art, water has unique properties in morphology, sound, color, smell, and sensory experience as shown in Table 1. Water has not only morphological plasticity, syllable, color special and other physical characteristics, but also a variety of perceptual characteristics, such as touchable, olfactory, temperature variability and the like.

Table 1: Comparative Analysis of Characteristics of Water and Other Media Materials

Materials	Physical Properties				Sensory Properties
	Form	Voice	Color	Smell	
Water	Solid/Liquid/Fog	Water	Colorless	Fresh	Visual/Auditory/Touch/Smell
Metal	Solid	Null	Null	Null	Visual/Touch
Stone	Solid	Null	Colorful	Null	Visual/Touch
Porcelain	Solid	Null	Colorful	Null	Visual/Touch
Wood	Solid	Null	Colorful	Null	Visual/Touch
Gypsum	Solid	Null	White	Null	Visual/Touch
Glass	Solid	Null	Colorless	Null	Visual/Touch
Plastic	Solid	Null	Colorful	Null	Visual/Touch
Concrete	Solid	Null	Grey	Null	Visual/Touch
Ribbon	Solid	Null	Colorful	Null	Visual/Touch

2.1 Plasticity of Water Media

Water in public art usually exists in three forms: solid, liquid, and fog. Under certain conditions, it can vary in these three forms, and many artists use this feature variation to show the view of the original static works with characteristics of dynamic change. The art of street behavior in Paris, France (see Figure 1) displays a dress frozen by a large ice cube to imply people in trouble, with the change of temperature and time with ice melting into water, water evaporating into fog, and thus giving people different thinking and feeling. The ice water wall of New York's Teardrop Park (see Figure 2) is a blend of ice and water, which forms ice in winter and ice drops between rock seams. In addition to the strong plasticity of solid water media, liquid and foggy water media can be combined with sculpture, installation and other forms of public art integration also through the artist's direct creation of a dynamic spray of water as a separate composition on the "water sculpture."

Figure 1: Street Art Behavior in Paris, France (Baoshi Degree & Wang Huaifeng Beam, 2006)

Figure 2: New York Teardrop Park Ice Water Wall

2.2 The Syllables of Water Media

The stream ripples, the rain patter, the drop clatter, the gurgling water, and the spring drumbeat are the natural properties of underwater sound for syllable control for sound production with specific emotions and uses. The "sound of musical instruments" emitted by the hundred springs in Villa Este caused public amazement; the dripping sound of the water grotto in the traditional Japanese courtyard brought a secluded and profound feeling to the courtyard; the water banging in the fountain of the theme garden of Shanghai emotional Rain House made a clear sound on the glass, causing the public to interact emotionally. People can be attracted to the sound of water before they reach the water, so the characteristics of the water medium can make a sound easier for the public to identify and remember.

2.3 Color Particularity of Water Medium

Water medium is colorless and transparent, but the particularity of the material often makes it changeable color. First, German artist Herbert Dreiseitl has likened the dynamic water to "white water" (whitewater), where the state of motion, the masking of the surrounding environment, the reflection and refraction of light can make the otherwise transparent water visible. When the surface is broken and bubbles enter, these bubbles form a lot of small spheres that reflect the sun, making the water more visible and, in particular, showing depth (Delessaire, 2008). Different dynamic changes of water appear to varying degrees of white. White is the most pure and clear color of nature. Secondly, the water medium under the refraction of sunlight can also generate rainbow color or in the light of the rendering of colorful colors.

2.4 Multi-Sensory Characteristics of Water Media

In terms of sensory characteristics, in addition to the most basic visual and auditory, water media sniffing, touchable, fluidity, and temperature variability can bring people a variety of sensory experience. For one, water cannot only produce negative ions to improve air quality, so that people experience a fresh breath through the sense of smell and the surrounding grass flavor, floral fragrance, soil flavor and other fusions to produce a pleasant

smell. Second, with different flow rates, the form of water has a different touch; slowly flowing water lets people have the feeling of being gently hit, and moist, light fog makes people feel happy and cool. Third, the flow rate and rhythm of water, the ripple of water ripples, and changes in the direction of flow will cause people to produce a change in motion, just as the sudden change of the fountain water posture will be surprising. Finally, people's temperature perception of the water medium is the thermal characteristics of the water medium; solid water gives people chills, liquid water gives people cool, and foggy water can be warm.

3. Evolution of the Use of Water Media in Fountains

The fountain originated in the west. At first, westerners used fountains to connect canals to provide drinking water to the public, and the fountain, as a social life center for citizens, resembles the wells of ancient China. Along with the development of western water supply systems, the way of public water intake gradually changed; fountain water source from scarce to sufficient gradually became the royal aristocracy in the courtyard of art. Under the impact of the urban park movement and the Art Reform Movement, most royal gardens are open to the outside, and the fountain gradually moves from closed art to public art. Therefore, from ancient Greece to modern times, in the space and time dimension, the use of water media in the fountain function, form and the sensory experience of people have undergone a series of changes from single to diverse, objective to subjective, euphemistically implicit to bold direct process as shown in Table 2.

Table 2: Analysis of the Evolution of the Use of Water Media in Fountains

Time	Function	Form	Sensory	Represent
Greek	Shower/ Drinking	Sculpture-based, Water as supplement	Taste/ Touch	The Greek fountain of the Pergamon Museum
Rome	Shower/ Drinking/ Decorate	Sculpture-based, Water as supplement	Touch/ Visual	Roman bathroom Fountain/The fountain site of the ancient city of Pompeii/Hadrian Villa Fountain
Middle Ages	Drinking/baptism/ Decorate/Irrigation/ Entertainment	Sculpture-based, Water as supplement	Touch/Visual	Fountain of the Cathedral of Peruja, Italy/Alhambra Palace's Lion Fountain
Renaissance	Drinking/ baptism/ Decorate/ Entertainment	Sculpture-based, Water diversification	Auditory/ Visual	Villa Este Hundred Springs/Water Theater/Dragon Fountain/Trevi Pool Fountain
Baroque	Drinking/ Decorate/ Entertainment/ Metaphor	Sculpture-based, Water diversification	Visual/ Auditory	Four Rivers Fountain/Palace of Versailles La Do na Fountain/ Apollo Pool Fountain
Modern times	Art	Water-based, Sculpture as supplement	Visual/ Auditory/ Touch	Water Bridge at the Paris Colony exhibition/Geneva Ultra High Fountain/Louvre Pyramid Fountain

3.1 The Function Evolution from Practicality to Art

The human wisdom of water access and fountain water supply are to expand the public demand for water from life to aesthetic transformation. "Fountain City" Ancient Rome retains a large number of decorative fountains; these fountains experienced natural disasters, and the destruction of war after the Middle Ages again gushing. The reborn fountain is associated with irrigation and religious baptism, and begins to have entertainment features, as shown in the Earl of Atua Garden fountain which can be unintentionally triggered by tourists. The reform of art often breeds the emergence of new things, and the water in the fountain carries a deeper artistic language under the influence of Baroque Christian art, which in turn emphasizes symbolism-- the four rivers conquered by human civilization by the four River fountain metaphor. And modern well-known artists and designers Jean Dingley, Pei, Clesse Odenberg and Daniel Buren jointly designed the fountain as urban public works of art to attract attention of the public. The enhancement of human environment and aesthetic awareness marks the complete separation of fountain water supply system and urban living water supply system. It is clear that the artistic aesthetic function of the fountain completely replaces the drinking function.

3.2 Evolution from Line to Form of "Water Sculpture"

The American philosopher Susan Langues once put forward that *art is the emotional symbol form of human beings*, and the form of water in the fountain is the concrete expression of the artist's emotion and popular emotion—carrying unique characteristics of dynamic change. Sculpture in ancient western fountains occupies an important position. The simplest fountain structure is the water directed from some animal sculpture nose or out of the mouth in natural fall, or under the action of pressurized device directed into the air to draw a concise and wonderful arc. The Baroque period is the transition period of dynamic water-shaped evolution; the fountain of the Palace of Versailles and the Fountain of the Summer Palace show the water constantly changing like fireworks, compared with the ancient Greek and Roman fountains in the form of more diverse and complex forms. The promotion of water media status in the fountain is most typical of the iconic fountains in modern France, the United States, Geneva, the Middle East countries, particularly Saudi Arabia and Dubai. Influenced by the Art Reform Movement and the technological revolution, the fountain language expressed by artists and designers using water media is becoming more and more artistic, and the fountain has gradually been hailed as "water sculpture," as seen in the fountain Bit created by the German artist Juries Poppe.

3.3 Sensory Evolution from Single to Integrated

At first, the fountain provided drinking water and shower water to give people a simple taste or tactile experience; the fountain in the sculpture elements of the complex changes and water-shaped diversity together give people visual impact and transformation. During the Renaissance, fountain creators focused on the control and design of water sound, water theater, water temple and other fountains filled with dramatic musical effects, giving people the puzzle of hearing. Since then, the fountain has essentially been more lively than the expression of contemplative art, and the fountain hidden at the bottom of the garden road or round stool in the Este villa will suddenly spew wet visitors to satisfy the tactile

experience. Modern fountain creators use lighting art and music art into the fountain works, to bring upon the viewer a wealth of visual and auditory enjoyment. With the production of artificial fog technology, fountain creators use foggy water media to create fountain works sprung up to join the ranks of public art with moist and light fog to give people a unique sense of touch and other sensory experiences.

4. Design and Application of Water Medium in Fountain
4.1 Embodying Artistic Value

Artistry refers to the feeling in the direction of visual aesthetics, which is the visual and emotional feeling that design works bring to people in terms of color, shape, material and other appearances (Ding, 2010). With the continuous improvement of public aesthetic needs, art works that do not meet the aesthetic needs of the public will certainly not be accepted.

The color particularity and morphological plasticity of water determine that hydro energy, as a good art carrier, carries the language conception of artists and designers, forms "water sculpture", and shows the artistic value of fountain. The Japanese EXPO ' s FOUNTAINS (see Figure 3), which caused a lot of public visual amazement, was designed by the artist Noguchi Yong using the color of the water as an illusion, and the fountain was suspended in the air as if it had no connection to the ground, conveying mysterious beauty, while the pipes that actually supported the fountain were hidden in the vertical falling "white" moving water. The Cosmic Spin fountain (see Figure 4) at the plaza of the five crossings in Beijing is Zhang Dong from the universe to the creation of time, which conveys the perception of time through spatial visual perception. Rotating platform, such as time measurement non-stop rotation, rotation to a fixed position to trigger a short period of water spray, from the dynamic visual perception penetration into the connotation of the work, lets people feel the eternity of the universe and the short time break through the art of simple visual aesthetics--conveying the boundaries and triggering a lot of public thinking.

Figure 3: EXPO' FOUNTAINS

Figure 4: Five Crossing Cosmic Center Square Fountain (Zhang Tang Landscape, 2016)
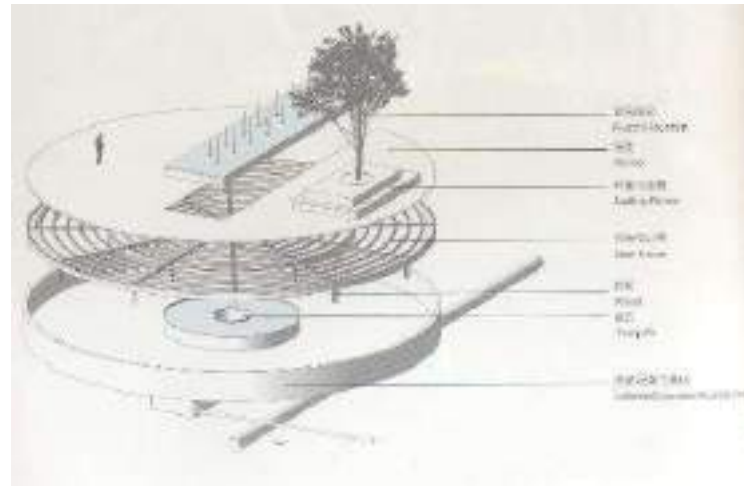
4.2 Highlight Service Features

As an important part of urban landscape, urban public art is regarded as the furnishing in the outdoor environment, which represents functional and artistic symbolization, and plays a multiple role in the development of urban environment. This satisfies not only people's spiritual aesthetic needs, but also the demand of use (Wang, 2016).

As a public art, the creation of fountains needs to have *the function of providing services to the public,* including ecological functions and interactive functions. For one thing, *ecological function* is the most basic service function, using the characteristics of water to reduce noise or improve local microclimate. Artists and designers at *airports or highways* and other noisy places can use a syllable fountain water sound effectively to improve the ambient noise and create a combination of urban and natural ecological livable space. The West Seoul Lake Park fountain near the South Korean airport (see Figure 5) is triggered by spraying water when the plane takes off more than 81 decibels of noise, masking the noise generated by the aircraft.

It is reported that the Beijing Botanical Garden Cherry Trench spray, which opened in 2014, can not only increase the air humidity to provide a good growth environment for rare and wet plant spruce, but also effectively absorb dust in the air, which has a significant weakening effect on haze. Second, the *interactive function* of the fountain is the strong demand of the modern public for the public art in the urban landscape after being away from nature. The Crown Fountain in Chicago, USA (see Figure 6) is a classic embodiment of interactive functions, with the designer spewing out of the mouth by photographing and collecting the smiling faces of the public and presenting them as images in the form of a large sculpture at that moment.

Fountain creators have carried out a new interpretation of the ancient traditional fountain and replaced the traditional sculpture with the image of the citizen. The water medium used to be a simple line-like expression in form, but now the simple spray water is designed with its dynamic characteristics to reflect the fun interactive experience process between the fountain and the viewing citizens.

Figure 5: South Korea West Seoul Lake Noise Reduction Fountain

Figure 6: Crown Fountain, Chicago, USA

4.3 Enriching the Sensory Experience

Fountain is not only a product of visual art, but also a complex of multi-sensory experience. In addition to the common visual and auditory design, water touchable, sniffing, temperature variability, and fluidity determine that the fountain can bring people touch, smell, Jeche, kinetic and other aspects of the sensory experience. In this regard, the fountain design and creation currently deal with the different sensory experiences of the comprehensive considerations, needs and liking of the public.

To arouse public perception of the fountain's outward-to-inner experience, fountain creators need to highlight the public characteristics of the fountain. The fountain in Francois

Mitterrand Square, France (see Figure 7) is full of psychedelic colors, sometimes gushing from the ground, sometimes fog rising from the ground, "white" moving water and fog letting the public experience different visual, tactile, dynamic, and Jeche contrast feelings. Harvard Stonehenge's Taj Fountain (see Figure 8) was created by Peter Walker with Foggy Water, which not only visually highlights the mystical color of the fog in attracting many public contacts with it, but also adapts to the changes in the time dimension for thermal design to give a cool breath in the summer. The designer combined heating systems to add warmth to the campus during the cold winter months.

Figure 7: Fountain of Francois Mitterrand Square, France (Let Max Rocca, 2007)

Figure 8: Tyna Fountain, Harvard University

4.4 Baking Place Spirit

In the public art overview, Wang (2016) said: "The specific environment produces specific works, specific works absorb the special significance of the environment, so as to obtain an independent spiritual air field."

The spiritual atmosphere here can be understood as the spirit of the place, in line with the spirit of the site in the Fountain works in the form of the expression in accordance with the site environment, atmosphere and emotion, to achieve the work, environment, human integration and harmony. Catherine Gustafson adhered to the design of the site history and connotation of the excavation to achieve the work and the spirit of the site of the key steps. Her artistic masterpiece Princess Diana Memorial Fountain (see Figure 9) is located in Hyde Park, an open British Royal Park.

Unlike the traditional fountain, the fountain as a whole appears in the form of water media not to express the sad hyperthyroidism in a vertical direction, but in the horizontal direction to give people a breadth of the extended calmness and cordial feeling toward metaphorical Diana's calm and generous character, implicitly expressed in deep memorial feelings for the princess.

Figure 9: Princess Diana Memorial Fountain Tang (photo)

5. Conclusion

For artists and designers, water is a green medium that nature gives them a variety of special physical and sensory properties, which can be combined with sculptures, installations, and the like to appeal to the emotional and artistic inspiration of the site. For the public, water has a variety of sensory stimuli, and has been the object of human dependence since ancient times. For the fountain works, they are endowed with the name "water sculpture" showing particularity of the water media material as the flowing language of the fountain.

The evolution of the use of water media in fountains is not simply a functional and formal change, it is necessary to constantly arouse the creator's deep thinking about the society and the attention to the public consciousness, so that the public can identify the meaning behind the works through the surface form. As known, postmodernism conveys the interpretation of works of art, not simply as mere metaphysics. Therefore, a full understanding of the cultural and social history in which water and people are rooted in it will lead the viewing public to appreciate the sound, color and different forms of water, sensory and aesthetic experience as thematically designed by fountain creators.

The fountain design varies to create multi-sensory comprehensive products with four-dimensional spatial changes and a variety of changeable forms of water media. Even though it is a western product, from an ancient art development to a new trend of public art creation and design in recent years, it has been culturally adapted in the eastern culture to suit particular landscapes in the orient. Eastern fountain creators may avoid the impact of western modern landscape design to suit their viewing spectators. Whatever design or theme they may take, fountain creators share a common goal on using water media to show aesthetic elements in harmony with the environment for appreciation and enjoyment of the public.

6. The Authors

The first author Zeng Liyun is a lecturer in the School of Civil Engineering & Architecture, Panzhihua University, China. The other four co-authors are Nuttapong Jotikasthira, Ruihui Pu, Sun Jinkun, Changjiang Tang are lecturers at Rattanakosin International College of Creative Entrepreneurship, Rajamangala University of Technology Rattanakosin, Nakhon Pathom, Thailand. These authors have their specialization in tourism and hospitality management; their research interest lies in forefront cases, issues and innovations in creative entrepreneurship and management in the tourism and hospitality industry.

7. References

Baoshi Degree, Wang Huaifeng Beam. (2006). Urban Public Art Landscape. Beijing: China Architecture & Building Press, (2006), 11-30.

[DB/OL]https://en.wikipedia.org/wiki/Crown_Fountain

[DB/OL]http://www.pwpla.com/projects/tanner-fountain-harvard-university#

Delessaire, L. (2008). *Latest Waterscape Design.* The second edition. Hu Yico (translated). Beijing: China Architecture & amp; Building Press, p. 10.

Ding, Y. (2010). The design origin of urban public open space-exploration of public participatory design techniques. *Beijing Planning and Construction*, (2010), *3*, 22-24.

[EB/OL]https://howcreativeswork.com/category/design/

[EB/OL].https://www.asla.org/2009awards/001.html.

[EB/OL]http://www.gooood.hk/73328650.htm

Jianggefeng, Z.Y. (2014). A study on the role and value of media in public art. .*Art Review*, (2014), *6*, 139-142.

Let Max Rocca and JML Office. (2007). *French Waterscape Design: Urban Water Elements*. Shenyang: Liaoning Science and Technology Press, p. 22.

Wang, N. (2016). Research on functionality and artistry in modern design. *Design*, (2016), *19*, 68-69.

Zhang Tang Landscape. (2016). Waiting for the next 10 minutes-renovation of the plaza of the Beijing five crossing Yisheng building. *Landscape Design*, (2016), *12*, 68-90.

