Hospitality, tourism, and events industry competency model: Human resource management implications

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Abstract: This paper addresses the implications of hospitality, tourism and events industry competency modeling on human resource management for organizations and employees. To facilitate organizational effectiveness, competency models must explicitly define knowledge skills and abilities in key jobs, link to overall organizational strategy, and align human resource management with business objectives. The Employment and Training Administration under the sponsorship of the United States Department of Labor developed the most comprehensive competency model for the hospitality, tourism and event industry. This model provides a framework that aligns recruitment, selection, onboarding training and development, performance management, total rewards, human resource planning, and even employees' retirement in the hospitality, tourism and events industry. The paper concludes with competency model limitations and future research proposals.

Key words: competency model, hospitality, tourism, human resource management

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1. Introduction

This paper addresses the implications of hospitality, tourism and events industry competency modeling on human resource management for organizations and employees. High performance organizations often employ competency models that explicitly define the knowledge skills and abilities (KSAs) required for exceptional work performance in key jobs (e.g., airline reservations agent, hotel manager). Muizu and Hilmiana (2016, p. 67) stated that "the ability of creative industries and tourism sectors in conducting human resource management activities depends on the management capacity to generate, modify and utilize competency of its human resources to achieve the desired result." Competency models link critical KSAs to organizational strategy, align human resource management initiatives, enhance organizational effectiveness, and allow greater flexibility to adapt to changing in-

dustry demands (De Vos 2016; Campion et al., 2011; Vakola, 2007). A competency is "a set of personal characteristics (e.g., skills, knowledge, attitudes) that a person acquires or needs to acquire, in order to perform an activity inside a certain context with a specific performance level" (Asame and Wakrim, 2018, p. 228). Knowledge is a "body of information needed to effectively perform critical tasks; skills are the proficiency to perform tasks and ability is the basic capacity for effectively performing a wide range of tasks, acquiring knowledge or developing a skill" (Aamodt, 2016, p. 54). For example, hotels and travel agencies have key jobs whose main responsibility is to assist customers (e.g., hotel concierge, tour guide). KSAs critical for highly effective performance in such jobs include the knowledge of customer service principles, being socially perceptive of customers' and coworkers' needs, and the ability to listen to and communicate clearly (Occupational Information Network, 2018). The use of competency models is so prevalent that some academic accrediting bodies require that programs adopt a competency approach (Abby et al., 2017).

Industry wide competency models identify KSAs that transcend specific jobs and organizations and therefore generalize across a given industrial sector. The Training Administration under the sponsorship of the United States Department of Labor developed the most comprehensive model to date (Hospitality, Tourism and Events Industry Model, 2017). I will refer to this competency model as the Hospitality, Tourism, and Events Industry Competency (HTEIC) model.

Specific implications of the HTEIC model for the following human resource management initiatives are pre-employment, recruitment and selection (i.e., staffing), onboarding (i.e., orientation and initial training), performance management, total rewards, training and development, human resource planning, and retirement of employees in the hospitality, tourism and events industry. The model aligns these HRM functions by incorporating a common core of competencies throughout the employee "life cycle" (from pre-employment to retirement). In other words, employees are recruited, selected, trained, provided performance feedback, trained and rewarded based on common criteria: the demonstrated mastery of competencies identified as critical for job performance and organizational effectiveness.

In this paper, I review recent literature addressing competency modeling in the hospitality, tourism and events industry. The HTEIC model is then described followed by its implications for effective human resource management from both organization and employee perspectives. The paper concludes with a discussion of model limitations proposed future research.