Sustainable Enterprise of Community Health Tourism in Nan Province after Covid-19

Phimchaya Jetjiroj
Business Administration Rajapark Institute
Bangkok, Thailand
Email: phimchaya4555@gmail.com

Abstract

The objectives of this research were to (1) analyze *the potential* of community tourism businesses in community development in Ban Mai District, Nan Province, (2) study the level of public and private *support* that affects the level of participation, and (3) develop a *health tourism network* as a tourism model that determines product development in the community. In this study, the researcher had 61 participants joining the study on a voluntary basis: 2 medical service representatives from two health tourism government agencies, 1 community chair or village headman, 8 herb growers and 50 traveling tourists. There were three research tools for data collection: questionnaires, participatory workshops and in-depth interviews. The researcher used mean and standard deviation for data analysis, followed by content analysis of interview data. The research results revealed that the community showed readiness for participation in solving problems collectively, and health service users were satisfied with health tourism in Ban Mai Phatthana District Nan Province. Overall satisfaction by mean values were: social and cultural souvenirs at 4.36 (SD=.413), location and environment satisfaction at 4.26 (SD=.352), and participation at 4.24 (SD =.472), respectively.

Keywords: *Community enterprise network development, sustainability, community health tourism, COVID-19 pandemic*

1. Introduction

The COVID-19 situation in Thailand has gradually improved while other countries have continued to cope with severe outbreaks by their government's cycles of control to curb down the infection rate. Thailand has been ranked the first in Asia with a score of 73.2 out of 100 by the global COVID-19 index (GCI) in recovery from the pandemic among 184 countries worldwide. The global health security ranking of countries in 2019 read Thailand's GHS index in the 6th place out of 195 countries. In the country's attempt to gain confidence back from tourists, it has to create an advantage on the safety market in health tourism to stimulate the economy with the strategy of *medical tourism* used by the Tourism Authority of Thailand (TAT).

The new normal currently focuses on a specific market especially in the health and wellness group which emphasizes quality rather than quantity, and aims at three types of tourism: *health tourism* in combination with *medical tourism* and *agricultural/ food tourism.* Such combination highlights the selling point of hygiene safety, the uniqueness of culture and food, the beauty of nature, and hospitality of Thai people. This is to add value by using a digital platform for the tourism industry in conjunction with health care.

In the past, Nan Province in the north of Thailand had strength in health tourism to create sustainable income to the community; however, the Covid-19 situation has hampered community enterprises due to lack of incoming tourists. As known, community enterprises have created a strong local community network contributing to local economic growth. Village community products cannot be sold now for the fact that the number of domestic and international tourists has dwindled. There has been a call for help from the local government and the ASEAN Community to promote the development of a unique village community way of life, the wisdom culture of the community, and village/ community attractions in support of health tourism in Nan Province.

It is interesting to look at the case of Baan Mai Phatthana District Moo 4 Nam Kian Sub District Phu Pieng District--a small community on the plateau--in Nan Province. There is a river flowing through the district. The local villagers work on their land and have a simple lifestyle. The community emphasizes local wisdom about the herbal plants locally called *Sumunprai* mainly grown for health tourism. People in the community do not use chemicals in their herb plant farms; they use herbs in daily life and make many quality herbal OTOP products. [OTOP: One-tambon (district)-one product.]

Using knowledge gained from the royal project of King Bhumibol, villagers learned about herbs processing and distributing channels of products and the district has become a learning center that attracts visitors from Thailand and abroad. Many hotels bring herbal products from the community to service their visitors. The community's conservation lifestyle appeals to tourists' interest in the use of OTOP herbal products in Thai massage. There has been cooperation between people and business groups in processing and production. The well-being of the local enterprises as guided by the National Economic and Social Development Plan No.11 (2012-2016) and No 12 (2017-2021), has come to a halt with the Covid-19 outbreak. And the time is now for the community to start anew in an attempt for a quick recovery back to health tourism.

Focusing on the development of the community's foundation in local wisdom to live by the principles of self-reliance along with the creation of network of community enterprises for community-based tourism management. For the community's autonomy in local enterprise management, it is necessary to establish *a health community tourism model* to guide Ban Mai Phatthana District, Nan Province toward effective tourism business operations on the local site and nearby areas.

The integration of the group serves as *an enterprise network.* The health tourism of Ban Mai Phatthana District, Nan Province still has problems with *readiness* of the community in *management.* Existing lack of systematic connections with the government and the private sector in the country cannot lead the community to fully develop its potential and conditions for strong tourism and effective services provided. It takes good cooperation among entrepreneurs and the government/ private sector to make possible participative and sustainable health tourism in this district under study.

2. Literature Review

The ongoing trend in health tourism has been obstructed by the spread of COVID-19 from repeated outbreaks in many areas and thus put businesses involved in the tourism industry at risk of loss, particularly aviation. The supporting factor for the upcoming year

is the positive image of Thai public health in handling infection--as mentioned earlier--Thailand ranking the first in Asia and the sixth in the world. The beautiful natural scenery makes Thailand a popular tourist destination. Its potential development in health tourism lies in 2021 with expectation of 20.5 million arrivals--a decrease of 48% compared to 2019. Estimated revenue will be 9.8 billion baht down 49% compared to 2019 as a result of *New Normal* and the waiting time for vaccination against Covid-19. Due to change in people's behavior under the new normal, the original making of all markets has to change accordingly. Thailand needs to rely more on domestic travelers rather than those from foreign countries. Thai people will use their purchasing power in the country rather than abroad in settling with their domestic routes.

According to Hall (2011), health tourism refers to two types of health care activities one with a focus on *the curative course* for disease treatment, transgender surgery, dentistry surgery and other kinds of surgeries (Goodrich, 1987; Richter 1989; Smith & Puczko, 2014; Hmiouis & Haoudi, 2016). It is also called *medical tourism* of which the activities aim at health promotion and illness prevention. The second type is on the *promotive course* for *Wellness Tourism*. It is relevant to the surroundings, including lifestyle--physical, mental spiritual, tangible and intangible. Mueller & Kaufmann (2001) described wellness tourism as a holistic health care to achieve a well-being which is not just the body but also the mind and soul.

Smith, Deery, & Puckzo (2010) and Smith & Puckzo (2014) also stated that health tourism is related to "personal" and "living with others (social life)." Thai researchers Kanthawongwan, Aun-Thong & Kaosa-ard (2015) described the difference between *medical* and *wellness* tourism by using the characteristics of the traveler (customer's travel incentive) and destination (country/ place and activity) as criteria for differentiation. In addition to these two types of tourism, they have a link with health activities. The health care and prevention or promotion of health are called in integration as *Medical Wellness Tourism* or *Preventative Medicine* involving health rehabilitation and Ayurveda acupuncture. These activities require quality facilities and skilled personnel as in hospitals or clinic hotels or resorts. Various types of health promotion centers, such as spas and meditation centers can clarify the meaning of health tourism for the balance of the body and the mind. Tourism resources for health are to meet the travel objectives to nurture and promote physical, mental and spiritual aspects of health tourism. For tourists to choose their travel destination, they consider the atmosphere for relaxation, privacy, and landscape for outdoor activities (Pesonen & Komppula 2010). Historical places, tourist attractions, food and culture appeal to people for their touring choice. It should be noted that competition in health tourism destinations is rather tense and business operators have to make adjustments for winning their customers back to their offered itineraries and services. Natural resources and health incentives are expected by business operators to lure customers to visit and enjoy touring packages as relevant to the customers' preferences.

3. Conceptual Framework

Figure 1: Conceptual Framework

The potential of tourism business community enterprise   health care for community enterprise network development

The level of support of the public and private sectors that affects the development of the community to participate

Community-based health tourism models affecting the development of community enterprise networks
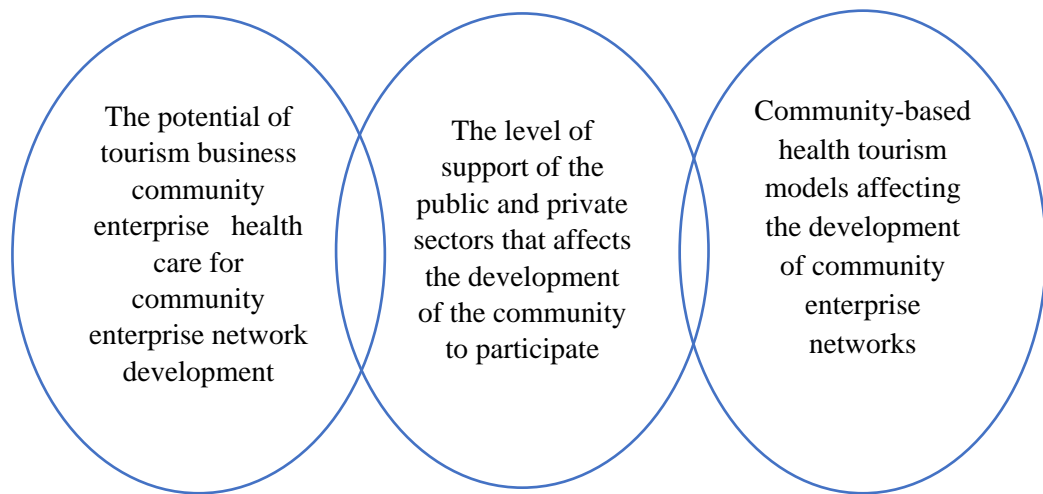
4. Research Objectives

The objectives of this research were to (1) analyze *the potential* of community tourism businesses in community development in Ban Mai Phatthana District, Nan Province, (2) study the level of public and private *support* that affects the level of participation, and (3) develop a *health tourism network* as a tourism model that determines product development in the community. It was expected that the results of the study can generate implications for the three identified research objectives.

5. Research Methodology and Research Scope

This study used the approach of Participatory Action Research (PAR) by pursuing the core activities of feasibility studies, feasibility analysis and participatory workshops. The researcher carried out the main activities for feasibility study analysis of the participating community, followed by a workshop at Ban Mai Phatthana District, Nan province. In this study, the researcher had 61 participants joining the study on a voluntary basis: 2 medical service representatives from two health tourism government agencies, 1 community chair or village headman, 8 herb growers and 50 traveling tourists.

6. Data Collection

The researcher used three research tools: questionnaires, participatory workshops and in-depth interviews to collect data from 61 participants. Data collection was carried out after the literature review of documents, books, and research articles related to health tourism was completed.

7. Research Tools

A structured questionnaire on sustainable community enterprise network development in Nan Province's health community tourism after the COVID -19 situation, was created with Cronbach Alpha value at 0.92. The interview questions dealt with the *development potential*

of health tourism, health tourism entrepreneurs' *participation*, a *business model* based on the analysis of strengths/ weaknesses/ opportunities/ threats (SWOT). Schemes and questions for participatory workshops and in-depth interviews were also based on the three main points of the structured interview: development potential, participation and a business model.

8. A Data Analysis

The researcher used mean and standard deviation for data analysis on the community's readiness for participation in solving problems collectively, health service users' satisfaction with health tourism in the community, social and cultural souvenirs, and location and environment. The researcher also used content analysis of interview data obtained from the participants in the study.

9. Results of the Research

The results from the workshops on the development potential and the community's readiness were summarized according to the research objectives. It was found that the community has good development potential, such as organizing activities related to herbs knowledge transfer to tourists and herbs museums. As for the issues of participation and a desirable business model, the researcher summarized major points under SWOT analysis of strengths/ weaknesses/ opportunities/ threats as shown in Table 1.

Table 1: SWOT Analysis of Strengths/ Weaknesses/ Opportunities/Threats for Development Potential of the Community's Health Tourism Business in Ban Mai Phatthana District, Nan Province.

Strengths	Weaknesses
1. A group of people in the community has knowledge and expertise in herbs and a good understanding of therapeutic treatments. 2. People in the community have knowledge and understanding of health, such as relaxation massage and healing massage. People in the community have knowledge of their products and can explain to tourists. They can also be local guides. 3. Nan is a popular province for natural tourism; therefore, tourists seek health spots for one day, thus being attracted to health trips. 4. There are government organizations to help and support as well from upstream to downstream process in distributing herbs for the villagers to plant as well as identifying the herb purchase sources for processing into various herbal products.	1. Not having an established network of medical tourism is a remaining issue for people to work on. 2. The community members are not very cooperative because they are afraid of the situation of the COVID-19 epidemic. 3. Community groups still lack channels to connect with tourists . There is still weakness in English language communication with foreign tourists. 4. People in the community are developing similar products that lack diversity. 5. Lack of public relations for health tourism. 6. In terms of providing health services, such as Thai massage or therapeutic massage, there are few service providers in the community compared to the number of tourists during festivals or when the government tries to stimulate the economy.

Opportunities	Threats
1. The trend of Thai health tourism will be increasing after the Covid-19 situation has passed—creating good potential for health tourism in Thailand with availability of good resources.	1. In Nan Province, a lot of new tourist attractions have been developed and tourists sometimes do not visit all tourist attractions due to fatigue from traveling.
2. The situation of solving the epidemic problems in Thailand has been well recognized worldwide.	2. Thai tourists still accept OTOP products. The community has too few types of OTOP products.
3. Awareness and caution of tourists about Covid-19 remain and the government has emphasized security measures to prevent this epidemic.	
4. The situation of aging society has made matters more conducive to health tourism.	

Table 1 shows SWOT Analysis of Strengths/ Weaknesses/ Opportunities/ Threats to identify development potential of the community's health tourism business at Ban Mai Phatthana District, Nan Province.

The second objective of the study was to study the level of public and private support that affects the level of participation in the community's health tourism enterprise at Ban Mai Phatthana District, Nan Province. Two representatives from the local tourism offices, 8 herbal producers, and 1 village headmen volunteered information that the government agencies and the private sector have supported the production of goods for distribution, and the creation of joint activities for sustainable self-development. In addition, the public sector has provided financial support in disseminating information on activities or projects to attract tourists to visit the promoted areas or projects, particularly the project on raising awareness for youths called Rak Ban Kerd [Love Your Homeland]. Connecting health tourism with agro-tourism and ecotourism is good for the community to be integrated into economic activities of the ASEAN Economic Community (AEC) Lertnattee, Chomya & Sornlertlamvanich (2014). Herbal medicine for healthcare service is a signature product in this community. Healthcare practitioners including pharmacists need new knowledge of herbal medicine. It is advisable that a web-based supplement learning tool on herbal medicine should be introduced for collaborative learning of knowledge and planting skills for herbal medicine production using multi-lingual herb name labels with AEC endorsement. The community has collected new opinions from parties concerned for useful information on enhanced planting skills in herbal medicine enterprise.

The third objective of the study was to develop a *health tourism network* as a tourism model that determines product development in the community. From the participants' responses, the pilot project to identify a healthy community tourism model appeared to please the elderly members of the community. After trial, the model based on the results of SWOT shown in Table 1 could benefit about 20,001 baht per month for the community's members with a single status.

The evaluation results on *participation* and *satisfaction* showed that the customers of Ban Mai Phatthana District's tourism service and visitors of the garden herb processing and production were satisfied with the activities and social/ cultural location and environment. The results pointed to a significant relationship between destination attributes and tourists'

overall satisfaction with the cultural heritage products and experience. Such findings were consistent with what was reported by Muzaffer, Muzaffer & Mccleary (2016) that assessed a cultural heritage destinations by using an expectation and satisfaction grid. This also indicated the rising trend of the cultural heritage tourism and its market based on tourists' satisfaction.

The evaluation results corresponded with the findings from Oviedo-García, Vega-Vázquez, Castellanos-Verdugo & Reyes-Guizar (2016) about the satisfaction dimensions of domestic tourists when buying souvenir products in relation to the overall satisfaction with the touring experience. They asserted that souvenir shopping satisfaction consists of four factors: internal attraction, service differentiation, service provision and external attraction. The last two influence the overall tourist satisfaction rates. Their implications shed light on understanding of tourist satisfaction among both scholars and practitioners of health tourism.

The evaluation results of the participation and satisfaction with health tourism by users of Ban Mai Phatthana Health Tourism Service, Nan Province, are reported in Table 2.

Table 2: Results of the Participation and Satisfaction Evaluation by Users of Ban Mai Phatthana Health Tourism Service Nan Province (n = 50)

Participation and Satisfaction of Those who Use Health Tourism Services	Ban Mai Phatthana District Nan Province		
	X	S.D.	Interpret
Overall place and environmental satisfaction	4.26	.352	most
Distribution satisfaction	4.02	.454	More
Souvenirs of the society and culture	4.36	.413	Moderate
total participation	4.24	.472	Low
Overall service satisfaction	4.22	.425	Very low

The evaluation results of the participation in and satisfaction with health tourism by service users in Ban Mai Phatthana District, Nan Province showed that the overall social and cultural souvenirs X=4.36 (SD=.413), followed by overall site and environmental satisfaction X= 4.26 (SD =.352), and overall participation X = 4.24 (SD=.472), respectively.

10. Implications of Research Results

As mentioned earlier, health tourism is highly popular today and it has impact on specialized marketing target groups for Thailand to explore further in promoting this type of tourism. The results of this research were to generate implications for development potential, participation and satisfaction, and the use of relevant tourist activities and business model. It is important to create value for activities and social/ cultural souvenir products. This is in support of income distribution and tourism sustainability to increase competitiveness in the tourism industry in Thailand.

The researcher would like to highlight implications of this research in the following aspects:

10.1 It is time for the government to appoint an advisory agency with expertise and knowledge in health tourism for local tourism units. The appointed agency can communicate and coordinate with persons responsible for the community's health tourism. People in the community adhered to the past knowledge and lacking in management service skills can be coached or monitored with new dimensions of tourism management.

10.2 The government can assist local people with the sufficiency economy philosophy of health tourism in practicality. Based on the sufficiency economy philosophy, the community is supposed to be self-reliant with involvement of the community's members in collective ownership of the business with fair share of benefits. Health tourism is therefore to promote the creation of jobs and activities, and tourism products/ services appealing to tourists with emphasis on sustainability.

10.3 Government and private agencies can help with promotion of herb planting by providing seeds and needed resources to people in target communities under the national plan of health tourism.

11. Recommendations for the Community

The researcher would like to make the following recommendations for the community:

11.1 Baan Mai Phatthana Community should design community activities based on participation of the community's members. They can participate in brainstorming what makes best for tourism business operations. There should be measures for income distribution for the community's members and providing funds for local souvenir production.

11.2 The management of the community must be transparent with rules and regulations that are accepted by the community's members. There should be schedules for meetings to ensure participation on a regular basis to handle problems and shortcomings in current health tourism business operations.

11.3 Tourism management should consider cost reduction for more profit. The business pace of entrepreneurs should be in line with the community's lifestyle.

11.4 The community should provide health education to its young entrepreneurs. They can also work on public relations for tourists to buy Thai herb products with unique properties.

12. Recommendations for Future Research

The researcher has two points on recommending future research on (1) networking health tourism in the north of Thailand and (2) current/ foreseen issues related to sustainable community development and promotion of community health tourism. Future research is meant to find useful information for practical and effective health tourism business management and operations.

13. The Author

Phimchaya Jetjiroj is a lecturer at the Business Administration Rajapark Institute. Her specialization and research interest lie in the areas of management, entrepreneurial networks, sustainable community development, and health tourism.

14. References

Hall, C.M. (2011).   Health and medical tourism: a kill or cure for global public health? *Tourism Review*, 66(1-2), 4 -15. https://doi.org/10.1108/16605371111127198. Emerald Group Publishing Limited.

Hmioui, A. & Haoudi, A. (2016). Le rôle de la gastronomie et de l'artisanat dans l'attractivité touristique de la ville de Fès: étude à partir des perceptions des touristes étrangers. *Management & Avenir,* (85), 149-169.

Goodrich,   G. E. (1987). Health-care tourism: an exploratory study. *Tourism Management*, *8*(3), 217-222.

Kanthawongwan, K., Aun-Thong, A. & Kaosa-ard, M. (2015). *Competitiveness of Thailand's Health Tourism Industry.* Institute of Public Studies, Chiang Mai University. [in Thai].

Lertnattee, V. Chomya, S. & Sornlertlamvanich, V. (2014). A collaborative learning tool in herbal medicine for ASEAN Economic Community. *International Journal of Social Science and Humanity*, 29-34.

Mueller, H. & Kaufmann, E.L. (2001). Wellness tourism market analysis of a special health tourism segment and implications for the hotel industry. *Journal of Vacation Marketing* , *7*(1), 5–17.

Muzaffer, J., Muzaffer, U. & Mccleary, K. (2016). Cultural/heritage destinations: Tourist satisfaction and market segmentation. *Journal of Hospitality & Leisure Marketing*, *14*, 81-99. 10.1300/J150v14n03_07.

Oviedo-García, M.A., Vega-Vázquez, M., Castellanos-Verdugo, M. & Reyes-Guizar, L.A. (2016). Tourist satisfaction and the souvenir shopping of domestic tourists: extended weekends in Spain. *Current Issues in Tourism*, *19*(8), 845-860   DOI: 10.1080/13683500.2013.877423.

Pesonen, J. & Komppula, R. (2010). Rural wellbeing tourism: motivations and expectations. *Journal of Hospitality and Tourism Management*, (17), 150–157.

Richter, L.K. (1989). *The Politics of Tourism in Asia*. Honolulu: University of Hawaii Press.

Smith, M., Deery, M. & Puczko, L. (2010). The role of health wellness and tourism for destination development [Special section]. *Journal of Hospitality and Tourism Management*, (17), 94–95.

Smith, M. & Puczko, L. (2014). *Health   Tourism and Hospitality: Spas   Wellness and Medical Travel.* Tourism London: Routledge.

Management Strategies Used by Thai Private Educational Institutions in Support of the ASEAN Community

Laddawan Petchroj
Faculty of Liberal Arts, Rajapruk Univesity
Nonthaburi, Thailand
Email: ladrojch@gmail.com

Abstract
The objectives of this research were to investigate *strategies* of educational management in Thai private higher education institutions in the context of the Southeast Asian Nations (ASEAN) Community. The questionnaire was used to collect data from 424 administrators and faculty members from Thai private higher education institutions. The data then were analyzed by exploratory factor analysis to extract education strategy factors by using the principle axis method and varimax orthogonal rotation technique. The results were as follows: there were *high level*s in general administration, arts and culture preservation, curriculum and teaching management, research and academic services for society, and *6 factors or elements* including (1) collaboration in doing research regarding the ASEAN knowledge, (2) ASEAN public relations via various types of multimedia, (3) development of infrastructure and communicational skills in teachers and education personnel, (4) awareness of different traditions and cultures in ASEAN, (5) cooperation of ASEAN educational policy, and (6) development of international curriculum.

Keywords: *Strategies of educational management, Thai private university, the ASEAN Community*

1. Background of the Study

Private higher education institutions in Thailand have a mandate of four functions (1) teaching, (2) conducting research, (3) providing academic services for society, and (4) preserving arts and culture of the nation as stated in Private Higher Education Institutions Act 2003. The management of private higher education has been adapted into the ASEAN Community; the community has 10 ASEAN member countries--Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Vietnam, Laos, Myanmar and Cambodia. There are three main objectives on the stability of ASEAN: (1) to stabilize the ASEAN Political-Security Community by promoting political cooperation and security, and maintaining peace of the region, (2) to support people welfare, good hygiene, good environment and a sense of belonging/ caring/ sharing, and (3) to consolidate a single market and production base with free movement of goods, services, investment and skilled labor to enhance ASEAN competitiveness (Kaenwong, 2012). The Community also focuses on human resource development and facilitates access to modern information resources and technology for equitable economic development among the member countries. It will help raise the level of economic development including the livelihoods of the people becoming professional with more opportunities to work in the ASEAN countries. The ASEAN Joint Professional Recognition Agreement specifies eight professions: doctors, dentists,

engineers, architects, surveyors, nurses, accountants, and hospitality and tourism providers. This is to reduce the shortage of skilled labor with free movement in the member countries.

What has been agreed by the ASEAN Community offers the opportunity for skilled personnel to work in that ASEAN country, and this new opportunity has direct impact on university graduates to get prepared for the work environment different from their own. On the positive side, Thai graduates equipped with needed skills and competencies will be able to work in the ASEAN countries. It is important for Thai higher education institutions to equip their graduates with technical/ soft and communication skills to compete in the job markets in the ASEAN Community. Guidelines are given to develop the potential of Thai graduates to be competent in English communication skills, updated knowledge and technical skills in technology. Yurarat et al. (2011) reported that the President of Sripatum University (one of the leading Thai private universities) asserted that private universities need to adjust themselves in training graduates for the ASEAN Community, particularly English skills development. Vongsinsirikul (2012) also pointed to the same limitation in English language proficiency in Thai university graduates compared with those from Vietnam, Indonesia, Malaysia and China. Thailand's Ministry of Higher Education, Science, Research and Innovation (MHESI) has currently imposed the target English proficiency level for university graduates as well as the faculty staff. As a result, most Thai universities have developed international or bilingual programs in which English is used as the medium of instruction and communication. This is to ensure that their graduates can communicate in English oral and written communication. They have also arranged for student exchange with other ASEAN countries and campus visits to universities in the neighboring countries. The Ministry of Higher Education, Science, Research and Innovation (MHESI) is on its way to establish the ASEAN higher education policy for Thailand. It is therefore important to secure information for what constitutes the higher education system of ASEAN countries. Such information is necessary to make a relevant development of ASEAN higher education.

From the aforementioned issues, the researcher aimed to identify the elements of educational management strategy for operations of Thai private higher education institutions. This was also to explore teaching and learning management, faculty staff development, student development, use of technology, students' extracurricular activities and internship, measurement of academic achievements, evaluation of staff and student performances and other relevant academic, social and cultural activities. It was expected that the obtained results of the study will help university administrators, faculty, and educators to make practical decisions on planning, and improving strategies to produce competent graduates for the ASEAN labor market.

2. Research Objectives
There were two objectives in the study:
(1) To study the *educational management strategy* of Thai private higher education institutions to support the ASEAN community.

(2) To identify the important *factors or elements and variables of the educational management strategy* used by Thai private higher education institutions to support their graduates' access to the ASEAN Community.

3. Research Conceptual Framework

Based on the strategic framework of Kaenwong (2012), the Ministry of Higher Education, Science, Research and Innovation (MHESI) has three strategies:

Strategy 1: Enhance the capabilities of graduates to meet international quality standards by promoting the teaching and learning of English. This means universities need to develop their ESL teachers to do a good job in training the graduates to the expected level of English proficiency, and arrange for student exchange programs to have the opportunity to use English as well as the local language of the visited country.

Strategy 2: Strengthen higher education institutions for the development of the ASEAN community by developing teachers to have international competencies, and promoting new knowledge, research and innovation. This strategy includes research finding dissemination, promoting international courses in the fields of Thailand's expertise, infrastructure development, international facilities, and surroundings.

Strategy 3: Promote the role of Thai higher education in the ASEAN community by strengthening leadership for the three foundations of ASEAN Community: economic, social and cultural aspects of the ASEAN Community. The strategy includes promoting Thailand to be an information center for higher education in countries under the ASEAN Community.

4. Research Methodology

4.1 The Participants

There are 71 Thai private higher education institutions: 40 universities, 22 colleges and 9 institutes. On the voluntary basis, 17 higher education institutions joined the study with 30 participants who were administrators or lecturers from each—making a total of 510. The researcher used a questionnaire and obtained *424 returned responses* of 510 (83.18%).

The 17 joining Thai higher education institutions were: (1) Payap University, (2) North Chiang Mai University, (3) Far Eastern University, (4) Northeastern University, (5) Hat Yai University, (6) Southeast Asia University, (7) Sripatum University, (8) University of the Thai Chamber of Commerce, (9) Dhurakij Pundit University, (10) Thonburi University, (11) Siam University, (12) Kasem Bundit University, (13) Wong Chawalitkul University, (14) Rajapruk University, (15) Siam Technology College, (16) Southeast Bangkok College. (17) Panyapiwat Institute.

4.2 The Research Tool

The researcher used a questionnaire as a research tool to collect data in the study. The questionnaire has two parts: (1) Personal status including gender, age, administrative position and/ or academic position, (2) Viewpoints on strategic issues: strategy characteristics and indicators, policy guidelines, plans, missions, visions, direction, method, and activity/ strategy model. The participants were asked to give their viewpoints on a 5-level scale. The content was validated by five experts in educational management, obtaining IOC at 0.8, α--coefficient = .985.

5. Data Analysis

Data analysis covered frequency, percentage, mean, standard deviation and exploratory factor analysis being analyzed by Principle Component and perpendicular rotation using Varimax Orthogonal method.

6. Results of the Study

The results of the study were given in Tables 1-9 as follows:

6.1. The educational management strategies of Thai private higher education institutions to support the ASEAN community have been implemented in all aspects at a high level. The first strategy was General Management, followed by preservation of arts and culture, the curriculum and instructional management, research, and academic services for society, as shown in Table 1.

Table 1: Educational Management Strategies of Thai Private Higher Education Institutions
　　　for the ASEAN Community

Strategies	Mean	Standard Deviation
1. General management	3.90	.74
2. Art and Culture Preservation	3.86	.81
3. Curriculum and Instructional Management	3.83	.85
4. Research	3.71	.98
5. Academic Services for society	3.62	.89

6.2. The researcher showed the educational management strategies of Thai private higher education institutions for the ASEAN community in 6 elements: (1) Building research cooperation in ASEAN learning management, (2) Multi-media public relations, (3) Infrastructure development and communication skills development for faculty members and educational personnel, (4) The continuation of the country's traditions and cultures to the youth of Thailand and ASEAN, (5) Jointly formulating ASEAN educational policies, and (6) International curriculum development. The elements are shown in Table 2 and the weight of each element in Table 3-8.

Table 2: Educational Management Strategic Elements of Thai Private Higher Education Institutions for the ASEAN Community

Elements	Eigen Value
1 Building research cooperation in ASEAN learning management	32.380
2. Public relations through various media channels	4.331
3. Development of infrastructure and communication skills development for personnel	3.245
4. Continuation of the tradition of the country and culture to the youth of Thailand and ASEAN	2.308
5. ASEAN educational policy co-ordination	1.179
6. International curriculum development	1.029

Table 3: Element 1on Building Research Cooperation in ASEAN Learning Management

No.	Educational Management to Support Entry into the ASEAN Community	Weight on Element
3.5	Support and promote the preparation of information in support of research	.801
3.3	Build research networks among private higher education institutions abroad	.793
3.1	Focus more on ASEAN research in institutions	.786
3.8	Promote research cooperation activities among private higher education institutions	.780
3.9	Promote research cooperation activities to make Thailand a research center among neighboring countries	.779
3.2	Build more research networks among private and state higher education institutions	.779
3.4	Promote cooperation as a research center in ASEAN countries	.779
3.6	Promote dissemination of research by Thai and ASEAN scholars	.777
3.7	Promote / support / allocate budget for foreign teachers to do research	.770
2.14	Support for credit transfer among Thai higher education institutions and ASEAN member countries	.769
3.10	Develop information centers for ASEAN research in Thai private higher education institutions	.764
2.16	There are periodic assessments of teaching and learning about the ASEAN Community	.755
2.15	Encourage teachers to create new knowledge and innovation about ASEAN institutions	.753
2.13	Organize teaching and learning activities to enhance experiences related to ASEAN	.740
2.9	Offer Teaching programs in at least two languages for both students and faculty	.736

No.	Educational Management to Support Entry into the ASEAN Community	Weight on Element
2.7	Promote exchange of faculty members with expertise in ASEAN member countries	.736
2.11	Promote the teaching and learning of English in regular curriculum subjects	.733
2.8	Use textbooks in the language of ASEAN member countries for learning management	.729
2.10	Use electronic modern media and information communication technology in learning management	.707
2.12	Develop modern teaching materials.	.706
3.11	Study the impact of the ASEAN Economic Community on Thai society in the future	.704
2.5	Gear teaching and learning toward students' awareness of ASEAN matters	.700
2.6	Prepare students for language preparation of ASEAN member countries	.681
2.4	Make an agreement with ASEAN universities to jointly develop student potential	.681
4.1	Organize meetings and exchanges of higher education experiences with ASEAN member countries	.674
	Eigen Value	32.380

Table 3 shows variability of all variables on the component (Eigen value) at 32.38 with the variable with the highest element weight supporting and promoting the preparation of information to support research. Various research activities about ASEAN are followed by the creation of a research network among foreign private higher education institutions. ASEAN research in institutions requires cooperation among private higher education institutions. There is a point on Thailand as a center for educational research in neighboring countries by building more research local networks between private higher education institutions and public higher education institutions in the country. Dissemination of research work by Thai and ASEAN scholars was emphasized with support/ allocated budget for foreign professors with high abilities and expertise. The research element focuses on ASEAN knowledge building, and the teaching and learning of ASEAN. The Executive Director of the ASEAN University Network (AUN) also emphasized that ASEAN universities must try to develop in three areas: (1) Improving the quality assurance, (2) Focusing on ASEAN awareness, and (3) Working on research collaboration. Therefore, the major element was *Research Collaboration in the ASEAN Learning Management,* which requires collaboration in doing research on issues of the ASEAN Community.

Table 4: Element 2 on Public Relations through Various Media Channels

No.	Variables	Weight on Element
4.7	Organize an exhibition to provide advice on studying in Thailand for students from ASEAN member countries	.751
4.5	Promote ASEAN integration operations through *multiple media channels*	.745
4.6	Give advice on trade liberalization and negotiations with the negotiating countries for society	.743
4.9	Organize cooperation between educational institutions and related agencies	.720
4.8	Provide advice on the prevention of impacts caused by moving multinational manpower	.706
4.3	Organize activities for the community to show their international talent to the world	.688
4.10	Encourage institutional teachers to teach research to ASEAN higher education institutions	.674
4.2	Compile information about the ASEAN Economic Community	.667
4.4	Organize activities to raise awareness of ASEAN citizenship	.637
5.3	Arrange for cultural exchange with ASEAN member countries	.613
5.4	Extend knowledge in arts, traditions and cultures to neighboring countries	.539
	Eigen Value	4.331

Table 4 shows the education management strategy on *Public Relations through Various Media Channels* according to opinions of the participants with the Eigen value of 4.331. The variables with the high weight are organizing an exhibition on studying in Thailand for students in ASEAN member countries, followed by the process for the integration of ASEAN to the community continuously via various media channels, advice on the movement of trade liberalization, negotiations with negotiating countries, and organized activities to show talents on the international stage. Lecturers are encouraged to do/ teach research, provide academic services for society. Also important are the preservation of arts and culture for ASEAN higher education institutions, and raising awareness of ASEAN citizenship. Ketsang (2012) asserted that the factors of great influence deal with public relations and media in preparing students for the ASEAN community. Therefore, the major element was *Composition of Public Relations via Various Media Channels* in promoting ASEAN integration operations through multiple media channels.

Table 5: Element 3 on Development of Infrastructure and Communication Skills Development for Personnel

No.	Variables	Weight on Element
1.14	Develop information and communication technology systems with additional facilities in various fields	.727
1.7	Create an atmosphere conducive to learning about the ASEAN Community	.712
1.11	Develop the institutional infrastructure for international quality	.704
1.8	Provide sufficient budget and support in organizing activities related to ASEAN	.673
1.9	Organize the ASEAN corner in educational institutions	.666
1.12	Provide appropriate personnel for the preparation of institutions into ASEAN	.658
1.10	Develop and improve the environment as a learning resource for the modern ASEAN community	.630
1.6	Provide appropriate equipment to support the ASEAN Community activities	.617
1.13	Provide training for personnel to have good command of English for communication	.613
	Eigen Value	3.245

Table 5 reports the education management strategy on *Development of Infrastructure and Communication Skills Development for Personnel* according to opinions of the participants with the Eigen value of 3.245. The highest component weight is *the development of information and communication technology systems.* An increase in facilities in various fields is followed by the creation of an atmosphere conducive to learning about ASEAN, and development of the institutional infrastructure with international quality. Also important are sufficient funding for activities related to ASEAN, the ASEAN corner in educational institutions, the environment as a learning resource for the modern ASEAN community. A good command of English was emphasized by Kaenwong (2012) in developing the infrastructure with international quality. Therefore the major element was identified as *Infrastructure development elements and communication skills development for teachers and educational personnel***.**

Table 6: Element 4 on Continuation of the Tradition of the Country and Culture to the Youth
of Thailand and ASEAN

No.	Variables	Weight on Element
5.7	Build awareness of the inheritance of the country's traditions for all personnel	.801
5.6	Lead in the preservation of arts and traditions of Thai culture by organizing activities that carry on traditions	.790
5.8	Cooperate with communities to carry on the tradition and culture of Thailand to pass on to the youth of the country	.770
5.9	Collaborate with local community organizations for activities honoring good people for maintaining Thai cultural traditions to share with ASEAN.	.746
5.1	Promote awareness of Thai identity	.738
5.5	Disseminate indigenous cultures to the ASEAN community	.621
5.2	Promote relations activities among the personnel of Higher Education Community and the youth of ASEAN	.611
	Eigen Value	2.308

Table 6 reports the education management strategy on *Continuation of the Tradition of the Country and Culture to the Youth of Thailand and ASEAN* according to opinions of the participants with the Eigen value of 2.308. The highest element weight is t*o raise awareness of the inheritance of national traditions for all personnel of the institutions*. The less weight variables are: leading in the preservation of arts and traditions of Thai culture by organizing activities to carry on the traditions, cooperating with the community organization to carry on the tradition and culture of Thailand to pass on to the youth of the country, and cooperating with local community organizations to organize activities in honor of prominent people for maintaining Thai cultural traditions. Also important are: disseminating Thai identity and cultures to the ASEAN community and promoting activities for the youth to enter the Higher Education ASEAN Community and the youth of ASEAN. Kaenwong (2012) emphasized the role of Thai higher education institutions in the ASEAN community in promoting the leadership role of Thai higher education institutions in the ASEAN Community with awareness of different ASEAN traditions and cultures.

Table 7: Element 5 on ASEAN Educational Policy Co-ordination

No.	Variables	Weight on Element
1.1	Establish ASEAN as part of the policy institutional action plan	.788
1.2	Concretize institutional development plan for both short term and long term to support the entry into the ASEAN Economic Community in 2015	.739
1.3	Set the direction, goals, institutional management plan in accordance with the ASEAN higher education system	.720
1.4	Measure and monitor the results of institutional management toward ASEAN	.658
1.5	Promote the participation of all sectors of the institutions in implementing the ASEAN strategy	.631
	Eigen Value	1.179

Table 7 shows that the education management strategy on *ASEAN Educational Policy Co-ordination* according to opinions of the participants with the Eigen value of 1.179. The highest element weight is *Establish ASEAN as part of the policy institutional action plan.* This variable is followed by concreting institutional development plan for both short term and long term to support the entry into the ASEAN Economic Community in 2015, setting the direction, goals, institutional management plan in accordance with the ASEAN higher education system, measuring and monitoring the results of institutional management toward ASEAN, and promoting the participation of all sectors of the institutions in implementing the ASEAN strategy. The findings are consistent with the study by Saengnaphaboworn (2013) who asserted that the second decade of education reform (2009-2018) is to promote participation of all sectors of society in developing the new management quality for preparation into the ASEAN Community. The significant element was identified as *ASEAN Educational Policy Co-ordination.*

Table 8: Element 6 on International Curriculum Development

No.	Variables	Weight on Element
2.1	Increase the arrangement of international courses	.658
2.2	Organize a curriculum focusing on teaching and learning management at the international standards	.566
2.3	Develop teachers to have functional English language proficiency	.515
	Eigen Value	1.029

Table 8 displays the education management strategy on *International Curriculum Development* according to opinions of the participants with the Eigen value of 1.029. The highest element weight is *Increasing the arrangement of international courses.* This is followed by organizing a curriculum focusing on teaching and learning management at the international standards, and developing teachers to have functional English language proficiency. These findings are consistent with the study by Yurarat et al (2011) regarding readiness of graduate development by Thai private higher education institutions in support of the ASEAN Economic Community. Therefore one of the major elements was identified as *Development of international curriculum.*

7. Discussion

7.1 Educational management strategies of Thai private higher education institutions to support the ASEAN community

As reported in the Results section, *general management* comes first as part of the educational management strategies to be implemented in line with the country's higher education strategy. This was reported earlier by Kaenwong (2001) that the general management strategy was to strengthen the higher education institutions to be part of and take a leading role in the ASEAN community. This point was also emphasized by Mintzberg (1998) that administrators were to use talents to drive their operations toward the management goal on higher education as well as cooperation with members. Liberalization of trade without borders and relevant management strategies to handle external factors were highlighted by Lunenburg & Ornstein (2012) in adjustment of operations in the organization structure.