2. Literature review

2.1. Job specific competencies

Recent research identified competencies for specific jobs in the hospitality, tourism and events industry. Recognizing the importance of effective leadership and management for organizational success, Bharwani and Talib (2016) identified competencies for general managers. Building on earlier work on leadership competencies (Woodruffe, 1993; Spencer and Spencer, 1993; Tas, 1988; Boyatzis, 1982), these authors identified the following broad managerial competency clusters: cognitive competencies, functional skills, social skills, and Meta competencies. Cognitive competencies include strategic thinking, innovation and systems

thinking. Functional skills include service orientation and revenue management. Social skills conflict resolution, teamwork and communication skills. Finally, Meta competencies included emotional stability and achievement motivation. Bharwani and Talib (2016) offer an extensive literature review of managerial competency research, and included in their model only competencies that appeared in at least three studies. These competencies are collectively critical for managing around the clock dynamic hotels run by labor intensive and diverse workforces. Wessels et al. (2017) surveyed 254 accommodation managers across South Africa, and identified a wide range of competencies including personal characteristics (e.g., trustworthiness), forecasting, strategic thinking, human resource management, problem solving, communication, information technology, customer service and financial management. Goldman and Scott (2016) identified strategy development, implementation, and organizational alignment strategic thinking competencies as important for several, but mostly higher level managerial, jobs. Larionova et al. (2015) argued for increased education in the tourism industry to improve financial and economic competencies, especially in developing countries where tourism is growing. After surveying 500 hospitality professionals in Cyprus, Marneros and Gibbs (2015) argued that both technical industry specific (e.g. food and beverage cost control, housekeeping operations) and generic management competencies (e.g., marketing, human resource management) are essential for effective management performance.

As might be expected, many of the competencies described above may be common to managers across public and private industrial sectors. Other research focused on competencies of key jobs specific to the hospitality, tourism and events industry. Wan et al. (2017) identified "soft" and "hard" competencies for executive chefs in Taiwan. Soft competencies included emotional control and negotiation skills, while hard skills included culinary research. Al Jahwari and Sirakaya-Turk (2016) also studied tour guides because they affect tourists' first and lasting impressions and ultimate satisfaction with a destination. Tour guides serve as destination ambassadors, mentors, educators, hosts, and leaders. Al Jahwari and Sirakaya-Turk (2016) argued effective communication skills underlie tour guide success. Three hundred and eighty-seven (N = 387) professional tour guides in Antalya, Turkey completed surveys that measured communication skills. Using a modified Importance–Performance Analysis (Martilla and James, 1977), Al Jahwari and Sirakaya-Turk (2016) found assertiveness, interpersonal and cultural inclusion, poise, attentiveness, language ability, friendliness and approachability competencies important to tour guide effectiveness. A key finding was the importance of verbal communications skills related to the correct use of language (e.g., grammar, choice of words, understandability), and that the tour guides themselves felt that there was room for improvement. Shariff and Abidin (2015) developed a competency index for recent Malaysian tour guide and hospitality graduates. Eight competency domains were identified: "Management and Technology Competencies, Leadership Competencies, Organizational Competencies, Personal Effectiveness Competencies, Business-Oriented Competencies, Self-Oriented Competencies, Customer Related Competencies and Innovative Competencies" (Shariff and Abidin, 2015, p. 422).

2.2. Hospitality, Tourism and Events Industry wide competency model

A comprehensive competency model across jobs and organizational levels within a given industry has several advantages over single job competency models (e.g., chef, tour guide, accommodation manager). A common core of competencies that transcend levels facilitates business and human resource planning alignment. Organizations select, develop, reward and promote employees based on their mastering well defined and clearly communicated competencies. In essence, the organizational wide competencies pave the road to progressively greater value as one progresses higher in the organization. The Employment and Training Administration (ETA), the National Travel and Tourism Office (United States Department of Commerce and Department of Labor), and Careeronestep (Careeronestep, 2017) collaborated to develop the HTEIC model. This comprehensive competency model is the product of academic and business subject matter expert in-depth interviews and input from several leading industry associations: American Society of Travel Agents, National Concierge Association, and the National Federation of Tourist Guides Association. The model was updated in 2017 with input from the National Institute for Occupational Safety and Health's (NIOSH) to incorporate safety in the industry and finally by the International Association of Exhibitions and Events (IAEE) to reflect competencies in the event industry. The careeronestep website offers a more detailed description of the model's development (Careeronestep, 2017).