7.2 The six critical elements of the educational management strategy of Thai private Higher education institutions to support entry into the ASEAN community

Element 1 *on Building Research Cooperation in ASEAN Learning Management* is for building research partnerships. This element consists of important variables in support of promotion on various research activities and research network about ASEAN, followed by cooperation activities in putting Thailand as a center for educational research in neighboring countries. There should be plans for exchange of faculties/ students/ researchers/ personnel, and transfer of credits between Thai higher education institutions and ASEAN member countries. Communication in exchange programs could be done in at least two languages for both students and faculty members, and regular curriculum subjects could be taught in English with local language textbooks in ASEAN member countries for practical learning management. The research by Maclntyre & Thanh (2005) emphasized network in economic research to create a research proposal for the Southeast Asian economic researchers; this standpoint was also supported by Saengnaphaboworn (2013). It was to help build the ASEAN identity in learning together via courses in ASEAN Studies for collective understanding among neighboring countries.

Element 2 *on Public Relations through Various Media Channels* is to promote continuing education in Thailand for local students and those in ASEAN member countries. The process for the integration of Thailand into the ASEAN community requires various media channels. Various media channels are to support the movement of trade liberalization and negotiations with member countries via information communication technology. Talents in member countries could have

their work on the international stage. This point was earlier raised by Ketsang (2012) that the greatest influence on the variables of preparing for the ASEAN community of students rested on the modern media.

Element 3 *on Development of Infrastructure and Communication Skills Development for Personnel* in fact focuses on an increase in facilities in various study fields, followed by the creation of an atmosphere conducive to learning about ASEAN, development of the institutional infrastructure with international quality, sufficient funding for activities related to the ASEAN corner or learning resource in educational institutions in the ASEAN community. As reported earlier, training of personnel for a good command of English communication with the use of information communication technology can spur up the planned academic/social and economic activities for the great good of the ASEAN Community. Kaenwong (2012) also emphasized the significance of academic and research excellence in the ASEAN higher education system as a major tool for all planned activities.

Element 4 *on Continuation of the Tradition of the Country and Culture to the Youth of Thailand and ASEAN* signifies contributions of Thai youth and Thai culture to the ASEAN youth groups. Leadership is needed in the preservation of arts and traditions of Thai culture in organizing activities with local communities and disseminating information on outcomes for awareness of the Thai identity. As stated by Kaenwong (2012), the role of Thai higher education institutions cannot do without promotion of Thai traditions and culture into the ASEAN community.

Element 5 *on ASEAN Educational Policy Co-ordination* is to co-define the ASEAN educational policy among member countries. An institutional action plan needs concretized activities in short and long term to support entry into the ASEAN Community. The desired direction, identified goals, and institutional management plans should be in line with the ASEAN Higher Education System. It is certain that measures be established to monitor the results of institutional management via participation of all sectors concerned. Umemiya (2008) pointed out that quality assurance characteristics and driving forces in higher education in Southeast Asia need support from the ASEAN University Network under the supervision of the ASEAN countries. There should be collaborative efforts among organizations responsible for quality assurance in each country to observe established criteria at the regional level as well as the international level.

Element 6 *on International Curriculum Development* in fact aims at international standards and developing lecturers/ course instructors to have highly functional English language proficiency. Yurarat et al (2011) and Kuboon (2012) drew attention to readiness of instructors and graduates in Thai private higher education institutions to be able to work in the ASEAN Community. Besides the requirement of English language proficiency, Thai private higher education institutions need to adjust further in the areas of learning support, curriculum, teaching and learning management, the faculty and support personnel, and career guidance for those who wish to pursue their career in ASEAN countries.

8. Recommendations

As shown in the study, Thai private higher education institutions need to seek cooperation in the development of ASEAN research of high quality. It is desirable to establish a Research Hub to support various research activities and networks for subsequent research finding dissemination.

Since the Thai identity and art/ cultural preservation are one main function required of Thai higher education institutions, the institutions concerned need action plans for local and ASEAN activities. They may consider seeking collaboration in cultural exchange programs for the youth. Research into Thai culture in relation to other ASEAN cultures can be initiated for collaboration from other host institutions in ASEAN countries.

The desired establishment of the ASEAN Center that could offer international and ASEAN-based courses with international quality as well as help develop communication skills of the faculty and educational personnel. The ultimate goal for Thai private higher education institutions is for good prospects of higher education and research, and cultural harmony under all five identified educational management strategies for Thailand and the ASEAN Community all alike.

9. The Author

Laddawan Petchroj, Ph.D., is currently the Dean of the Faculty of Liberal Arts, Rajapruk Univesity, Nonthaburi, Thailand. She has been well-recognized for her role in major government agencies in Thailand in training scholars and educators in quantitative research. Her areas of research interest include major issues in educational management, the use of statistics and data interpretation in quantitative research, strategies for success implemented by private higher education institutions, and current issues in the ASEAN networks.

10. References

Kaenwong, A. (2012). *Strategies for Thai Higher Education in Preparing Readiness for the ASEAN Community in the Year 2015.* Retrieved from
http://web62.sskru.ac.th/aseansskru/maxsite/?name=knowledge&file=readknowledge&id=5.

Ketsang, P. (2012). Development of a causal model of preparing for the ASEAN community among students of Northeastern Rajabhat University. *Journal of Research in Social Sciences: A Collection of Selected Research Articles Presented at the Annual General Meeting of Faculty of Education, Chulalongkorn University, on 11 October 2012*, pp. 119 - 138. Bangkok: Chulalongkorn University.

Kuboon, C. (2012). *ASEAN Economic Community (AEC) 2015 and Its Implication on APEC.* www.2012.org/images/file/ASCC_Paper_Charumanee doc.(retrieved on 12/10/2014)

Lunenburg, F. C. & Ornstein, A. C. (2012). *Educational Administration : Concept and Practices.* The Sixth International Edition. Belmont, CA: Wadsworth Cengage Learning.

Maclntyre, A. J. & Thanh, V. T. (2005). *The Economic Research Network for ASEAN Partnership, Regional Economic Policy Support Facility, ASEAN-Australia Development Cooperation Program.* ASEAN Secretariat, 2005 (55 pages).

Mintzberg, H. (1998). *The Rise and Fall Strategic Planning.* New York: McGraw-Hill.

Saengnaphaboworn, W. (2013). *Entering the ASEAN Community and the Educational Direction of Bangkok.*
http://203.144.166.11/attach_files/download/News2012071056315604.pdf (11/08/2013).

Umemiya, N. (2008). Regional quality assurance activity in higher education in Southeast
 Asia: Its characteristic and driving forces. *Quality in Higher Education*, *14*(3), 277-290.

Vongsinsirikul, V. (2013).   *Director Center of ASEAN Community Preparation Center
 (ACPC) Dhurakit Pundit University.* www. Nationmultimedia.com/national) Get-ready
ASEAN-economic Community-is- coming in 20-30173372.

Yurarat, S. et al. (2011). *ASEAN Economic Community. Readiness in Preparing Higher Education
Graduates for the ASEAN Community.* A Research Report by Sripatum University.   Bangkok: Sripatum
University.

Competency Development and Human Resource Management in the Hospitality Industry

Khewika Sukiam
Nuchpravee Likitsarun
Faculty of Liberal Arts and Sciences
Kasetsart University, Kamphaeng Sean Campus
Nakhon Pathom,Thailand
Email: khewikasukiam@gmail.com
nuchpravee.l@gmail.com

Abstract

This academic paper reports a study on competency development and human resource management in the tourism and hospitality industry. The purpose was to identify an appropriate approach used in employees' competency development in hotels or the hospitality industry, including personnel development strategies and problems or obstacles encountered in the development process. Such identified data were obtained from literature review, followed by its analysis and synthesis. The results of the study pointed to the significance of work competency development of personnel to create good products and deliver quality services. This was to ensure business organizations in the hospitality industry to provide *challenging incentives* and *corresponding compensations* on the basis of work competencies developed by the organizations concerned. Employees with good work competencies can benefit the organizations to remain competitive with their business counterparts. Good incentives, compensation benefits, and welfare can then enhance the quality of work life for personnel. It was concluded that motivation and compensation appeared to serve as two main criteria for organizations to offer to highly competent personnel to help achieve their business operations and goals.

Keywords: *Human resource development, hospitality industry, work competencies, incentives, motivation, compensation benefits*

1. Rationale and Background of the Study

Tourism has been widely recognized for its vital importance to the economy, culture and environment. It also promotes good relations between countries. Tourism is associated with a variety of businesses, leading to economic movements for the improvement of quality of life and society. Today, there are many forms of tourism that are popular, such as agricultural tourism, ecotourism, community tourism and health tourism. This is also the age of elderly tourism and, of course, tourism business operators have to focus on hygiene and health (Aksornpairoj, 2018). The expansion of tourism business has continued to expand worldwide, and there have been guidelines for developing personnel for the tourism and hospitality industry regarding work competencies with increased knowledge and good understanding of the services provided for customers (Chattiwong & Mongkhonvanit, 2017). The development of service personnel in the

tourism business, particularly hotels, usually requires specific training to develop employees into quality personnel (Ngamwachaikit & Khemthong, 2018). Such development of work performances or competencies for executives and service providers is needed for entry into the ASEAN community, for competitiveness of business operations.

Thailand has aspired to take a major role in the ASEAN Community, and its hospitality industry and entrepreneurship need to spur up personnel development to be able to provide products and services as expected by prospective customers. Suwannachote & Lertputtarak (2016) emphasized that human resource management of the hospitality industry be in line with the guidelines for human resource development in the hotel industry, and tackling identified problems or obstacles for practical solutions (Onom, 2016). In taking a step into the ASEAN Economic Community, hotel business operators need to develop and adjust human resource management (Prayoonsak, 2016). A development approach is required to empower the personnel of Generation Y (Taveephol, Phalachit & Booncharoen, 2015). Developing personnel for sustainable tourism management of the local area, includes the learning process of personnel development (Sura, 2016). The learning process and knowledge management indicate that personnel in this era need to keep up with modern technology (Plungklang & Naowan, 2017). There is a report on Thailand's human capital development plan to strengthen tourism management in the northeast for entry into the ASEAN Economic Community which includes a link among networks of tourism operators in the Central Northeastern Region (Jitthaisong, Bailee & Pholngam, 2015).

Since human resources in an organization are essential to efficiency and success of that organization, the quality factor of human resources determines organizational growth opportunities, with awareness of possible limitations in the organization's human resources. Onom (2016) mentioned the popular health trend after liberalization under the ASEAN Economic Community with a rapid expansion of the capital for the spa business both at home in Thailand and abroad. Today's labor liberalization is beginning to affect the manufacturing and service sectors of businesses. As known, there has been a competition for personnel and skilled labor in health care. Thailand has planned to develop short-term and long-term human capital development in the spa business to keep pace with its rapid growth (Aksornpairoj, 2018). Executive competency development at the level of middle management is therefore needed for professional personnel in tourism (Suwannachot & Lertputtarak, 2016) and for preparation to enter the ASEAN Community (Ngamwachaikit & Khemthong, 2018).

Characteristics of the level of knowledge and competence of personnel, attitude toward the organization, required skills at work--all are under the scope of human resource management as the key to success in management (Onom, 2 0 1 6) The main factor in the process of human resource development relies on the vision of the leaders and the given budget. Prayoonsak (2016) asserted that cooperation from employees and supportive corporate culture can help facilitate training, particularly employees with the characteristics of Generation Y in the use information technology and media, and their attitudes toward leadership and supervision. It is important to bring about their creativity in products and

services to serve customers well. Hospitality businesses need to develop strategies to handle Generation Y personnel to benefit the organizations concerned.

Taveephol, Phalachit & Booncharoen (2015) and Sura (2017) emphasized personnel development and planning in businesses regarding updated knowledge, and added value to generate income and good economic returns to the community. Business operators need updated knowledge of the business in-depth and ability to identify existing problems or obstacles. Plungklang & Naowan (2017) emphasized acceptance from the tourism markets with skilled personnel and risk factors involved. These points are taken by Thai higher educational institutions to prepare their graduates in tourism and hospitality in moving toward an international community. The importance of such a foreign language as English in tourism businesses is undeniable to all parties involved.

As for the location for tourism and hospitality development, Thailand has put the central northeastern part, consisting of Khon Kaen, Maha Sarakham, Roi Et, and Kalasin as the strategic point to prepare the human capital for the hospitality industry. It is necessary to create practical guidelines to the human capital development plan, followed by feasibility analysis of the connections in the tourism networks in the Central Northeast (Jitthaisong, Bailee & Pholngam, 2015). The tasks involve finding talented personnel and work competency/ service training/ problem-solving skills suitable for the target positions for 70 hotels' operations with the top priority on service (Chattiwong & Mongkhonvanit, 2017).

In this regard, business operators in the tourism and hospitality industry have focused on human resource development guidelines for the hotel and tourism business. They also focus on problems and obstacles to be identified for improvement of the work processes experienced by personnel in operations. Certainly, they aim at more efficient products and services to be delivered up to customers' satisfaction.

2. Objectives

The study was to identify an appropriate approach used in employees' competency development in hotels or the hospitality industry, including personnel development strategies and problems or obstacles encountered in the development process.

3. Scope of Study

The scope of the study dealt with the approaches to human resource development in the hotel and tourism business, and the issues on work competencies, incentives and compensation. The data were obtained from relevant literature review, followed by analysis and synthesis of concepts and major points of concern in the hospitality industry.

4. Literature Review

This section is to review literature pertinent to the focus of the study, particularly to justify the study on competency development and human resource management in the hospitality industry.

4.1 Guidelines for Human Resource Development in the Hospitality Industry

Guidelines for human resource development in the hospitality industry development comprise training for service providers in every position. Knowledge and understanding of the rules and regulations at work are to build confidence in work performance in response to the needs of service providers and users. Job coaching for supervisors, subordinates and peers, together with training procedures on a daily basis deserve a great deal of attention from trainers. Peer coaching at the same level can provide direct experience in the target position with specific duties. In training, the organizations can arrange for tasks on supervising, organizing, and assessing the potential of personnel; this kind of arrangement for training can be treated as additional education after work hours (Chattiwong & Mongkhonvanit, 2017; Ngamwachaikit & Khemthong, 2018).

4.2 Communication and Collaboration Skills

Since English is the language of wider communication in education, business and technology, employees in the hospitality industry need to develop English communication skills. Learning and training can be provided via the English language for trainees to understand how they can obtain new knowledge, share their viewpoints, and communicate well with customers from other cultures. Collaboration between supervisors and subordinates, and colleagues with colleagues supports synthesizing both existing and new knowledge via systematic problem-solving tasks. Onom (2016) asserted that learning from past experiences will result in personnel's abilities to solve problems when encountering the real problem at work. The issues on incentives and compensation, such as salary, service fee, hourly compensation, require skill training and medicare expenses are critical concerns from employees. The organizations remaining well in the service industry need to create people into commitment and feeling as part of the business operations. In this regard, their operations with a clear vision and mission demand cooperation from their employees as service providers to meet the needs of the establishment and especially their clients (Onom, 2016; Prayoonsak (2016).

4.3 Leadership

Improving performance in the organization requires good leadership in creating a friendly working environment conducive to quality services to be delivered by employees (Onom,2016). Creating a good environment means supporting the personnel to be happy both physically and mentally in their workplace, such as providing a place to rest and food and beverages for them. Personnel's involvement in their work allows them to express their opinions and improves collaboration in joint services, resulting in business success as seen in local and foreign customers' satisfaction. Leaders are the key in creating success in an organization. Leaders who value human resources development can help the organization to attain its goals as well as stimulate personnel's awareness of work commitment

(Aksornpairoj, 2018). Therefore, work competency development in the organization largely depends on leadership in raising the level of service to a high quality (Prayoonsak, 2016). What are desirable most for employees rest upon enhanced work competencies, incentives and compensation plans for employees as service providers or human assets of the organizations in the tourism or hospitality industry.

4.4 Professional Competence

McClelland (1973) pointed out that professional competence and positive attitudes toward work and colleagues make a person successful at work. Chisholm & Ely (1976) also expressed a similar viewpoint derived from their research that professional competencies consist of individual characteristics and behaviors related to skills, knowledge and attitudes. Additionally, Woodall & Winstanley (1998) and Birdir & Pearson (2000) explained that professional competency requires various elements: motivation, personal attributes, individual responses to learning, and individual values and beliefs. Suwannachote & Lertputtarak (2016) also acknowledged those identified elements, particularly enhanced competencies and social/ communication skills. Employees who know how to express themselves appropriately in various situations and are able to modify the behavior of expressions to get along with other people, can interact and relate well with customers. Onom (2016) highlighted communication skills in English while Ngamwachaikit & Khemthong (2018) signified positive work attitudes of employees and their abilities to express themselves clearly and persuasively.

4.5 Incentives and Compensations

In order for personnel to achieve the goals set by the organization, they must have the capacity to enhance their work competencies commensurate with incentives and compensation plans. Work competencies and personal characteristics should be in line with the job description and compliance with the expected corporate culture (Suwannachote & Lertputtarak, 2016). Major concerns are with the psychological constructs and consciousness patterns in organizational traditions to create a sense of professionalism in the service industry.

5. Major Concepts in Work Competency Development

The major concepts in work competency development were derived from the literature review analysis and synthesis—yielding concepts in four domains as shown in Figure 1.