Figure 1 contains the Hospital, Tourism and Events competency model (HTEIC). The HTEIC model consists of five tiers of increasing competency levels: personal effectiveness (Tier 1), academic (Tier 2), and workplace (Tier 3). The first three tiers are generic in nature, and generalize across several industrial sectors. Tiers 4 and 5, however, are more specific to the hospitality, tourism and events industry: industry wide technical KSAs (Tier 4) and industry-sector technical competencies. The latter refers to competencies specific to "five key hospitality sub-sectors: Lodging; Destination Marketing and Management, Tourism and Travel Arrangement; Recreation, Amusements, and Attractions; and Meetings, Events, and Exhibitions Management" (Careeronestep, 2017, p. 4).
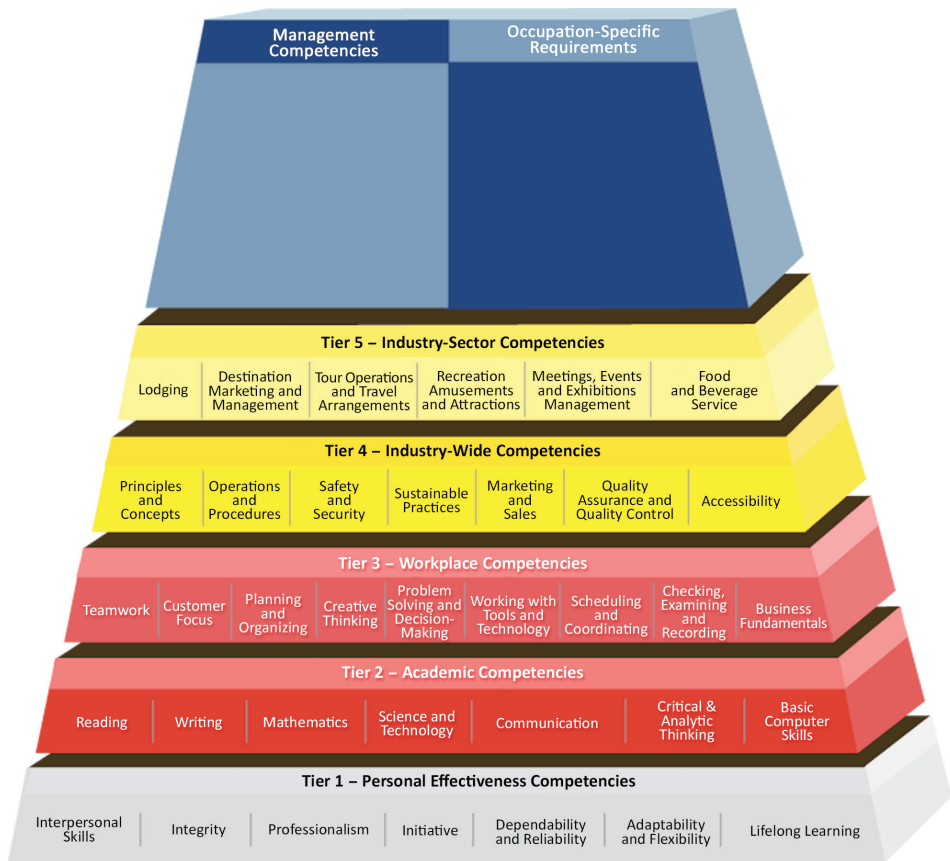
Figure 1. Hospitality, Tourism, and Events Industry model

Figure 1 illustrates specific competencies within each tier. For example, Tier 1 consists of personal effectiveness attributes such as integrity, initiative and flexibility. These competencies are general in nature across many jobs and industries. The acquisition of academic competencies found in Tier 2 begin early, starting in elementary education (e.g., reading), continued through higher education, and continue as one continues to acquire knowledge through lifelong learning experiences. Ongoing job duties, developmental assignments and mentoring help develop Tier 3 competencies. Tier 4 competencies such as safety and security and sustainable practices cut across the entire hospitality, tourism and events industry. On the other hand, Tier 5 competencies are specific to a particular sector within the industry (e.g., lodging). Careeronestep (2017) contains detailed competency descriptions. For example, the Tier 4 Operations and Procedures competency includes:

delivering, monitoring, controlling, and improving services common across the hospitality, tourism, and events sectors; know and follow all practices that ensure the safety and security of guests, visitors, attendees, and employees; demonstrate understanding of the operations performed within the hospitality, tourism, and events industry; and identify and pursue relevant professional development programs, including any commonly required certifications or other credentials (Careeronestep, 2017, p. 21).

3. Methodology

Thirteen State University of New York library search engines, including ABI/INFORM Global, Psychology and Social Science databases, contributed literature review sources. These databases search scholarly and trade journal articles, dissertations, scholarly working papers, and business cases in business and management. Key search terms included "competency", "hospitality", "tourism" "events" and "human resource management", and searches were limited to peer reviewed publications.

4. Human resource management implications

4.1. Human resource management life cycle

This paper employed an employee "life cycle" analogy to illuminate the human resource management (HRM) implications of the HTEIC model. Biological life cycles consist of a series of changes in the life of an organism, from birth to death. Similarly, an employee life cycle begins with education and socialization before employment (e.g., school, family, peer groups) and ends with retirement. In between these events are staffing (recruitment and selection), onboarding (i.e., orientation and initial training), performance management, total reward (e.g., compensation, benefits, and non-tangible rewards), human resource planning and career development (e.g., promotion, international assignments, and developmental assignments) and retirement. The implications of the HTEIC model to each one of these life cycle segments are explored below. The life cycle analogy is also useful at the organizational level of analysis. The HTEIC model has implications for system wide human resource planning and HRM initiative design as well. These implications are also explored below.

4.2. HRM implications

According to De Vos (2017, p. 2543), "the prominent role of competency development in enhancing the success of employees and organizations has drawn the attention of practitioners leading them to introduce competency development as a central part of their human resource practices." Table 1 illustrates the links among the life cycle, organizational HR initiatives, employee implications, and the HTEIC model.

Table 1. Hospitality, Tourism and Event competency model: Human resource implications
for organizations and employees

Life cycle segment	Organization	Employee
Pre-employment	● Engage in corporate social responsibility initiatives that align with future workforce (e.g., reading, writing and computer literacy). ● Engage in CSR initiatives that engage corporate reputation, including career mobility and competency development.	● Assess basic Tier 1 and 2 competencies and seek remedial tutoring to eliminate deficiencies. ● Research organization with respect to CSR efforts and career opportunities, especially with respect to marketable competencies.
Human resource management planning	● Include competencies on job descriptions and job postings. ● Ask upwardly aspiring employees to develop a short and long-term career development plan. Develop tools that facilitate plan development. ● Train supervisors to develop their direct reports along the competencies required for their current and future jobs. ● Administer a management and career succession process that includes competency requirements for job families and different organization levels. ● Train supervisors to assess the readiness of their direct reports to take more responsibility and/ or be promoted to specific jobs.	● Establish a short-term developmental action plan to develop competencies in present job. ● Establish a long-term developmental action plan to develop competencies for future jobs (e.g., three to five year plans). ● Conduct a self-assessment of career aspirations, including ability and motivation to pursue more responsibility. ● Clearly communicate to direct supervisor specific career aspirations, including timetables.
Recruitment	● Define applicant labor market segments that process required Tier 1–3 competencies. ● Establish and maintain linkages with key recruiting sources.	● Research openings and job postings for required competencies. ● Utilize options that increase visibility to desired organizations (e.g., search firm websites and networking). ● Develop customized resumes that include competencies where warranted.
Selection	● Increase quality of hire: validate employment tests that measure Tier 1–3 competencies and predict performance in a wide range of entry level and lower jobs. ● Increase quality of hire: validate employment tests that measure Tier 4 and 5 competencies for specific higher jobs.	● Determine valued competencies via research on general industrial literature, company website and job postings. ● Practice at least three interview responses to likely behavioral event interview questions based on valued competencies. ● Ask for feedback even if not selected.
Onboarding	● Emphasize valued competencies (Tiers 1–5) during orientation. ● Reinforce competencies appropriate to the new employees' job responsibilities.	● Communicate closely and frequently with direct supervisor regarding performance feedback based on competencies.