Figure 1: Major Concepts in Work Competency Development
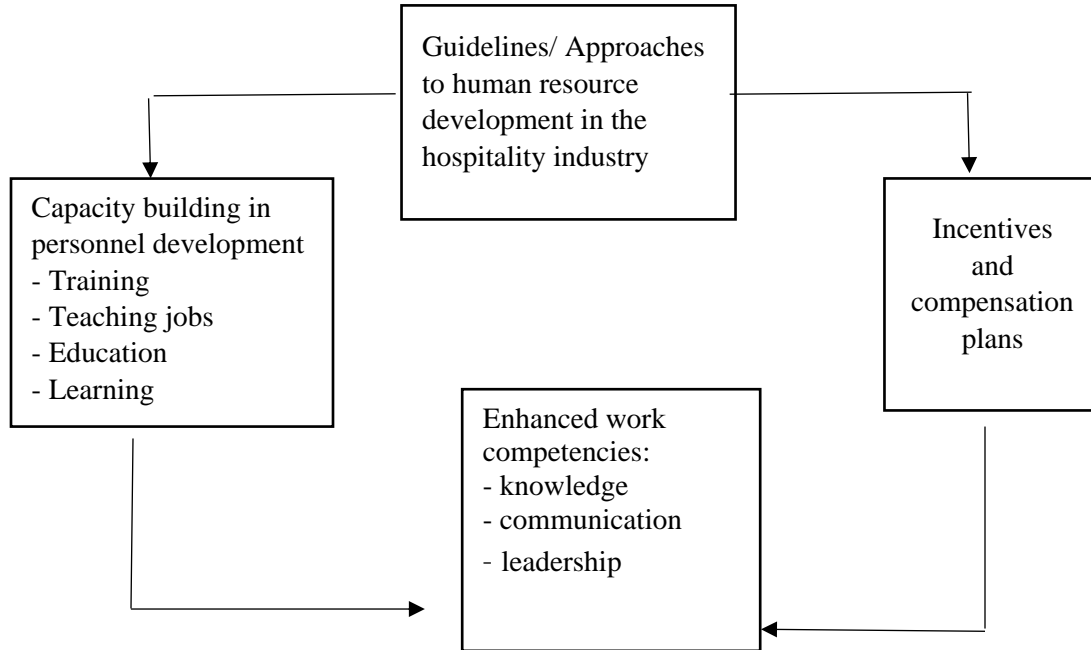
6. Methodology

Such identified data were obtained from literature review, followed by its analysis and synthesis. The results from the study pointed to the significance of work competency development for personnel to create good products and deliver quality services.

To obtain the needed data in response to the study's objectives, the author reviewed relevant literature, followed by analysis and synthesis of the major points of concern. The data dealt with human resource development approaches in the hotel and tourism business, the competency evaluation, products and services, incentives and compensation for employees on the basis of individual performances. Incentives and compensation can be used to differentiate workers from competitors in similar business situations and operations. Motivation through support, such as compensation and benefits to improve the quality of life of personnel to work with satisfaction. Incentives and compensation aligned with the organization's objectives and main goals can help create success in staff competency development as well as the business operations concerned.

7. Results of the Study

The results of the study obtained from literature review, followed by analysis and synthesis of concepts in four major domains were summarized in Figure 1 on concepts for work competency development for human resource management in the hotel and hospitality industry. The results pointed to the significance of work competency development of personnel to create good products and deliver effective services. Business organizations can develop personnel in various tasks in the four domains: (1) guidelines/

approaches to human resource development in the hospitality industry, (2) capacity building in personnel development, (3) incentives and compensation plans, and (4) enhanced work competencies. The study also signified the appropriate approach used in employees' competency development in hotels or the hospitality industry, including personnel development strategies and identification of problems or obstacles encountered in the development process.

The hospitality industry needs to provide challenging incentives and corresponding compensations on the basis of work competencies developed by the organizations concerned. Employees with good work competencies can benefit the organizations to remain competitive with their business counterparts. Good incentives, compensation benefits, and welfare can then enhance the quality of work life for personnel. Also important are motivation and compensation/ welfare to serve as two main criteria for organizations to offer to highly competent personnel to help achieve their business operations and goals.

Corporate leaders with good leadership skills can support their subordinates well, coupled with creating a good working environment. With good motivation and attractive compensation, personnel can be enhanced with professional competencies, work skills, updated knowledge, positive attitudes toward work and colleagues, and rational thinking. The organization must develop personnel in accordance with job descriptions and reward them with challenging incentives and good compensation plans in accordance with the mission and goal of the organization.

8. Discussion

The human resource development approaches to work competency development in the hospitality industry accounted for the success of the hospitality industry business sector and effective human capital development plan in tourism, as studied and reported by the earlier researchers Jitthaisong, Bailee & Pholngam (2015) (Prayoonsak, 2016). The significance of professional competencies in providing services as well as incentives and compensation plans were also highlighted by Chattiwong & Mongkhonvanit (2017). Sura (2018) noted that personnel's understanding of how to use the business plan for cost and benefit management can help create employees' motivation, and various compensation plans can generate loyalty to the organization.

As reported in this paper, the suitable approach to work competency development under human resource management and other related issues mainly corresponded with findings of other earlier researchers. Specifically, maintaining personnel with enhanced knowledge and ability to work according to the assigned tasks or job descriptions can help enhance service quality of the organization, and this point was supported by Aksornpornroj, 2018). The importance of communication skills and teamwork via human resource management was certainly of prime importance (Ngamwachaikit & Khemthong, 2018). Employees need to develop both knowledge, skills and good work attitude (Onom, 2016). Personnel's potential development program was to increase opportunities for their work progress (Taveephol & Phalachit, 2015; Plungklang & Naowan, 2017). Employees need to build

confidence in managing problems/ obstacles/conflicts that may arise, as mentioned by (Suwannachote & Lertputtarak (2016). After all, employees need to maximize their potential to become valuable assets of the organization.

9. Recommendations

Based on the results of the study, the author would like to recommend further research into the following issues: (1) potential development for talents in the organization, and (2) strategies in increasing commitment and loyalty of employees to the organization. In the author's viewpoint after completing the study, the modern organization in the tourism or hospitality industry cannot do without talents to spearhead business operations toward the organization's mission and identified goals. And these can be achieved with collective efforts of employees; therefore, it is the organization to show its commitment to work competency development for their employees to be able to obtain worthwhile reciprocated returns from the well-developed human capital.

10. The Authors

Khewika Sukiam and Nuchpravee Likitsarun are lecturers in the BA Program in Tourism Innovation Program, Faculty of Liberal Arts and Sciences, Kasetsart University at Kamphaeng Saen, Nakhon Pathom, Thailand. Their research interest lies in the areas of community activities, human resource development, competencies in the hospitality industry, and tourism planning/ marketing.

11. References

Aksornpornroj, P. (2018). Thai spa business: dimensions of human capital development after the opening of the AEC. Retrieved on 13 August 2018 from
http://eprints.utcc.ac.th/6094/1/proceeding_0081%20%E0%B8%9E%E0%B8%B8%E0%B8%97%E0%B8%98. % E0% B8% 9E% E0% B8% A3.pdf.1236-1249 1236-1249.

Birdir, K. & Pearson, T. E. (2000). Research chefs' competencies: A Delphi approach. *International Journal of Contemporary Hospitality Management, 12,* 3-11.

Chattiwong, R. & Mongkhonvanit, C. (2017). Guidelines for developing personnel in need in the MICE industry case study: Location. Retrieved on 12 August 2018 from https://www.tci-thaijo.org/index.php/ tourismtaat / article / download / 90262/70910 /, 50-65.

Chisholm, M. E. and Ely, D. P., (1976). *Media Personnel in Education: A Competency Approach.* Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Jitthaisong, O., Bailee, C. & Pholngam, P. (2015). Human capital development plan for strengthening in the management of tourism in the northeast central region. Retrieved on 13 August 2018 from file: /// C: /Users/User/Downloads/91893-Article%20Text-227488-1-10-20170706.pdf. 1-10.

McClelland, D. C. (1973). Testing for competence rather than for intelligence. *American Psychologist*, *28*, 1-14.

Ngamwachaiyikit, A. & Khemthong, S. (2018). Development of service personnel in small hotel businesses: A case study of hotels in Loei Province. Retrieved on 15 August 2018 from http://www.vu.ac.th/apheitvu/journal/v7n1/3_Suree%20Khemthong.pdf.38-53.

Onom, K. (2016). Human resource development of the hotel industry in Hua Hin District. Prachuap Khiri Khan Province. Retrieved on 14 August 2018 from http://research.yru.ac.th/e-journal/index.php/journal/article/view/239.189-199.

Plungklang, L. & Naowan, W. (2017). Learning process and knowledge management for human resource development of community business entrepreneurs Phra Nakhon Si Ayutthaya and Ang Thong Provinces. Retrieved on 13 August 2018 from http://www.mgts.lpru.ac.th/journal/index.php/mgts/article/view/448.60-74.

Prayoonsak, P. (2016). Guidelines for human resource development in the hotel business to step into the ASEAN Economic Community. Retrieved on 12 August 2018 from https://research.dusit.ac.th/new/upload/file/e770a7b16b611380160dbbaa6e378180.pdf. 143-157.

Sura, K. (2016). Development of potential of people in the community for sustainable tourism management in Chiang Mai Province. Retrieved on 12 August 2018 from file: /// C: /Users/User/Downloads/267-56-MGT-NRCT.pdf. 1-10.

Suwannachote, S. & Lertputtarak, C. (2016). The middle-level management competency development model for hotel business. Retrieved on 12 August 2018 from   https://www.tci thaijo.org/index.php/GSC/article/view/64391/52825. 97-112.

Taveephol, R., Phalachit, C. & Booncharoen, N. (2015).
Development guidelines for enhancing personnel potential of generation Y people 5-star hotel chain. Retrieved 14 August 2018 from http://www.bbs.buu.ac.th/uploadedFiles/articles/1484207066.pdf.50-62.

Woodall, J. & Winstanley, D. (1998). *Management Development: Strategy and Practice.* Hoboken, N.J.: Wiley-Blackwell.

Development of Cultural Silver Jewelry Products:
A Case of Ubonchat Sattathip Design

Akera Ratchavieng
Weerawat Pengchuay
Faculty of Industry and Technology

Sutan Anurak
Poh-Chang Academy of Arts

Rajamangla University of Technology Rattanakosin
Nakhon Pathom, Thailand
Email: bpattaya@hotmail.com

Abstract

This paper reports a case of development of cultural silver jewelry products of Ubonchat Sattathip Design. The objective was to identify guidelines for the development of Ubonchat Sattathip cultural silver jewelry. This was to increase value of silver jewelry products responsive to the users' preferences for cultural silver jewelry. The research used both qualitative and quantitative research methods. The results of the study were the identified guideline to development of Ubonchat Sattathip Design in the shape of a beautiful lotus in 9 colors and these colors represent nine different gemstones, and positive responses to the new design from the silver jewelry users under study. The combination between a silver jewelry pattern and gem colors created added value to the cultural silver jewelry. The opinion of users on the cultural silver jewelry Ubonchat Sattathip was at the high level (Mean=4.43, S.D = 0.38).

Keywords: *Product development, cultural silver jewelry product, lotus design, Ubonchat
Sattathip*

1. Introduction

"Ubonchat" is one of lotus flowers that are delicately beautiful with unique features. The flower buds are quite slender and turn a semicircular shape when in bloom. The full bloom has petals with three important features: (1) the petals are long, slender, both sharp and rounded with the narrow base and tip, (2) The petals are slender, both sharp and rounded with the broad and half-rounded bottom, and (3) The petals are slender, both sharp and rounded but with the broad bottom half and pointed or rounded tip in the top half. The colors of Ubonchat Lotus are in three: (1) Perennial Ubonchat has 5 colors: white, pink, red, yellow and orange (with color change from the first to the last day), (2) Annual Ubonchat, blooming day time in all colors except black, and (3) Annual Ubonchat, blooming night time in three colors: white, pink and red (Rajamangala University of Technology Thanyaburi, 2018). To the researcher of this study, Ubonchat can serve as a topic of design under study for its natural beauty in petal shapes, stalks and multi-colors, as artistic inspiration and a source of creative design.

From reviewing the literature on art culture in the northern province of Thailand--Chiang Mai, the researcher found an important silverware production site and Wat Sri Suphan on Wua Lai Road as the main silverware village in this Province. Wat Srisuphan is the first silver temple in the world that is unique in its interior and exterior architectural design. The Silver Temple, Wat Srisuphan, has been built by villagers for 8 years in support of Buddhism by their local wisdom in silver handicraft at 25 million baht in budget. As of now, the temple has spent 12 million baht on 60% of the work done; the temple still has to raise fund of 1 3 million baht to complete the decorative parts, arts and crafts, and silver artifacts both inside and outside the entrance arch carve patterns. The carvers use the traditional method of hammering into the silver plate for the sketched designs. Each level of work requires fine craftsmanship to accomplish.

Rajamangala University of Technology Rattanakosin (RMUTR) has carried its mission on academic services for communities. As an RMUTR staff member, the researcher in this study has been on this mission to help and develop working knowledge in the field of art and design for cultural silver jewelry of Ubonchat Sattathip at Wat Sri Suphan. Those involved in the development attended the meeting to discuss ways to create lotus-themed jewelry, of which shows the lotus represents this type of indigenous plants in almost all regions worldwide. In Thailand, lotus flowers are used for both food and as a symbol of Buddhism as seen in architectural design which signifies purity. The colors of lotus flowers are delicately beautiful at birth as in the Buddhist philosophy that the lotus is born out of a dirty swamp and settling under water, but later its leaves and flowers will rise above the surface of the water. The Buddhist art design conveys the point that human beings though born from a corrupt source, yet can develop themselves to be virtuous persons at will. The corresponding concept is the design of Ubonchat Sattathip to decorate the interior of religious places. As for cultural silver jewelry, it is an accessory designed using a mix of cultures. This has become the focus of interest to the researcher to study how to integrate creative designs into various forms of jewelry for the body, temple decorations and a wide variety of other decorative products.

2. Research Objectives

This research had three objectives:
1. To identify guidelines for the development of cultural silver jewelry using Ubonchat Satthathip Design.
2. To study the needs of users in Chiang Mai for cultural silver jewelry using Ubonchat Satthathip Design to add value of its products.
3. To develop and create cultural silver jewelry based on Thai traditions and needs of users in Chiang Mai Province.

3. Research Scope

The scope was on development of cultural silver jewelry Ubonchat Sattathip according to the needs of users in religious places and decoration as derived from the combination of local arts and culture seen in valuable silverware. Such combination creates beauty and increases the value of silver jewelry products.

4. Research Method

The researcher used a combination of qualitative and quantitative research methods. The emphasis was on obtaining qualitative data, followed by those quantitative.

4.1. Participants

In this research, the participants were informants in two groups: (1) One representative from Wat Sri Suphan (Wat Bot Ngoen), Chiang Mai Province and two informant-experts in cultural jewelry and Thai culture, and (2) users who are interested in cultural silver jewelry products in Chiang Mai. Since the researcher did not know the exact population group and therefore had to use the formula for calculating the sample in case the unknown population (Srisa-ard, 2017), the researcher used the population proportion at .50, the confidence level at 95%, and the error at 5%. The sample number was increased to 400 participants by random sampling. Then the researcher used a multi-step randomization method as follows.

Step 1: Specified the sample group used in the study using multi-step randomization for 25 districts in Chiang Mai Province: (1) Chiang Mai District, (2) Chom Thong District, n(3) Mae Chaem District, (4) Chiang Dao District, (5) Doi Saket District, (6) Mae Taeng District, (7) Mae Rim District, (8) Samoeng District, (9) Fang District, (10) Mae Ai District, (11) Phrao District, (12) San Pa Tong District, (13) San Kamphaeng District, (14) San Sai District, (15) Hang Dong District, (16) Hot District, (17) Doi Tao District, (18) Omkoi District, (19) Saraphi District, (20) Wiang Ha District, (21) Chai Prakan District, (22) Mae Wang District, (23) Mae On District, (24) Doi Lor District, (25) Amphor Kalayaniwattana.

Step 2: Randomly selected ten districts for data collection according to the probability principle.

Step 3 Determined the percentage of data collection in each district: 40 samples per district, a total of 400 samples.

4.1. Research Instruments

Tools Used for Data Collection

The tools used for data collection consisted of two types:

1. A set of questions for the semi-structured in-depth interview was developed by the researcher on the basis of related art theories and by advice from Thai culture experts. These questions were meant to collect data concerning guidelines for cultural silver jewelry design and development of Ubonchat Sattathip for decorations of Buddhist temples/ worship places and value added quality of art works.

2. A questionnaire derived from the data obtained from the semi-structured in-depth interview to collect information on users' needs for cultural silver jewelry. The total of 400 sets of data were collected from tourists, users and groups interested in cultural silver jewelry in ten districts under study.

The questionnaire contained three parts:

Part 1 Demographic Information

Part 2 Opinion about cultural silver jewelry of Ubonchat Sattathtip
on a rating scale of 1-5 with specific meanings:

Scale	Comment level
5	Highest level of opinion
4	High level of opinion
3	Moderate level of opinion
2	Low level of opinion
1	Lowest level of opinion

As for discussion on the research results, the researcher used the criteria after Srisa-ard, B. (2017).

Score	Meaning
4.51-5.00	Strongest support/ agreement
3:51-4:50	Strong support/ agreement
2:51-3:50	Moderate support/ agreement
1:51-2:50	Weak support/ agreement
1:00-1:50	Weakest support/ agreement

3. Additional suggestions on development of cultural silver jewelry Ubonchat Sattathip.

As for the validity of the questionnaire, the researcher asked three Thai culture experts to check consistency of questions with the research objectives to obtain Item-Objective Congruence Index (IOC) between 0.60-1.00, which was considered acceptable in criteria for data collection. The confidence of the questionnaire or reliability was at 0.836 obtained from 30 subjects in Chiang Mai Province with similar demographic variables as those of the real participants in the study.

5. Data Analysis

The descriptive data were analyzed by frequency, percentage, mean, and standard deviation. In addition, users' needs data was counterchecked with the interview results on the development of cultural silver jewelry. The users' data were analyzed by t-test and One-Way ANOVA using a statistical package for social science research.

6. Significance of Research

The significance of research is by the research objectives; that is, the obtained findings were expected to generate a guideline to cultural silver jewelry design and development to create cultural silver jewelry products and decorations for temples and worship places in all regions across Thailand.

7. Research Results

The results from the analysis of the obtained data were as follows.

7.1. From the interview data, it was found that the participants gave information to formulate a guideline for creating, developing and designing cultural silver jewelry. The area of Bua Lai Road in Chiang Mai Province was identified as an important source of silverware design and development. Designers and artists use flowers to represent purity or goodness of the dharma (Buddhist teaching). With the identified guideline to design and

development of cultural silver jewelry, the researcher put Ubonchat Sattathip as the main context for design and development as shown in Figure 1.

Figure 1: Ubonchat Sattathip Design Outline

The researcher arranged for a small group discussion with a representative of Wat Sri Suphan, Chiang Mai Province to secure feedback to the design outline whether it can be viable for development and subsequent production of cultural silver jewelry, silverware and decorations in religious or worship places. The design outline was to follow the guideline identified in the small group discussion with the Thai culture expert from Wat Sri Suphan. It was noted that the guideline to the Ubonchat Sattathip Design corresponded with the results from the in-depth interviews with experts in jewelry design and jewelry products to help determine suitability and potential of the newly created design.

It was the researcher's attempt to use Ubonchat Sattathip Design for cultural silver jewelry and the study was treated as an exemplified case of a new flower design after indigenous flowers known to local people in almost all areas in Thailand. It was expected that Ubonchat Sattathip Design can be used to create valuable and exquisitely beautiful accessories. This was meant to serve as a model for cultural silver jewelry and decorations for the human body as well as religious or worship places.

Ubonchat Sattathip is in fact a further development from Bua Noppakao Design; that is, the design with nine beautiful lotus petal colors after colors of different nine gems. Fineness of cultural silver jewelry was suitable for Wat Sri Suphan in Chiang Mai Province as the world's first silver temple featuring Ubonchat Satthathip. The design was further refined as shown in Figure 2.