Training and development	• Conduct needs assessment that identify workforce competency gaps at all levels and tiers. • Design training and development experiences that build competencies for key jobs.	• Work closely with direct supervisor and human resources to participate in training and development activities that help develop competencies valued in higher jobs.
Performance management	• Include appropriate competencies in the performance appraisal process. • Include developmental action planning in the performance management system. • Appraise manager performance based, in part, on how well subordinate competences are developed, and on subordinate development.	• Ask for specific feedback on performance related to competencies valued for present and future jobs. • Obtain agreement regarding developmental action plans that focus on competencies. • Follow up with supervisor regarding progress.
Total rewards	• Conduct job evaluations that incorporate key competencies that provide value. • Adopt a pay for performance compensation practice, and make pay contingent, in part, on developing competencies.	• Review job evaluation reports that identify competencies and their monetary worth in the compensation program. • Aspire to jobs that require additional competencies or higher levels of competencies in present job.
Retirement	• Provide transitional tools for employees near retirement, including printed materials and mentoring. • Link competencies that employees have mastered to effective transition to retirement.	• Establish and implement a retirement transition plan that capitalizes on competencies mastered during one's career.

S o u r c e: Author's own elaboration.

4.2.1. Pre-employment

Organizations strive to be visible and desirable to potential employees. Organizations often select corporate social responsibility (CSR) initiatives that strategically link to their mission and increase their attractiveness to applicants. For example, the mission of Marriott International, a leading global lodging company with more than 6,500 properties across 127 countries and territories, is to "delight and surprise our guests at every encounter". Marriott set a CSR goal to implement programs and partnerships that develop hospitality skills and opportunity among youth, diverse populations, women, people with disabilities, veterans and refugees (Marriott, 2018a), and plans to invest five million USD to reach this goal by 2025. Marriot's well-communicated CSR initiatives resulted in their excellent corporate reputation. In their Most Admired Companies Ranking, Fortune (2018) ranked Marriott as the best company to work for in the hotel, casino and resort industry. This excellent corporate reputation greatly enhances Marriot's ability to recruit applicants, especially millennials who are attracted to socially responsible companies. The CSR initiative that builds hospitality skills in

areas where Marriott properties are located enhances the quality of the local applicant pool, especially for, but not limited to, entry-level jobs.

Applicants can explore career and specific job opportunities in any of Marriott's hotels and resorts, complete with brief job descriptions and competencies. For example, entry-level lobby host jobs require basic Tier 1–3 skills, including customer focus, reading, and clear verbal communication skills. Prospective employees can self-assess their own competencies and seek remedial opportunities that develop Tier 1–3 competencies at the entry levels and Tier 4–5 competencies for higher-level jobs. Remedial opportunities include programs sponsored by Marriott as well as other educational options.

4.2.2. Human resource planning (HRP)

Organizations maintain adequate staffing levels by forecasting staffing supply and demand levels and implementing human resource plans (HRP). HRPs and business plans alignment facilitates organizational goal attainment. This includes not only management succession planning, but also replacement planning at all levels. HRP includes forecasting needs given employment trends (e.g., employee turnover, promotion rate, economic indicators, employment rate), establishing career paths, transition plans from one job to another, and the assessment of employee competencies and career motivation. Forecasts, workforce assessments, training supervisors to assess direct report readiness for future jobs, and creating career paths all involve the delineation of competencies such as those continued in the HTEIC model.

4.2.3. Recruitment

Prior to recruitment, organizations should identify labor markets of potential employees with prerequisite competencies. Labor markets are likely local or regional for lower level jobs, and regional, national or even international for higher-level jobs. To promote effectiveness and reduce recruiting costs, organizations should nurture strong relationships with contact persons in labor markets that have provided effective employees in the past. Specific colleges and universities are often excellent sources for mid-level jobs such as management trainees, as are vocational and technical schools, unions, and professional organizations. Regarding colleges, organizations can establish relationships with professors in given disciplines who then identify top students for internships well before graduation. Organizations are more likely to hire students that interned with them, as they can better assess students' competencies who they directly observed. The goal is to establish a diverse and qualified applicant pool.

Applicants, including students that desire an internship, can research organizational career paths and specific jobs, paying particular attention to the competencies the organization values. Applicants can then judge the extent that these competencies and their own competencies and values align. If sufficient alignment exists, applicants can customize their cover letters and resumes to fit organizational values and required competencies.

4.2.4. Selection

Employment selection refers to providing offers of employment to selected individuals in the applicant pool. Paramount to achieving a high quality of hire is the validation of tests that measure applicant potential to perform on the job. A "test" could be anything used to make an employment decision, which includes, but is not limited to, paper and pencil tests, interviews and reference checks. Paramount to determining the test usefulness is validation, which measures the relationship between test scores and future or current job performance. The Mental Measurements Yearbook (Carlson et al., 2014) lists employment tests previously validated for specific jobs. The MMY contains test validity and reliability information for approximately 2700 employment tests shown to be predictive of future job performance in various jobs, many of which are in the hospitality, tourism and events industry. Only validated employment tests that predict valued competencies should be used to select applicants. In the United States, only validated tests may be legally used for employment purposes (Uniform Guidelines for Employee Selection Procedures, 1978).

Applicants should research the company website and job openings to determine which competencies the target organization values and is likely to assess during the selection process (e.g., initial screening, interviews). Organizations often use behavioral event interviews to measure valued competencies. Interviewers ask applicants to provide specific instances where they demonstrated a given competency. For example, "tell me about a time where you achieved results on a team" requires that applicants provide evidence they possess the Tier 3 workplace competency "teamwork". The interviewer typically asks follow up probes designed to solicit relevant evidence of the competency, such as "what was the team goal, who was included, what was your role, what did you specifically do, and what were the results?" To best prepare for interviews, applicants should reflect on their past school, work and community experiences, and identify experiences that reflect their possession of competencies they believe are valued by the prospective employer. If not selected, applicants should ask for feedback so that they can improve their marketability moving forward.

4.2.5. Onboarding

Organizations' first opportunities to communicate value added competencies are new employee orientation and training programs. Organizations communicate Tiers 1–5 competencies at various organizational functions and meetings. Competencies relevant to the new employees' initial responsibilities can be emphasized, but competencies needed for a sustainable career can also be communicated.

With knowledge of valued competencies for their present and future jobs, new employees should work closely with their supervisors to identity strengths and areas for improvement with respect to competencies. Supervisors and employees determine initial developmental actions that ensure that new employees feel valued and that the organization is committed to their development.

4.2.6. Training and development

Among the first steps in a talent management process is to determine job competency requirements and conduct a needs assessment of the current workforce. Training programs and developmental experiences close the gap between competency requirements and competencies the workforce processes. Organizations can deliver training and development programs internally or externally. Alternatively, organizations can hire employees they already possess required competencies, reducing the need for extensive training. The important goal is that the workforce has Tier 1 through 5 competencies required to effectively compete in their marketplace and achieve organizational objectives. Responsibilities and resources (i.e., budget) for training and development initiatives must be allocated and managed.

While supervisors are responsible for their subordinates' development, most organizations place a heavy burden on employees to actively seek out and take responsibility for their own development. With organizational support, employees must first achieve excellence in their current jobs, then actively pursue a career path and participate in developmental opportunities. A career path is not simply moving from job to job, but instead represents continuous learning whereby employees build upon progressively valued competencies. The HTEIC model provides a road map of progressively more valuable competencies as one moves from Tier 1 to 5.

4.2.7. Performance management

An organization's performance management system (PMS) is the "series of activities designed to ensure that the organization gets the performance it needs from its employees" (Mathis et al., 2014, p. 334). Important PMS elements include performance feedback, subsequent performance improvement, and employee development that results from evaluations/appraisals supervisors conduct with their direct reports. Many performance evaluation programs have two parts: performance objective achievement and development actions that improve employee performance and readiness for future jobs. Competency improvement is especially suited for the latter where the supervisor and employee agree upon and initial development action plans. Performance evaluation ratings link with compensation merit increases, lump sums, incentive pay, and promotions. Organizations should reward achievement and mastering of competencies.