Figure 2: Refined Design of Ubonchat Sattathip

7.2. From the opinion data given by 400 users (including tourists) of cultural silver jewelry in Chiang Mai Province, the findings were summarized from the users' responses to the questionnaire as follows:

Part 1 Demographic Variables of Participants

- The participants were 205 male (51.25%), and 195 female (48.75%)
- As for age, 98 participants (24.50%) were under 25 years, 152 participants (38.00%) of 25-35 years followed by 99 participants (24.75%) of 36-45 years, and 51 participants (12.75%) of 46+ years.
- As for occupations, 150 participants (37.50%) are working in government service/ state enterprises, followed by 100 (25.00%) in companies and private businesses, 101(25.25%) in business occupations, and 49 (12.25%) studying at university.
- Details of average monthly income were: 150 participants (37.50%) with 15,000-20000 baht, 101 (25.25%) with 20,001-25,000 baht, 100 (25.00%) with 25,001-30,000 baht, and 49 (12.25%) with less than 15,000 baht.
- Of 400 participants, 252 participants (63.00%) were tourists and 148 participants (37.00%) were local residents.
- As for their interest in visiting temples, 202 participants (50.50%) for local architecture study, number, 99 (24.75%) for local culture, and 99 (24.75%) for recreation.
- Influencers of temple visit were: 151 (37.75%) by self-interest, 101 (25.25%) by public relations, 99 (24.75%) by family guidance, and 49 (12.25%) by peer contact.

Part 2 Users' Opinions about Cultural Silver Jewelry of Ubonchat Sattathip
The study results were as follows:

- Opinions about Cultural Silver Jewelry Reviews of Ubonchat Sattathip Design: overall at a high level (Mean=4.43, S.D.=0.38).
- The obtained data were sorted in a descending order: Cultural silver jewelry can be widely used for trial in other temples with opinion at the highest level (Mean=4.75, S.D.=0.43), followed by cultural silver jewelry having a psychological value to the audience at the highest level (Mean=4.62, S.D.=0.48). Cultural silver jewelry

designed to suit local culture and local area was at the highest level (Mean=4.54, S.D.=0.49); cultural silver jewelry with a reasonable design was also at the highest level (Mean=4.52, S.D.=0.50).

- Other opinions were also at the high level: Cultural silver jewelry being valuable in the arrangement of the temple at Mean=4.49 (S.D.=0.50), Cultural silver jewelry conveying the history of Buddhism at Mean=4.37 (S.D.=0.48), Cultural silver jewelry in beautiful local style at Mean=4.12 (S.D.=0.78), and Cultural silver jewelry conveying the story of the Buddha at Mean=4.00 (S.D. = 0.70).

8. Discussion and Conclusion of Findings

It was found that the users' overall opinions on cultural silver jewelry design and development of Ubonchat Sattathip were at a high level (Mean=4.43, S.D.=0.38). It was a combination of bringing out valuable silverware in Chiang Mai and uniqueness of Wat Sri Suphan in Chiang Mai Province. The design was derived from the lotus as the symbol of purity and awakening in Buddhism. The lotus flower has been used to worship the Buddha images and statues since the long past over thousand years. The lotus flower's beauty in various shapes and colors appeal to the eyes of the spectators in artistic impression on the local aesthetics (Suwanthada & Sikkha, 2018).

The study showed the identified guideline for the development of cultural silver jewelry using Ubonchat Satthathip on the basis of the experts' evaluation of the design for development of products in silver jewelry or for decorative purposes. As shown in the users' overall opinion at a high level (Mean=4.43, S.D.=0.38), the design of Ubonchat Sattathip appeared very promising for further development—be it in the form of cultural silver jewelry, architectural enhancement, decorations for temples and worship places, and cultural/ souvenir products.

The point on cultural products and souvenirs from local wisdom was pursued by earlier researchers, particularly Thongsupon, & Pinitdanklang (2017) on Thai jewelry in four regions' silver jewelry design responsive to the needs of the contemporary clients. Narongwit & Saengchanthai (2019) also reported on cultural souvenirs of the clay Buddha image at the learning center of Nakhon Chum amulet making, Kamphaeng Phet Province, which were well received by consumers and tourists. The results of the present study pointed to the need to develop such a new design as Ubonchat Sattathip to meet with users' needs for contemporary silver jewelry designs for decorative purposes for the body and architecture.

9. Recommendations

Based on the findings on (1) guidelines for the development of cultural silver jewelry using Ubonchat Satthathip, (2) the needs of users in Chiang Mai for cultural silver jewelry using Ubonchat Satthathip to add value of its products, and (3) creation of cultural silver jewelry based on Thai traditions and needs of users in Chiang Mai Province, the researcher would like to recommend the following:

- The new design requires research into the viewpoints of cultural experts and potential users of products of cultural silver jewelry or silverware.

- It is imperative that such a new design as Ubonchat Sattathip secure opinions from the prospective clientele to determine how well it would be accepted in real products.
- The development of cultural silverware/ jewelry products can help support local business well by adding value to newly developed ornaments that can appeal to the general public as well as foreigners or tourists. This is meant to generate income for the communities involved as well as create a sustainable career for the local people.

The researcher has considered possibility of further research into foreigners' preferences as potential users of cultural jewelry products. In addition, more research into silver jewelry combined with other types of auspicious flowers, particularly Magnolia liliifera, known in Thai as "monta," would be interesting to the contemporary jewelry and silverware clientele in the tourism and hospitality industry.

10. The Author

Akera Ratchavieng, Ph.D., is Vice President at Rajamangala University of Technology Rattanakosin (RMUTR), Nakhon Pathom, Thailand. He is an Assistant Professor and a lecturer in the Faculty of Industry and Technology, and has been involved in the health promotion projects regarding supervisory work and empirical research in arts and culture.

The co-authors are Weerawat Pengchuay, a lecturer in the Faculty of Industry and Technology, RMUTR, and Sutan Anurak, a staff member at Poh-Chang Academy of Arts, RMUTR. Both are practitioners and researches in the empirical research projects in Thai arts and culture at Rajamangala University of Technology Rattanakosin (RMUTR).

11. References

Narongwit, P. & Saengchanthai, A. (2019). Product development of cultural souvenirs: The type of clay Buddha amulets for the learning center for making amulets in Nakhon Chum, Kamphaeng Phet Province. *Journal of Academic Arts, Research and Creative Work, 6* (1), 218-245.

Rajamangala University of Technology Thanyaburi. (2018). Information on Bua Ubonchat. Retrieved on 15 July 2018 from http://www.lotus.rmutt.ac.th/?p=273.

Srisa-ard, B. (2017). *Introduction to Research.* Tenth edition. Bangkok: Suwiriyasarn.

Suwanthada, P. & Sikkha, S. (2018). Design and development of community products using cultural and local wisdom in the Upper Northeastern Region. *Art and Architecture Journal Naresuan University, 9* (2), 137-155.

Thongsupon, M. & Pinitdanklang, K. (2017). A study of the identity of Thai jewelry in four regions for application in silver jewelry design responsive to the needs of the contemporary jewelry user group. *Journal of the Way Human Society*, *5* (1), 136-165.

Soft Skill Competency Development to Enhance Competitiveness of Thai Incentive Travel Industry

Nabthong Wetsanarat
Rattanakosin International College of Creative Entrepreneurship (RICE)
Rajamangala University of Technology Rattanakosin (RMUTR)
Nakhon Pathom, Thailand
Email: nabthong@hotmail.com

Abstract

Incentive travel has been recognized as a vitally important sector of Thailand's tourism and hospitality industry due to its demand for luxurious and additional recreational activities. With such recognition, Thailand needs to improve the productivity and quality of human capital to generate higher sales per employee compared to those of neighboring countries in the Asia-Pacific region. To remain competitive in the long run, the Thai incentive travel businesses are now applying the competency-based approach as part of the operations plan in training and developing their personnel. In this study, the researcher adapted the *Language of Work or LOW* model and work tasks by positions to collect interview data from the key stakeholders and the industrial experts. The finding revealed that the stakeholders or incentive travel operation planners rely on their soft skill competencies rather than technical skill competencies to perform their jobs up to the expected level. The results of the study pointed to the focus of competency-based training and development, particularly on soft skill competencies for high performance of personnel in incentive tourism.

Keywords: Incentive travel, training and development, soft skill competency, Language of Work--LOW model, Thai tourism

1. Introduction

Thailand has heavily relied on tourism for economic growth and development in gaining revenue and creating employment. Meeting, Incentive Travel, Convention and Exhibition (MICE) contribute well to the country's revenue. According to Thailand Convention and Exhibition Bureau (2017), the country welcomed close to 1.1 million international MICE visitors, generating approximately 88.5 billion baht in revenue. The study on global incentive travel by Society for Incentive Travel Excellence (2018) indicated that incentive travel has become a fast growing sector of MICE with high spending per person, distributed amongst the destination. In 2017, there were 271,793 international incentive travel visitors in Thailand, generating revenue of 16,696 billion baht. Despite such a substantial revenue, Thailand has not been ranked the first place of Asia's MICE destination. Thailand Convention and Exhibition Bureau (2017) reported India, Indonesia, Turkey and China with a high positive growth in the MICE segment in 2016-2020. Since Thailand has aimed at leading in incentive travel destinations in Asia, it is important that the concerned public and private sectors are urged to increase their competitiveness in the industry through work standards and productivity. As reported in Table 1, the figures from various sources in 2010-2018 show that Thailand has faced productivity limitations partially due to quality of human capital.

Table 1: Comparative MICE Productivity between Thailand and its Pacific Rim
Neighboring Countries

Country	Sales per Employee (USD)	PPP Sales per Employee (USD)	Thailand Efficiency Ratio	UNDP Human Development Rank	Average PISA Score
Singapore	340,631	469,048.89	18.08	9	551.7
Australia	135,533	115,338.58	4.45	3	502.3
New Zealand	114,590	111,496.07	4.30	16	505.7
Japan	108,873	89,166.99	3.44	19	528.7
South Korea	20,549	33,577.07	1.29	22	519.0
Malaysia	15,191	29,865.51	1.15	57	440.0
Thailand	12,551	25,942.92	1.00	83	415.0
China	12,698	22,983.38	0.89	86	514.3
Indonesia	8,084	14,300.60	0.55	116	395.3
India	4,926	11,337.22	0.44	130	-
Philippines	4,601	9,229.61	0.36	113	-

Sources: Barnes Report (2010), Organization for Economic Co-operation and Development,
(2015), United Nations Development Programme (2018)

It was noted that the cost of living varied in the countries and sales per employee were converted into purchasing power parity for comparison. Thailand's performance was in the midrange in terms of productivity compared to that of South Korea, Malaysia and China. However, should the country aim to be a high performing destination in the incentive travel sector, it has to benchmark with the leading destinations in the region. Reported figures in Table 1 indicate that Thailand's productivity was rather far behind Singapore and Japan. This could have stemmed from personnel's productivity and efficiency of incentive travel personnel being ranked 83rd out of 189 countries in human development by United Nations Development Programme (UNDP) (2018), followed by the below-average score of the Programme for International Student Assessment (PISA), and rather low performance on mathematics, science and reading reported by the Organization for Economic Co-operation and Development (OECD) (2015). In this regard, Thailand urgently needs to look into its human resource development. The researcher therefore would like to investigate competencies needed for incentive travel personnel to perform up to the expected standard level of performance, and based on the obtained findings, propose practical competency-based training and development guidelines for the key positions in incentive tourism. The following sections will discuss theoretical concepts related to the incentive travel industry for the study on the most needed competency-based training and development.

2. Theoretical Framework

This part deals with incentive travel, followed by the concept of competency, and competency-based training and development.

Incentive travel is currently a highly desirable market for all tourism and hospitality business operators as well as the destination hosts due to its reputation

associated with fantasy experience the host organization wants to create for participants (Ricci & Holland, 1992). Team building activities allow top management and program earners to jointly participate in conferences, and gala dinner to commemorate the achievement of the earners, and participants (Ricci & Holland, 1992; Severt & Breiter, 2010)

Incentive travel can be defined as the managerial tool used to motivate employees or distributors to achieve an uncommon goal as well as to reward employee's achievement using an extraordinary or trophy trip experience as prize or premium (Ricci & Holland, 1992; Shinew & Backman, 1995). The reward can be granted to a particular employee as an individual or as a team to recognize their team effort (Severt & Breiter, 2010). Incentive travel usually provides trip experience that exerts exoticism and fantasy. The program usually contains a lot luxurious and high value travel components and leisure activities as well as the activities in which participants and top management of the host organization can jointly participate to reinforce the sense of achievement, camaraderie, as well as listening to the next period's vision of the top management (Ricci & Holland, 1992; Shinew & Backman, 1995; Severt & Breiter, 2010). Therefore, one can assume that incentive travel normally involves numerous high priced travel components and recreational activities. Players in incentive travel benefit from the program differently, depending on the level of their involvement and value created to the program. They range from site selection companies, destination management companies, hotels, airlines, ground transportation companies, travel wholesalers and travel retainers (Ricci & Holland, 1992; Severt & Breiter, 2010). For some of the business, such as incentive house and site selection companies, incentive travel accounts for as much as 95% of their business. Others also admit that the incentive travel market is a lucrative and high margin one (Severt & Breiter, 2010). One can conclude, therefore, that incentive travel presents a high end market for the hospitality industry due to the demand for luxurious and additional recreational activities.

As for the concept of competency, the earlier researchers, particularly Rowe (1995) and Rainsbury, Hodges, Burchell & Lay (2001) defined it as interchangeably used between the term *capability* and *competence*. It should be noted that most scholars defined the concept as an enduring and deep ability or behavior of an individual to perform a task up to certain standard required by the industry or an organization (Rainsbury, Hodges, Burchell & Lay, 2001; Duad, et al., 2010; Soderquist, et al., 2010). However, certain scholars contended that competency should identify superior performance; others argued for the sufficiency or adequacy but agreed upon a set of standards for benchmarking (Purdue, Ninemeier & Woods, 2002; Bhatawdekar & Bhatawdekar, 2012). Competency must be approached in the context in which the competency is performed (Chapman & Lovell, 2006; Holton III, Coco, Lowe & Dutsch, 2008). Competency also includes such inherent aspects as attitude, personality traits, willingness, and motivation of individuals while other competencies can be developed on the basis of both on and off the job (Purdue, Ninemeier & Woods, 2002).

Competency can be approached at the individual and organizational levels in that organizational competencies, known as a firm's competitive advantage, are accumulated from individual employee's competencies pertinent to the goal of an organization. The goal on achievement should be different from those of major competitors, that is, difficult

to imitate and valuable to the organization (Holton III, et al., 2008; Melaia, Abratt, & Bicks, 2008; Soderquist, et al., 2010; Kalagyrou & Woods, 2011). Organization and professional associations or certification bodies usually use competency as the basis for certification which mainly involves the assessment of skills, knowledge, attributes, ethical considerations, intellectuality of the applicants or incumbents against a certain level of standards which are needed to be verified and updated at times required by authorities concerned (Koenigsfeld, Perdue, Youn, & Woods, 2011). The use of competency at work usually deals with techniques and models which need to be developed in an organization's specific context (Landon & Marrelli, 2002).

It can be concluded that term competency can refer to "a set of standards in the workplace and industry context that indicates adequacy and superiority of competence of an applicant or incumbent in assuming specific positions; and the organization's competitiveness comprises knowledge and skills as well as attributes that are partially developed and partially inherent. The researcher used such a definition in the study.

Like other social science concepts, competency has various elements and different scholars identified its elements differently, depending on the approach and purpose of their studies. Conventionally, scholars and practitioners contend that competency has three elements, namely *knowledge*, *skills* and *attributes* or KSA (Weber, Finley, Crawford, & Rivera Jr., 2009). These three terms are actually interconnected in that an individual with certain *attributes* tends to acquire or develop certain *skills* easier or better than those without such attributes. A higher level of certain skills pertinent to particular types of task completion should facilitate the application of *knowledge* one has and vice versa.

Within the domain of skills, the construct can broadly be divided into two types, namely *hard skill* competency and *soft skill* competency. The former refers to technical skills needed to complete certain tasks, while the latter refers to interpersonal, human, or behavioral skills needed to apply the hard skills and other knowledge specific to the task and workplace conditions. (Weber, Finley, Crawford, & Rivera Jr., 2009). Hard skill competencies are relatively easier to develop and critically important for frontline employees while soft skill competencies are critically required when climbing up the managerial level (Weber, Finley, Crawford, & Rivera Jr., 2009). In the hospitality context which is highly relevant to incentive travel industry, hard skill competencies are indispensable for employees to perform their guest service function at the minimum level of performance acceptable to the guests (Testa & Sipe, 2012). To provide an impressive service and experiences for guests and keep them loyal to the company, soft skill competencies are needed in frontline employees (Testa & Sipe, 2012). This signifies both hard and soft skills required in employees at all managerial levels.

As mentioned earlier, hard skill competencies can be trained, both on and off the job basis; employers are more interested in measuring both applicants and incumbents' soft skill competencies (Baum, 2008; Testa & Sipe, 2012). Good hospitality workforce should understand and be sensitive to customers' needs while maintaining professional and ethical standards, professional appearance, and effective communication. They should also develop and maintain positive and constructive relationship with customers, trade partners, and colleagues (Jauhari, 2006). It can be seen, hence, that soft skill competencies contribute greatly to the service quality and organizational competitiveness. As certain

types of competency constituents, mainly pertaining to the attribute elements, tend to be unobservable in a short period, especially during initial employment, employees' supervisors together with human resource and training professionals are suggested to assess the gaps between the existing skills and the desired competencies on employees' career path (Chung-Herrera, 2003; Gangani, McLean & Braden, 2008).

As known, the incentive travel industry takes part in the hospitality industry where the labor market is labeled as "weak" in that there are no entry clear-cut selection criteria of candidates, multiple ports of entry, low skill specificity, weak workplace customs, pay differential variation over time, and flexible roles of responsibilities (Baum, 2008). The nature of labor market poses a high threat to small and medium firms to lose talents, and thus competitiveness to their larger competitors (Abdul Razak, Kamaruddin & Abdul Azid, 2012).

The model that identifies competencies of each employees using performance standards as the basis for development by Landon and Marrelli (2002) called Language of Work or LOW (Landon and Marrelli, 2002). The model was modified by segregating mastery levels and probing into knowledge, skills, and attributes required for a particular performance (Weber, Finley, Crawford, & Rivera Jr., 2009; Duad, Ismail & Omar, 2010). Figure 1 shows the modified Language of Work Model.

Figure 1: Modified Language of Work Model
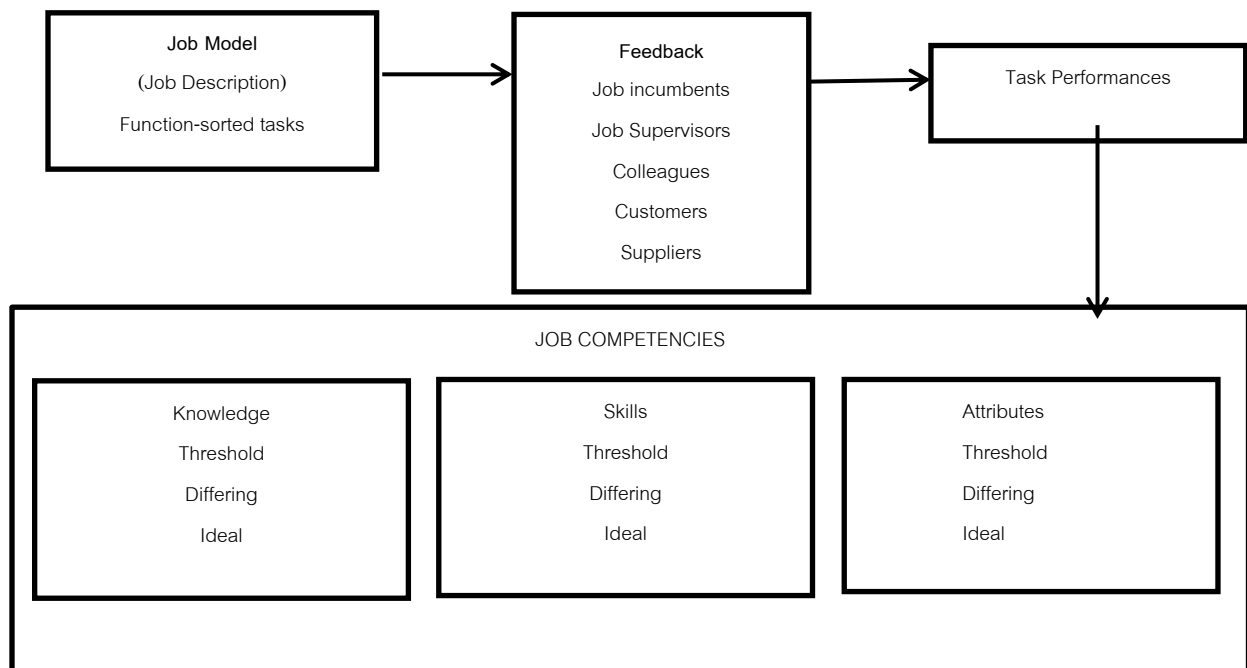
The Language of Work Model is a widely accepted competency model that helps firms and managers improve their respective department or organization's performance in a short period (Jones, 2011). As shown in Figure 1, the researcher used the modified Language of Work or LOW model as the major framework to identify the tasks selected by Thailand's Incentive and Convention Organization (TICA) and specified by operation

planners in three different levels: *threshold* with the aim to screen candidates, *appraisal* for incumbents' job, and *training needs* for entry level employees, together with training programs designed for high performers. Competency training and development focus on three elements: knowledge, skills, and attributes.