Employees have a vital interest in their performance evaluations because compensation, promotions and in some cases, continued employment are contingent on their performance review ratings. Competencies play a key role, especially with respect to developing competencies for future assignments and continued upward mobility. Employees should therefore work closely with their supervisors and human resources to ensure continued competency growth as they seek to add greater amounts of value to the organization.

4.2.8. Total rewards

Job evaluation is the "systematic means to identify the relative worth of jobs within the organization" (Mathis et al., 2014, p. 389). The most frequent job evaluation method is the point factor method whereby important KSAs, known as compensable factors, are rated across jobs. Com-

pensable factors are often competencies. The more competencies, or level of competency, a job requires for effective performance, the greater it's "worth". The higher the worth, the higher job incumbents are paid. For example, entry-level lobby hosts at Marriott are required to perform basic tasks such as assist guests entering and leaving property, inform guests of property amenities and local areas of interest and activities. These basic tasks require basic Tier 1, 2 and 3 HTEIC model competencies. On the other hand, higher compensated Marriott Assistant Banquet Managers require a greater number and level of competencies, including more education (high school diploma; Tier 2 academic competencies), two years of experience in the event management, food and beverage, or related professional area (Tier 3 workplace competences), supervises the banquet staff (Tier 3 teamwork), communicates and executes departmental and property emergency procedures and ensures staff are trained in safety procedures (Tier 4 safety and security), and leads banquet operations (Tier 4 operations and procedures) (Marriott, 2018b).

Employees should work closely with their supervisors and human resource to explore career paths and competencies needed for advancement. Job descriptions should include job objectives, responsibilities, tasks and competencies required for effective performance. Employees should therefore first review their current job description and master the competencies inherent in their present job. Employees can concurrently develop competencies needed for future jobs as well, but advancement is often contingent on performing at a high level in ones' present job. While not universally true, many organizations share job descriptions with supervisors and employees for this purpose.

4.2.9. Retirement

Retirement refers to the transition from active employment to retirement as well as the actual post retirement years. Most of the emphasis is on retirement benefits intended to make retirement economically feasible (e.g., pension and health care benefits). Organizations should also provide transitional tools for retirement that address financial, social, and psychological retirement challenges.

In surveys, employees often state that they "never plan to retire", but research has shown that this intention may be driven by employees' lack of retirement planning (Hanna et al., 2017). Several of the competencies in the HTEIC model are relevant in this context. Tier 3 workplace competencies play a key role in retirement transition and retirement. For example, planning and organizing fosters a logical pre-retirement plan, teamwork helps retirees establish and expand social networks so important when one departs the workforce, and creative thinking facilitates the generation of innovative ways to provide meaning in retirement. Organizations should invest in transitional tools that capitalize on these and other competencies that employees worked so hard to master.

Employees need to capitalize on their Tier 3 workplace competencies in retirement planning and in retirement. They need to plan their retirement, generate new social networks and establish new ways to derive meaning in retirement. Retirees can also build on their Tier 4 and 5 industry and sector wide competencies by consulting with hospitality, tourism and/ or events organizations, or by serving on organizational boards of directors. These Tier 4 and 5 competencies can well employees and organizations after retirement.

5. HTEIC Model limitations and future research

Like all competency models, the HTEIC model must incorporate subsequent research findings and industry change. Competencies required for effectiveness performance are likely to change as the hospitality, tourism and event industry evolve and global competitiveness increases. The HTEIC model must be updated frequently to maintain its efficacy moving forward. For example, Demirciftci et al. (2017) argues that revenue management (RM) competencies will be required for hotels to remain competitive, but that the supply of competent employees is inadequate. RM is a "strategic process that attempts to match demand and supply at optimum levels through variable pricing in such a way that creates maximum revenue for an organization" (Demirciftci et al., 2017, p. 500). Tier 4 and 5 industry and sector competencies include marketing and sales, but not financial competencies.