Competencies identified in various positions need to cover stakeholders or travel operation planners, the incumbents, their immediate supervisors, colleagues from other functions within the organizations, suppliers, and customers or buyers. The competency model serves as the platform for the organization and training professionals to manage the organizations' talent through the competency-based training and development.

In the modern business environment, individual employees need to have a career path that might not remain stable over time due to change in the external environment. The management and human resource and training professionals should look into specific skills, knowledge, and other personal attributes that employees have to fulfill the current and future job requirements. Competency-based training and the development approach should allow adaptation to the fast changing environment and competitiveness in the tourism and hospitality industry so that the human capital of the organization can be carefully planned, developed, and managed in line with the organizational goal and industrial forces (Chapman & Lovell, 2006).

The typical objective of training and development is to improve the ability and performance standard of employees, and in turn will increase organization's productivity and competitiveness. (Woods, 2006; Van der Wagen, 2007). To set competency-based training and development programs, the organization must begin with a job description statement by identifying activities, standards and underlying knowledge, skills, and attributes while complying with organizational strategies (Bourdreau & Ziskin, 2011; Huff-Eibl, Voyles & Brewer, 2011).

3. Research Objectives

The researcher would like to (1) investigate competencies needed for incentive travel personnel to perform up to the expected standard of all stakeholders, and (2) based on the obtained findings, propose practical competency-based training and development guidelines for the key positions in incentive tourism.

4. Methodology
4.1. Participants

The participants in the study were 127 stakeholders or incentive travel planners under Thailand's Incentive and Convention Association (TICA)--the most recognized convention and incentive travel professional association in Thailand. The participants were job incumbents, supervisors, colleagues, suppliers and customers. They were put in five groups and interviewed for 2-3 hours per group by the researcher, depending on insights each participant might want to share in the framework of Language of Work Model and tasks by positions. There were also ten industry experts to provide data of the same types via group discussion.

4.2. Instrument

This research used the in-depth interview with open-ended questions based on the components in the Low Model (Figure 1) and the job description of incentive travel operation planners (Table 2). The purpose was to obtain new information on skill competency development to enhance competitiveness of Thai incentive travel industry, as volunteered by the participants in the study. The qualitative approach was justified for the exploratory nature of the needed information (Guba & Lincoln, 1991; Neuman, 2011).

Table 2: Job Description of Incentive Travel Operation Planners

Task Areas	Tasks
Sales and Marketing	Interpretation of client's needs into project components and activities
	Relationship management with clients and suppliers
Operation	Co-planning operational plan
	Operational plan implementation
	Verification of third party's service and products
Administration	Rank and file

5. Data Collection

The researcher collected data on skill competency training and development through in-depth interview with the key-position stakeholders, namely job incumbents, supervisors, colleagues, suppliers and customers to obtain data from different angles or the nature of their interaction under study. The researcher expected to check consistency between the obtained data from the stakeholders and those of ten industry experts nominated by MICE professional associations through focus group discussion—the method earlier used by Ezzy (1999).

6. Data Collection Procedure

The researcher interviewed 127 participants in five groups, in two to three hours per group for all information each participant might want to volunteer. First, the participants were asked from their perception about the performance standard of each task for a specific position regarding the *threshold performance* or the minimum acceptable performance. Then they were asked about knowledge, skills, or attributes required for the tasks at the *standard* level. They were also asked about the difference in performance between the average and high performers, as well as their expectation of desired performance. The interview data were used as a platform to collect the same types of data from ten industry experts via focus group discussion. The data obtained from the industry experts were used to check consistency between perception of the incumbents/ stakeholders and the industry experts.

7. Data Analysis

The results from the in-depth interviews both in terms of task completion standards and the competency required for such standards, were coded, grouped, and combined into knowledge, skills and attributes-KSA. These coded data, later, were used as interview frame for data collection with ten industrial experts comprising TICA board members and

representatives from its leading member organizations. These industry experts joined the focus group discussion of four hours on a voluntary basis. The researcher acted as a group moderator for ten experts to share their perception of competencies by tasks and positions as given earlier by 127 incentive travel planners. Consistency in two groups' perception was checked to conclude the significance of skill competencies in the basis of task-based performance by tasks and positions.

8. Findings and Discussion

The competency-based approach to human resource management and development has been adopted in this study to secure needed information on competency training and development pertinent to the Thai incentive tourism. The participants or incentive travel planners gave information in the interviews at three levels of performance: threshold, standard, and ideal. The threshold level of performance refers to the minimum acceptable level of performance of tasks included in a job description of incentive travel operation planners regarding knowledge, skills, and attributes. The standard level of performance refers to performance that differentiates high performers from average performers regarding knowledge, skills, and attributes. The ideal level of performance refers to the excellent or ideal performance of tasks regarding knowledge, skills, and attributes. These levels can help human resource managers and job supervisors to make practical decision on job promotion and succession. The findings on competency units in support of the three levels are shown in Table 3.

Table 3: Competency Units of Expected Performance Levels of Thai Incentive Travel Operation Planners

Levels of Performance	Competency Components	Competency Units
Threshold	**Knowledge**	Product knowledge: characteristics, costs, availability
		Customer knowledge: their objectives, needs, business goals, key success factors, and decision process
		Market intelligence: market trends, competitive intelligence
		Knowledge about current affairs: domestic and international
		Knowledge about project: structure, characteristics, components
		Knowledge about internal working process in the organization
		Knowledge about travel program arrangement: planning, operations, logistical requirement, timing, safety and security specification and requirement, and crowd management
		Knowledge about legal issues pertinent to different MICE events
	Skills	Communication skills: concise/precise/logical
		Teamwork and team planning
		Presentation skills: clear and logical
		Basic cost and revenue
		Task coordination

Levels of Performance	Competency Components	Competency Units
		English proficiency
		Computer literacy
		Correspondence, and rank and file appropriate for functional areas and information recipients
		Project management skills: according to the agreement, and timeline
	Attributes	Acumen
		Integrity
		Optimism toward problems and obstacles
		Observance and detail oriented
		Service mind
		Change adaptation
		Personality: trust commanding, leadership
		Good memory about work related issues
		Intercultural awareness
		Assertiveness with politeness
		Pride in working organization
		Avoid price cutting
		Work experience in Incentive Travel Business
Standard	Knowledge	Knowledge about adaptation, mixing, matching project components to create phenomenal experience
		Knowledge about the working process of other departments
	Skills	Strategic questioning
		Negotiation: systematic, fair, responsive
		Problem solving: unplanned situation
		Planning skills: anticipative of potential problems
		Presentation skills through CAD
	Attributes	Neatness and meticulousness
		Goal-oriented attitude
		Dependability
Ideal	Knowledge	Knowledge about other MICE events and their success factors
	Skills	Communication: tactical with social acumen
		Conflict management: systematic, integrative
		Communication skills: charismatic and persuasive
		Conflict management to create best practice for the project
	Attributes	None

Table 3 shows that the travel incentive stakeholders and the industry experts agreed on the three levels of performance and the significance of soft skill competencies across the levels. At the minimum acceptable or threshold level, incentive travel operation planners are expected to have the product knowledge of their organizations, prospective customers, market trend, domestic and international current affairs, projects, travel program arrangement and related legal issues. Transferable skills are needed, such as skills in communication, cost calculation, teamwork and project management. Attributes focus on acumen and optimism in performing one's job.

The three elements--knowledge, skills and attributes are emphasized by Weber, Finley, Crawford, & Rivera Jr. (2009). Of these elements, skills and attributes are usually ascribed as taking time to develop while knowledge takes shorter time through formal training programs or on the job basis (Duad, Ismail et al. 2010; Bhatawdekar and Bhatawdekar 2012). Therefore, when establishing and implementing guidelines for competency-based training and development, the organization should take these points into consideration.

To create confidence and competence of employees, human resource and training professionals can incorporate *soft skill competencies* into the initial training (Weber, Crawford, Lee & Dennison, 2013). *As reported in this present study, the participants signified soft skill competencies at the three levels of performance.* Human resource management therefore needs to integrate human and communication skills in the training and development programs. The threshold performance level can be designed to develop knowledge in new and existing staff either on or off the job basis. Therefore, orientation programs, on-the-job training, mentoring systems and formal training programs for incentive travel operation planners should require the knowledge element in the training content. As the employees begin to develop further, more soft skills competencies can be trained via mentoring and development (Weber, Crawford, Lee & Dennison, 2013). In order to select personnel for promotion and succession, decision-makers need to consider skills and attributes at the ideal level of performance. Efficient training and development programs can help incentive travel operation planners in training to improve their soft skill competencies which can lead to increased profitability of the organization (Weber, Crawford, Lee & Dennison, 2013).

As for the standard level of performance, professional trainers should include options, such as demonstration, brainstorming, role playing, behavioral modeling, coaching/ mentoring, case study, business game, group discussion, and questioning techniques (Woods, 2006; Van der Wagen, 2007). Travel incentive tourism organizations can keep records of their employees' knowledge, skills and attributes using the competency framework in Table 3 as a full guideline. Human resource and training professionals together with employees' supervisors need to identify current and future competency gaps of their employees so that the training and development programs can be designed appropriately (Chung- Herrera, 2003; Gangani, McLean & Braden, 2008). Employees, themselves, cannot fully maximize their potential competencies without facilitation and support from the management concerned. To create and deliver competency-based training and development to success, the human resource unit needs time for planning, communication, implementation and assessment for personnel under training.

9. Conclusion

Even though the Thai incentive travel industry has performed quite well in welcoming domestic and international travelers with support from regulating bodies of the hospitality sector. The neighboring countries in the Pacific Rim certainly want to excel as a leading destination for incentive travel in Asia. It takes full attention from human resource training and development units to make the goal possible. This study reports the findings that identify the set of soft skill competencies that underlie three levels of

performance: threshold, standard and ideal. Of the three components of competency, knowledge is the easiest part to impart to employees, and skills and attributes take more time to attain the expected levels. As shown in this study, competency-based training and development undoubtedly account for success in human capital development for operations of incentive travel businesses as well as other tourism-related programs in the country's overall service industry.

10. The Author

Nabthong Wetsanarat is Chairperson of the B. Tech Program in Culinary Entrepreneurship Innovation at Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin (RMUTR), Nakhon Pathom, Thailand. Her research interest lies in the areas of current issues in Thailand's tourism and hospitality industry, incentive tourism, competitiveness of the incentive travel industry, and competency-based training and development.

11. References

Abdul Razak, I.H., Kamaruddin, S., & Abdul Azid, I. (2012). Workforce Competency Model (WFCM): an emperical study in Malaysia of a model for maintenance workforce performance evaluation. *International Journal of Productivity and Performance Management, 61*(1), 24-45.

Barnes Report. (2010). *Worldwide Convention & Trade Show Organizers (NAICS 56192.)* New York: Barnes and Co.

Baum, T. (2008). Implication of hospitality and tourism labor markets for talent management strategies. *International Journal of Comtemporary Hospitality Management*, *20*(7), 720-729.

Bhatawdekar, S. & Bhatawdekar, K. (2012). *Competency and Competency Matrix*. Pune, India: Prodcons Group.

Bourdreau, J. W. & Zinskin, I. (2011). The future of HR and effectiveness organizations. *Organizataional Dynamics*, *40*, 255-266.

Chapman, J. A. & Lovell, G. (2006). The competency model of hospitality service: Why it doesn't deliver. *International Journal of Contemporary Hospitality Management*, *18*(1), 78-88.

Chung-Herrera, B. (2003). Grooming future hospitality leaders: A competencies model. *The Cornell Hotel and Restaurant Administration Quarterly, 44*(3), 17–25.

Duad, R., Ismail, M. & Omar, Z. (2010). Exploring competencies: Preliminary study of Malaysian SH & E professionals using Delphi techniques. *Professional Safety*, October 2010, 39-47.

Ezzy, D. (1999). *Qualitative Research Methods*. First edition. Oxford: Oxford University Press.

Gangani, N., McLean, G. N. & Braden, R. A. (2008). A competency-based human resource development strategy. *Performance Improvement Quarterly*, *19*(1), 127-140.

Guba, E. G. & Lincoln, Y. S. (1991). *What Is the Constructivist Paradigm?. Knowledge for Policy: Improving Education through Research*. London, Falmer Press: 158-170.

Holton III, E. F., CoCo, M. L., Lowe, J. L. & Dutsch, J. V. (2008). Blended delivery strategies for competency-based training. *Advances in Developing Human Resources*, *8*(2), 210-228.

Huff-Eibl, R., Voyles, J. F. & Brewer, M. M. (2011). Competency-based hiring, job description, and performane goals: Value of an integrated system. *Journal of Library Administration*, *51*(7-8), 673-691.

Jauhari, V. (2006). Competencies for career in the hospitality industry: an Indian perspective. *Interntionall Journal of Contemporary Hospitality Management*, *18*(2), 123-143.

Jones, E. (2011). Achieving performance excellence and forming strategic partnership using the language of work model. *Performance Improvement*, *50*(10), 11-13.

Kalagyrou, V. & Woods, R. H. (2011). Wanted: Training competencies for the twenty first century. *International Journal of Contemporary Hospitality Management*, *23*(3), 361-376.

Koenigsfeld, J. P., Perdue, J. Youn, H., & Woods, R. H. (2011). The changing face of competencies for club manager. *International Journal of Contemporary Hospitality Management*, *23*(7), 902-922.

Langdon, D. G. & Marrelli, A. F. (2002). A new model for systematic competency identifaction. *Performance Improvement*, *41*(4), 16-23.

Melaia, S., Abratt, R. & Bick, G. (2008). Competencies of marketing managers in South Africa. *Journal of Marketing Theory and Practice*, *16*(3), 233-246.

Neuman, W. L. (2011). *Social Research Methods*. New York: Pearson.

Organization for Economic Co-operation and Development (OECD). (2015). *PISA 2015 Results in Focus*. Organization for Economic Co-operation and Development (OECD), 1-32.

Purdue, J., Ninemeier, J. D. & Woods, R. H. (2002). Comparison of present and future competencies required for club managers. *International Journal of Contemporary Hospitality Management*, *14*(3), 142-146.

Rainsbury, E., Hodges, D., Burchell, N. & Lay, M. (2001). Ranking workplace competencies: student and graduate perceptions. *Asia-Pacific Journal of Cooperative Education*, *3*(2), 8-18.

Ricci, P. R. & Holland, S. M. (1992). Incentive travel: Recreation as a motivational medium. *Tourism Management,* September 1992, 288-296.

Rowe, C. (1995). Clarifying the use of competence and competency model in recruitment, assessment, and staff development, *Industrial and Commercial Training*, *11*, 12-17.

Severt, K. & Breiter, D. (2010). *The Anatomy of an Incentive Travel Program.* Unpublished Paper. Rosen College of Hospitality Management, University of Central Florida.

Shinew, K. J. & Backman, S. J. (1995). Incentive travel: An attractive option. *Tourism Management*, *16*(4), 285-293.

Society for Incentive Travel Excellence (SITE). (2018). *Incentive Travel Industry Index* Chicago: Society for Incentive Travel Excellence (SITE), 1-60.

Soderquist, K. E., Papalexandris, A., Ioannou, G. & Prastacos, G. (2010). From task-based to competency-based: A typology and process supporting critical HRM transition. *Personnel Review*, *39*(3), 325-346.

Testa, M. R. & Sipe, L. (2012). Service-leadership competencies for hospitality and tourism management. *International Journal of Hospitality Management*, *31*, 648-658.

Thailand Convention and Exhibition Bureau. (2017). *Thailand MICE Review 2017*.

United Nations Development Programme (UNDP). (2018) *Human Development Indices and Indicators: 2018 Statistical Update*. United Nations Development Programme (UNDP), 1-14.

Van der Wagen, L. (2007), *Human Resource Management for Events: Managing the Event Workforce.* First edition. Waltham, MA: Butterworth-Heinemann.

Weber, M.R., Crawford, A., Lee J. & Dennison, D. (2013). An exploratory analysis of soft skill competencies needed for the hospitality industry. *Journal of Human Resources in Hospitality & Tourism*, *12*(4): 313-332.

Weber, M. R., Finley, D.A., Crawford, A. & Rivera Jr., D. (2009). An exploratory study identifying soft skill competencies in entry level managers. *Tourism and Hospitality Research*, *9*(4), 353-361.

Woods, R. H. (2006). *Managing Hospitality Human Resources*. Fourth edition. Michigan: The American Hotel & Lodging Educational Institute.

Sharing Professional Viewpoint:
Ph.D. Students and Challenges of Learning Experience

Jirawan Deeprasert
Rattanakosin International College of Creative Entrepreneurship (RICE)
Rajamangala University of Technology Rattanakosin (RMUTR), Nakhon Pathom, Thailand
E-mail: jirawandee@gmail.com

In this paper, the author would like to share experiential viewpoints on operations of a Ph.D. program in management for international students in four aspects: (1) students' English communication skills, (2) proposed research topic, (3) issue on literature review, and (4) students' relations with their thesis advisors.

1. Students' English Communication Skills

Ph.D. students at Rattanakosin International College of Creative Entrepreneurship (RICE) are expected to propose their planned doctoral research and pass the admission interview in English to be able to continue with the program plan to completion. They need to pay attention to further development of English communication skills. In the learning process, they have become well-aware of the significance of research abilities, communication skills and desired attributes expected of competent academics at the higher education level. The elements of knowledge, skills and attributes are for RICE to holistically develop into its doctoral graduates as the finished products of the institution.

In particular, RICE is very concerned about the English proficiency level of its Ph.D. candidates to meet with all requirements in the curriculum, as prescribed by Thailand's Ministry of Higher Education, Science, Research and Innovation (MHESI). RICE has provided for doctoral students with an English self-practice program called *English Discovery*. It is expected that doctoral students—mainly those from China--study core courses in English to gain knowledge in international management to widen their local perspective in support of their proposed research-thesis topic at the time scheduled in the program. The author as the program director has encouraged both Thai and Chinese students to acquire their communication skills in English by maximizing the students' potential into the desired outcomes as specified in the program.