Recent research has also found that e-service innovation is a competency important for hotels to be competitive (Chuang and Lin, 2015). E-service innovation refers to serving customers better through information technology and marketing. After surveying 126 Information Technology and Marketing managers across 126 companies in Taiwan, Tsou (2016) concluded that organizations should increase their e-service innovation intellectual capital. Tier 2 basic computing skills and Tier 4 marketing industry wide competencies do address this emerging need. Similarly, the HTEIC model does not include competencies to implement e-commerce initiatives.

Knight and Paterson (2018) developed a competency model for sustainability and corporate social responsibility leaders. Other than in the Tier 1 professionalism competency (e.g., do not abuse controlled substances), CSR leadership competencies are not addressed in the HTEIC model, and should be included in future updates. Wroblowská and Ruda (2015) noted that the competencies required of product managers change over time, a finding not unexpected given advances in marketing.

The methods and techniques used to identify competencies critical for job and organizational success are many, including subject matter expert interviews, critical incident technique, extensive job analyses, and information collected during performance appraisals and training needs assessment (De Vos et al., 2015). Future research should address the relative effectiveness of different methods, paying particular attention to issues of validity, reliability, and association with job and organizational performance.

The generalizability of the HTECI model must also be assessed (Competency models and culture, 2015; Vickers, 2013), questioned the cross-cultural generalizability of competencies generated using the behavioral event interview technique. The model was the result of extensive interviews in the United States and extensive job descriptions in the Occupational Information Network, a comprehensive repository of job descriptions in the United States. Future research can explore the model's generalizability outside the United States.

Organizations should consider comprehensive competency models such as the HTEIC model has a starting point only. Organizations are unique in their history, marketplace, culture and methods, and as such should adapt the HTEIC model to their unique circumstances. At the least, organizations can form cross-functional committees to explore the applicability of competency models to their organization.

Future research should determine the relationship among competency model use, employee satisfaction, motivation, and retention. Do organizations that clearly use, communicate and develop employee competencies throughout the employee life cycle reduce turnover, increase upward mobility, and improve employee performance? On a more macro level, the relationship between competency model alignment with business objectives, organization reputation, and organizational performance needs exploration.

6. Summary and conclusions

This paper explored the human resource management implications of competency modeling in the hotel, tourism and events industry. From employees' perspective, a career is a series of work-related jobs occupied over his/ her working life (Mathis et al., 2014). Employees must "identify personal competencies and interests, plan life and career goals, and assess alternative career paths inside and outside the organization" (Mathis et al., 2014, p. 306). Most importantly, employees must gain their supervisors' support in the pursuit of their career aspirations. Supervisors should show their support by advocating for their direct reports in succession planning meetings, procuring needed resources, and removing barriers to career goal accomplishment. HTEIC model deployment suggests implications for both organizations and employees. Future research should test hypotheses that the alignment of competency models with business plans and weaving competencies throughout the employee life cycle benefit both the organization and its employees.

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Model kompetencyjny w sektorze usług turystycznych – implikacje dla zarządzania zasobami ludzkimi

Abstrakt: W artykule poruszono problem wpływu modelowania kompetencji w branżach: hotelarskiej, turystycznej i eventowej, na zarządzanie zasobami ludzkimi na poziomie organizacji i jej pracowników. Aby zwiększyć efektywność organizacyjną, modele kompetencji muszą wyraźnie określać umiejętności i możliwości w zakresie kluczowych zadań, łączyć się z ogólną strategią organizacyjną i dostosowywać zarządzanie zasobami ludzkimi do celów biznesowych. W artykule przedstawiono kompleksowy model kompetencyjny dla branż: hotelarskiej, turystycznej i eventowej, opracowany przez Urząd ds. Zatrudnienia i Szkoleń działający przy Departamencie Pracy USA. Model ten pozwala regulować działania związane z rekrutacją, selekcją, szkoleniem i rozwojem nowych pracowników, zarządzaniem ich efektywnością, nagradzaniem, planowaniem rozwoju zasobów ludzkich, a nawet przechodzeniem na emeryturę osób zatrudnionych w wymienionych branżach. Wskazano ograniczenia tego modelu i podano propozycje dalszych badań w tym zakresie.

Słowa kluczowe: model kompetencyjny, hotelarstwo, turystyka, zarządzanie zasobami ludzkimi