2. Proposed Research Topic

When finishing all core courses and completing the Qualifying Examination (QE), the students are to propose their research topic in the management field. They usually work under their assigned advisors on comprehensive literature review to ensure a new investigation— well-justified in rationale and expected findings. The advisors have to make sure that their students catch up with the schedule and propose their thesis statement reflecting their career-related research interest (Davis, 2001), with sufficient literature review to justify the claimed new dimension of the proposed research topic. From the author's observation, the students tend to spend their time on reviewing other theses in their selected research area, including theses by previous researchers and theses in online repositories (Vitae Website, 2021). The students are then guided to focus on new knowledge or innovations as reported in the specialized literature to help focus on the topic under study. Students from China might find

it hard to access from their home base academic websites from different parts of the world due to the country's specific policy on internet security. The case of Covid-19 has delayed a bit their progress made on their doctoral research due to distance in follow-up interactions.

3. Issue on Literature Review

The students tend to review the literature of their own country, resulting in a domestically dominant literature review. The assigned advisors need to make sure that their students keep a good balance between the domestic and international literature. The students need to distinguish their own from western countries in perception toward management/ administration and human resource approaches. Close collaboration between the assigned advisors and co-advisors can help bridge the gap in their approach and advice in guiding students toward a proposed research topic defense as scheduled. Good discipline can help both parties a great deal in attaining the mutual goal on graduation. The point on discipline is clarified by Stephen (1992) and Heberer (2020) that such a state of mind accepts without question the submission of the will and the interest of a hierarchical superior in a group, especially in order to attain the identified goal.

4. Students' Relations with Their Thesis Advisor

It is noted that students may negotiate with their advisors for flexibility in scheduling and adjustments in the course of thesis supervision. It is important that advisors establish a good rapport with students under supervision in the first place. Once a good rapport and emotion support are established, both the thesis advisors and the students can work smoothly toward the thesis proposal development and defense as required by the program. Some advisors may prefer students who are self-disciplined with functional English proficiency. From the author's experience, it might not be easy to find such ideal students, because they work and study concurrently, and work stands first for them in priority. A few may find it hard to observe the agreed schedule and the author has to follow up and encourage them to move toward the goal with adjusted time management.

As the director of the Ph.D. Program at RICE, the author has felt the urgent need to guide students to keep up with the planned schedule for research proposal submission and defense, followed by three published papers, and the final defense for graduation. As of now, there have been students who can take their proposal defense, and have published papers in international journals as required in the curriculum. To be specific, when the students have passed the proposal defense examination, they have to adjust the proposal according to the committee's suggestions within 60 days. Under such a circumstance, some students find it stressful to cope up with work pressure from the advisor and might consider requesting an extension. This could be processed for approval from the program's committee on the basis of support from the advisor concerned. To the author, it is understandable that people vary in stress resistance and management, and that students need support from the program and their advisors realistically.

5. Final Remark

Though Ph.D. students may consider the specialized knowledge and research as their focus of study, they cannot ignore the importance of English communication skills to express their ideas, discuss concepts, and present their research work. The Ph.D. students at RICE are well supported in developing their English language skills, starting from after qualifying in their admission interview, research proposal defense, required publications, to final research defense for program completion. Their English proficiency is regularly assessed and they are assigned to take a preparation English course, followed by a self-practice online program called *English Discovery* throughout the program. These are intended to enable them to express themselves well in English. The students are guided and supervised by their assigned advisors and co-advisors. The author only wishes that commitment to and responsibility for research development be proportionally shared with good will by both parties to reach the common goal on enriched learning experience and quality research for program completion. In fact, the learning path to a doctoral degree is very special in providing solid reasoning foundation, aspiration for academic excellence, self-discipline, persistence and mental stability for a person to go through and one day can look back with a fond memory of those hardly earned learning experiences.

6. The Author

Jirawan Deeprasert, Ed.D., is currently Director of the Ph.D. Program in Management at Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin (RMUTR), Nakhon Pathom, Thailand. Her research interest and research projects are in the areas of creative educational management, and major issues in tourism, hospitality and the business operations in the creative service industry.

7. References

Davis, D. (2001). *Ph.D. Thesis Research: Where do I start?*. Retrieved Jan 15, 2021 from https://sangmino.github.io/Documents/r11.pdfd

Heberer, T. (2020). *Disciplining of a Society Social Disciplining and Civilizing Processes in Contemporary China.* Retrieved Jan 30, 2021 from https://ash.harvard.edu/files/ash/files/disciplining_of_a_society_social_disciplining_and_civilizing_processes_in_contemporary_china.pdf?m=1598377158

Stephens, T. B. *(1992). Order and Discipline in China: The Shanghai Mixed Court 1911– 1927.* Seattle and London: University of Washington Press.

Vitae Website. (2021). Getting started on writing your thesis. Retrieved Jan 28, 2021 from https://www.vitae.ac.uk/doing-research/doing-a-doctorate/completing-your-doctorate/writing-and-submitting-your-doctoral-thesis/getting-started

Peer Reviewers for RJCM Volume 2 Number 1

RJCM appreciation for our peer reviewers:

External Peer Reviewers:

Associate Professor Dr Kanchana **Chanprasert**
Specialist in Physics and Science Education
Chair of Physics Department
Faculty of Science
Rangsit University
Pathumthani, Thailand

Assistant Professor Dr Kittisak **Kerdarunsuksri**
Specialist in Southeast Asian Studies and Applied Arts
Dean
Faculty of Humanities and Applied Arts
University of the Thai Chamber of Commerce
Bangkok, Thailand

Dr Thapanee **Musiget**
Specialist in Language Communication
and Cross-cultural Communication
The Faculty of Liberal Arts
Mahidol University
Nakhon Pathom, Thailand

Assistant Professor Dr Wanida **Ploysangwal**
Specialist in Language Communication
and Curriculum Design
Faculty of Humanities and Applied Arts
University of the Thai Chamber of Commerce
Bangkok, Thailand

Assistant Prof essor Dr Pragasit **Sitthitikul**
Specialist in Curriculum Development
and Second Language Literacy
Former President of Thailand TESOL Association
Language Institute
Thammasat University
Pathum Thani, Thailand

Assistant Professor Virut **Thaicham**
Specialist in Contemporary and Interior Design
Faculty of Art and Design
Rangit University
Pathum Thani, Thailand
and
Managing Director of 30 Plus Co. Ltd.
Bangkok, Thailand

Assistant Professor Dr Chanin **Yoopetch**
Specialist in Tourism and Hospitality Management
College of Management,
Mahidol University
Bangkok, Thailand

RJCM Publication Policy

1. Policy

RICE Journal of Creative Entrepreneurship RJCM has its focus on original contributions on research work or academic issues in the areas of creative entrepreneurship and management as practiced by academics or scholars in their fields of specializations in social sciences. It is a peer-reviewed journal and each volume is published online-plus-print thrice a year: No.1 in April, No.2 in August and No 3 in December. Original research articles, academic papers and brief professional viewpoints for sharing will be included in this journal. The details and views expressed in the published papers are entirely the responsibility of those authors.

2. Submission of Manuscripts

Authors should submit a non-formatted WORD file of their manuscript in single spacing (see Section 3: For Authors below) to Editor-in-Chief 2 Ruja Pholsward <rujajinda@gmail.com>.

- The Office of the Editors-in-Chief is at Science and Technology Building, Floor 4, Rattanakosin International College of Creative Entrepreneurship, Rajamangala University of Technology Rattanakosin, Thanon Putthamonthon Sai 5, Salaya, Nakon Pathom 73170, Thailand.

- Telephone number (office): +66 2441 6000 ext 2790
  Mobile: +66 81-436-1303
  Website: https://ricejournal.rmutr.ac.th

- There will be no publication fee for both the online-plus-print versions for papers printed in RICE Journal of Creative Entrepreneurship and Management (RJCM) Volumes 1-2.

- The latest date for submission of the first draft of the manuscript to be published in RJCM each year: (1) Number 1 in February, (2) Number 2 in June, and (3) Number 3 in October.

3. For Authors
Arrangement and Style of Manuscript
3.1 Paper and Page Setup:

Paper size: Standard A4

Top margin: 1 inch	Bottom margin: 1 inch
Left margin: 1.25 inches	Right margin: 1 inch
Header: 0.5 inch	Footer: 0.5 inch

3.2 Manuscripts of Original Articles, for both print and online versions, should be submitted in a WORD file of the A4-sized paper, using the Times New Roman (12-point font). Symbols used should be of a similar size and typed on the corresponding lines of text used in each section. Manuscripts of the original article should contain the following sections: title, author's name, author's workplace, abstract and keywords, the main text/ body text, acknowledgements, references, tables, figures, captions/legends and illustrations. Each page should be clearly numbered in the bottom center of each sheet. Authors should carefully edit and proofread their manuscripts before submission.

3.2.1 The title: The **title of the article** must not exceed 2 lines. A title itself has to be informative and indicates the main topic in the article. The title should be set in the center of the page, using upper and lower case letters of Times New Roman 12 points and printed bold. If there is any symbol, its size must be the same as the text in that line.

3.2.2 Author's name: The author's name and last name are in Times New Roman 11 points in upper and lower case letters in the center of the page below the title of the article. In the case of multi-authorship, identify each author by superscript numbers at the end of the author's last name.

3.2.3 Author's workplace: The workplace (address of the institution) of the author and/or the group of the authors, are in regular Times New Roman 10 points in upper and lower case letters in the center of the page. In case of multi-authorship, please superscript numbers in front of the entire author's name. The e-mail address and telephone number of the corresponding author should also be included here.

3.2.4 Abstract and Keywords: The abstract and key words are in Times New Roman 11 points. They must be single-spaced under the author's workplace and separated from the bottom line of the author's workplace.

3.2.4.1 Abstract should be informative and state what was done, obtained and concluded. It should be accurate, self-contained, concise and specific, coherent and readable, and reflect only what appears in the original paper. An abstract should contain the following basic components: (1) purpose/motivation/problem statement, (2) methods/design/procedure/approach, (3) results/findings/products, (4) conclusion/applications/research limitations/implications (if applicable), practical implications (if applicable), pedagogic or social implications (if applicable), and (5) originality/value. The length of the abstract should be about 150 words and not exceed 200 words. Type the word "**Abstract**," using Times New Roman 11 points and print bold, left-hand justified. The abstract should be written in one single-spaced paragraph under the heading.

3.2.4.2 Keywords: Type the word "Keywords," using Times New Roman 11 points and in italics, left-hand justified, separated by a colon (:) followed by keywords written in English not over five words, and separate words by a comma (,).

3.2.5 The main text: The main text of the manuscript must be typed in WORD using Times New Roman 12 points, under an abstract and keywords with single-spaced line and separated from the above section. The main text of your paper should be divided into eight sections (see below), each with a separate heading. Headings are in bold letters, left-hand justified in the column. The first line of each paragraph should indent 0.5 inch from the left margin (of the page/of the right-hand column). Scientific names are normally shown in italics, and symbols must be the same size as the text in that line. The body of the text includes: (1) Introduction, (2) Research Objectives, (3) Research Methodology, (4) Results and Discussion, (5) Conclusion, (6) Acknowledgement, (7) The Author, and (8) References.

3.2.6 In-text Citations: Authors are to give references to all the information obtained from books, papers in journals, websites, or other sources. The Author-Date System should be used to cite references within the paper by using the author's last name and date (year), separated by a comma in parentheses; for example, name(s), year.

3.2.7 Tables and Figures:

3.2.7.1 Tables: The large-sized table format should not be split into two columns but small-sized table can be fit into the column. Each table must be titled,

numbered consecutively and complete with heading (title with a description that goes above the table). The word "**Tables**," including number should be typed using Times New Roman 11 points and bold, left-hand justified, and follow by regular 11 points Times New Roman for the heading.

3.2.7.2 Figures: Line-drawn graph or Figure (in black) is accepted. Also, in the case of photographs, glossy photographic prints, 3.5 x 5.0-inchs, should be submitted concurrently. Similar to tables, large-sized figure format should not be split into two columns but small-sized figure can be fit into the column. Each figure must be numbered consecutively and complete with caption under the figure. The word "**Figure**," including number should be typed using Times New Roman 11 points and bold, left-hand justified, and followed by regular 11 points Times New Roman for the caption.

3.2.8 Symbols and Units: Every used symbol must be defined in the text and written in the simplest possible way.

3.2.9 Numbering Pages: Manuscript pages must be consecutively numbered throughout the paper except the first page in the bottom center of the page, using bold Times New Roman 12 points.

3.2.10 Reference Lists: The final page contains a list of resources cited in the paper. The style of citations used in RJCM should conform to the American Psychological Association (APA). It is the author's responsibility to ensure the accuracy of all references cited in the paper. References should be listed in alphabetical order using regular Times New Roman 11 points.

3.3 Guideline to References

Abstract
Format:
Author.//(Year of publication).//Title of Abstract (abstract).//*Journal Title, Year,Volume(*Number), /Page number.

Books
Format:
Author.//(Year of publication).//*Title*.//Edition (if any).//Place of publication: Publisher.
Example:
Wallace, M. & Wray, A. (2016). *Critical Reading and Writing for Postgraduates.* Third edition. Thousand Oaks, California: Sage Publications Inc.

Book Articles
Format:
Author.//(Year of publication).//Article Title.//Editor(s) (if any).// *Title of book*.//Edition (if any).//Place of publication:// Publisher,/Page Numbers.
Example:
Hickman, G.R. (2010). Concepts of leadership in organizational change. In Preedy, M., Bennett, N. & Wise, C. (Eds). (2012). *Educational Leadership: Context, Strategy and Collaboration.* Thousand Oaks, CA: SAGE Publications Inc., 67-82.

Conference and Seminar Proceedings
Format:
Conference or Seminar Organizer.//(Year of publication).//*Name of conference,/ Conference date.//*Place of publication (if any):/Publisher (if any).

Example:
Jareonsubphayanont, N. (2014). The international student policy in Thailand and its implication on the 2015 ASEAN Economic Community. *Southeast Asian Studies in Asia from Multidisciplinary Perspective International Conference*, March 2014, Kunming, China.

Dissertation or Thesis
Format:
Author.//(Year of publication).//Title of dissertation or thesis.//Type of Thesis.//Awarding Institution.
Example:
Ua-umakul, A. (2017). The Effects of the Counseling-Based Method on Physics Learning Achievements of Upper Secondary School Students: An Area Focus on Momentum. A Dissertation for the Degree of Doctor of Education in Educational Studies. The Graduate School, Rangsit University.

Editorial
Format:
Author.//(Year of publication).//Title of Editorial (editorial).//*Journal Title,/Year (Volume if any),*/Page numbers.
Example:
Fisher, R.I. (2003). Immunotherapy in Non-Hodgkin's lymphoma: Treatment advances (editorial). *Semin Oncol 30*, *2003* (2Suppl 4), 1-2.

Journal Articles
Format:
Author.//(Year of publication).//Article Title.//*Journal Title.//Year/Volume*(Number),/Page numbers. Doi number (if any).

Example:
Srichandum, S. & Rujirayanyong, T. (2010). Production scheduling for dispatching ready mixed concrete trucks using bee colony optimization. *American Journal of Engineering and Applied Sciences, 2010, 3*(1), 823-830.

Trongratsameethong, A. & Woodtikarn, P. (2019). Thai QBE for Ad Hoc Query. *Journal of Technology and Innovation in Tertiary Education, 2019, 2*(2), 1-24. doi 10.14456/jti.2019.7

Letter
Format:
Author.//(Year of publication).//Title of Letter (letter).//*Journal Title,/Year (Volume if any),*//Page number.
Example:
Enzensberger, W. & Fisher, P.A. (1996). Metronome in Parkinson's disease (letter). *Lancet, 1996, 347*, 1337.

Unpublished/In press Article
Format:
Author.//(In press Year).//Article Title.//*Journal Title./*(in press).
Example:
Veena, B. (2004). Economic pursuits and strategies of survival among Damor of Rajasthan. *J Hum Ecol*. (in press).

Websites
Format:
Author.//Title.//(Online).//the full address of the web page, accessed date.
Example:
Charlotte, B. Quotes about Action Learning. (Online).
http://www.goodreads.com/quotes/tag/action-learning, January 18, 2017.

3.4 Manuscripts of Brief Professional Viewpoints for Sharing

The length of Brief Professional Viewpoints for Sharing is about 8-10 typed A4 pages. Its content should be arranged as follows: **title**, **name of the author, name and address of the institution**, **3-5 keywords**, **body text**, **the author's biography** of 50-80 words, and **references**. The format, font, and font size used in each section correspond to those in the section of **3.2. Manuscripts of Original Article**.

3.5 Reprints

During the first two years of publication (2020-2021), authors will receive one free copy of the journal.

RJCM Publication Ethics

RICE Journal of Creative Entrepreneurship and Management (RJCM) has policies on publication ethics after the guidelines given by Committee on Publication Ethics (COPE) <https://publication ethics.org>. Publication ethics policies mainly involve duties of (1) Authors, (2) Editors, and (3) Reviewers.

Authors:

Authors or paper contributors shall not submit simultaneous or duplicate manuscripts. It is imperative that authors submit work of original investigation and acknowledge concepts, research methodology and findings of preceding authors or researchers by giving proper references. If required, authors need to seek permission for the use of specific data or adaptation of research methodology as well as provide evidence on approval of professional ethics in the selected field of study. Plagiarism of all kinds is unacceptable and will result in paper rejection and permanent dismissal by RJCM. Authors shall be solely and fully liable for all viewpoints and research components used in published papers.

Editors:

The editors are to ensure transparency in the publication policies, communication with corresponding authors regarding submission, response on paper acceptance/ rejection, and notification of double-blinded review results for paper revision. In particular, the editors shall not consider multiple submission or redundant publication. The editors shall provide information on the RJCM website on ownership, editorial board, publication policies, publication schedule, data access and sharing, pre- and post-publication contacts—ranging from inquiries from paper contributors, correspondence, requests for clarification, comments for paper revision, to complaints or appeals, if any. The editors reserve the right not to deal with allegations of research misconduct from any party concerned under the condition that concrete evidence is found for the act of malpractice.

Reviewers:

Reviewers are in the double-blinded peer review process in evaluating submitted papers on the basis of criteria established by the editorial team. Reviewers shall remain anonymous to the authors whose papers are under review. It is imperative that reviewers' decision on paper revision or rejection be justified by constructive comments or suggestions, as guided by professional ethics in selecting scholarly work for publication. Given comments must be written in an objective and professional manner without sarcasm or severe criticism. Reviewers shall keep their reviews strictly confidential in all circumstances.

RJCM Call for Papers

RJCM is an international journal for academics and scholars at the higher education level to communicate and share their viewpoints and academic work with fellow professionals in the areas of creative entrepreneurship and management as practiced in their fields of specializations in social sciences.

RJCM publishes three numbers per volume annually and welcomes contributors to submit their manuscript in January, May, and September of each year. We accept both academic and research papers in social sciences from contributors.

The length of the unformatted manuscript in WORD can be 15-25 pages in length including references. The contents of the manuscript should include (1) a title with the author's name, affiliate, email address and telephone contact, (2) an abstract of 150 words with 3-5 keywords, (3) an introduction, (4) a rationale and background of the study, (5) research objectives, (6) research methodology, (7) data collection procedure, (8) data analysis, (9) results and discussion, (10) research limitation (if any), (11) conclusion, (12) the author's biography of about 50-80 words, (13) acknowledgement(s) (if any), (14) references, and (15) an appendix or appendices (if any).

All interested readers and paper contributors please contact Editor-in-Chief: Ruja Pholsward, Ph.D., Associate Professor, Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin (RMUTR) <rujajinda@gmail.com>, <ruja.pho@rmutr.ac.th>. Please check *RJCM* Publication Policy as guidelines to paper submission. Website submission will be advised after the first editorial screening.