MANAGEMENT COMPETENCY DEVELOPMENT AND PRE- SERVICE AND IN-SERVICE TRAINING OF TOURISM HUMAN RESOURCES ALIGNED WITH INDUSTRY REVOLUTION 4.0*

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Abstract

For a sustainable future of the Tourism Sector in being still a key strategic industry in Vietnam in the context of the 4th Industrial Revolution (IR 4.0), understanding and evaluating the impact of IR 4.0 on Tourism Human Resources Training and Management is essential. The 'PUM[1] - Van Hien Program on Reforming the Study Program' at the Faculty of Tourism of the Van Hien University, started in 2015, is focused on creating a Practice Oriented Curriculum along the lines of Programming, Aligning, Fill-In and Look for Quality. This paper describes the relevance of and consequences for Management Competences when qualifying from a Program Oriented to a Developmental Practice Oriented Curriculum. From the Ph.D. Study 'Expansive Learning in a School Organization' (Bakker, 2015) it has become clear that Developmental Education demands unremitting reflection on the 'social development situation'. The main conditions that need to be in place for Educational Institutions would then be to grow towards 'Learning Organizations'. Investing in the quality and professionalism at all levels that should be the commitment at these institutions for the coming years. That includes the empowerment of lecturers as knowledge workers aiming at the exchange of knowledge and practises between education, research, and companies. This 'Knowledge Circulation' is of crucial importance for the realization of the knowledge-based economy and society of IR 4.0. Joint training and co-education networks will thus play an important role in competency-based Human Resource Training. The old paradigm of knowledge development within the boundaries of the education sector and knowledge exploitation in the companies has to shift to collaborative partnerships: knowledge and research output have to flow, circulate and grow in partner networks.

Keywords: *developmental education, competency-based learning, learning organization, social innovation, lectures as knowledge workers.*

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[1] PUM is the largest private-to-private, volunteer development and research agency of the Netherlands providing professional assistance from entrepreneurs to entrepreneurs in developing countries. Founded in 1978 by the Dutch Employers' Federation VNO-NCW in partnership with the Ministry of Foreign Affairs, PUM is a key pillar of Dutch support to small and medium enterprises, including Vocational Education Institutes, in developing and emerging economies and a crucial vehicle to share Dutch expertise with those that otherwise lack access to knowledge. www.pum.nl

1. Raising the Issue

To excel as a knowledge-based economy constant innovation in the field of knowledge and service training is necessary. Research Poucke (2004) shows that it is difficult for those areas to be innovative. According to this research to make an innovation real effective in an organization process and social conditions add more to this outcome than technical innovation. So in other words not technology and technological knowledge, but especially the organization of processes and the human factor are of decisive importance for the realization and sustainability of innovations. In the end innovation is people work with a human dimension and a human face. This is the motivation of people and the use of their creativity, talents, and 'intrapreneurial' spirit. It is leadership that has an eye for human capital and is committed to trust, freedom, and responsibility as social-cultural characteristics. To sustainable education innovation and knowledge development within the educational field, these conditions are crucial to create (opportunities for) talents. An organizational culture where excel is appreciated, where the venture is valued and growth potential is considered above failure. In the research cited above this perspective is referred to as follows:

"To actually arrive at 'knowledge creation' the current dominant 'stock- and flow- approaches' in knowledge management need to be replaced by an approach driven by the 'growth potential' of staff"

To realize a mere paradigm shift towards a 'developmental approach' in (professional) education, it is necessary to apply insight on management level into the implementation of 'growth strategies'. Such 'growth strategies' focus on the process of knowledge creation that takes place outside the existing (institutional) frameworks and an explicitly focus on the acquisition of new knowledge among market partners. In the context of IR 4.0 it will be important to introduce this 'developmental approach' when training Tourism Human Resources (THR). This implies a growing awareness that the institutions and the H&T Business Sector have a common interest to look for collaborative strategies to train high-quality THR and deliver up to the diversity of demands of the tourism market. This approach implies some far-reaching consequences to create designated relationship models with business organizations as well for dedicated and effective management of staff. Such a new scope as well as the digitization on the workplace demands fits a new approach to staff management and development, which is called Human Capital Management (HCM – Fitz-Enz, 2010). This HR-business strategy provides an approach to performance management that links the strategic goals of the organization and enterprises with staff performance. As such it is also an adequate management instrument to connect training institutes and enterprises.

Human Capital Management (HCM) in the H&T Training Sector and the H&T Business Sector

HCM considers staff as an asset (on the balance sheet) instead of a mere resource. When valuing staff as part of the company's capital justifies investing in staff. In an age that qualified and dedicated staff are increasingly scarce only continuous

development is a solid base to maintain their loyalty. Next an increased level of digitization of work facilitates a type of organizational design commonly referred to as 'boundary-less organizations' (Baron & Greenberg, 2003). The elements of work digitization, a high level of inter-connectivity and system integration create favourable conditions for more of such 'fluid' organisational shapes to organize work more efficiently. Two other 'fluid' types are the Virtual Organization and the Modular Organization. One of the advantages of the boundary-less organizational design features opportunities to operate beyond the classical (mechanistic) organizational boundaries. As such this configuration creates a higher level of responsiveness to market demands. This emerging new corporate architecture fits perfectly with the conditions for organizing work in line with IR 4.0. The boundary-less organization seeks to lessen internal vertical and horizontal barriers and aspires to break down external barriers between the institutional, the business sector, and other relevant stakeholders in H&T the value chain. In brief this designated organizational design seeks to diminish the chain of command and replace departments with empowered teams to stimulate 'intrapreneurship'. The main objective of this flattened organization type is operating more 'agile', which is advantageous in a continuously growing completive, fluid, and globalised market context.

Living in an ever-changing world with a high degree of uncertainty and complexity we are familiar with the interpenetration of global economic, political, and cultural processes. This is what we call globalization. How to call, however, the interdependence shackles in the H&T sector? Increasingly blur the boundaries between different worlds. The World Economic Forum (WEF) founder Klaus Schwab (Schwab, 2017) therefore speaks about industrial convergence, in other words a merger between the physical, digital, and biological world. The merging of different industries will be the characteristic of a new era of global change.

Intrapreneurship (Live Long Development)

The concept of ‘Intrapreneurship’ plays an important role in the performance of staff in a network-based organization, based on the HCM Paradigm. Volberda c.s. at the Erasmus University Rotterdam, The Netherlands, has done extensive field research on organizational conditions, which favour competitiveness among enterprises. His research (Social Innovation 4.0 Project, EUR, 2011) backs up the earlier mentioned presumption that ‘agile’ designed companies are advantaged under IR 4.0 conditions.

Remarkably, in this respect, is his conclusion 'that not investments in primarily technological innovations but in social innovations are the true drivers to boost the competitiveness of enterprises'. He continues to point out that 'the concept of social innovation is based on three core elements: the level of commitment of staff to the company goals (which aligns with the above-mentioned HCM Approach to performance management), an organic organizational structure and an appropriate, empowering style of leadership.

The earlier mentioned type of 'boundary-less organizations' (Baron & Greenberg, 2003) still appears to have the

most consequences for the organization of work in the manufacturing industry, currently the major industrial sector in Vietnam. In the service industry, such as hotel and tourism companies, boundary-less configurations of work still bound to be introduced first in particular professional fields like Marketing, Branding and Promotion, Reservation (booking platforms) and 'Supply Chain Management, Logistics and Stewarding'.

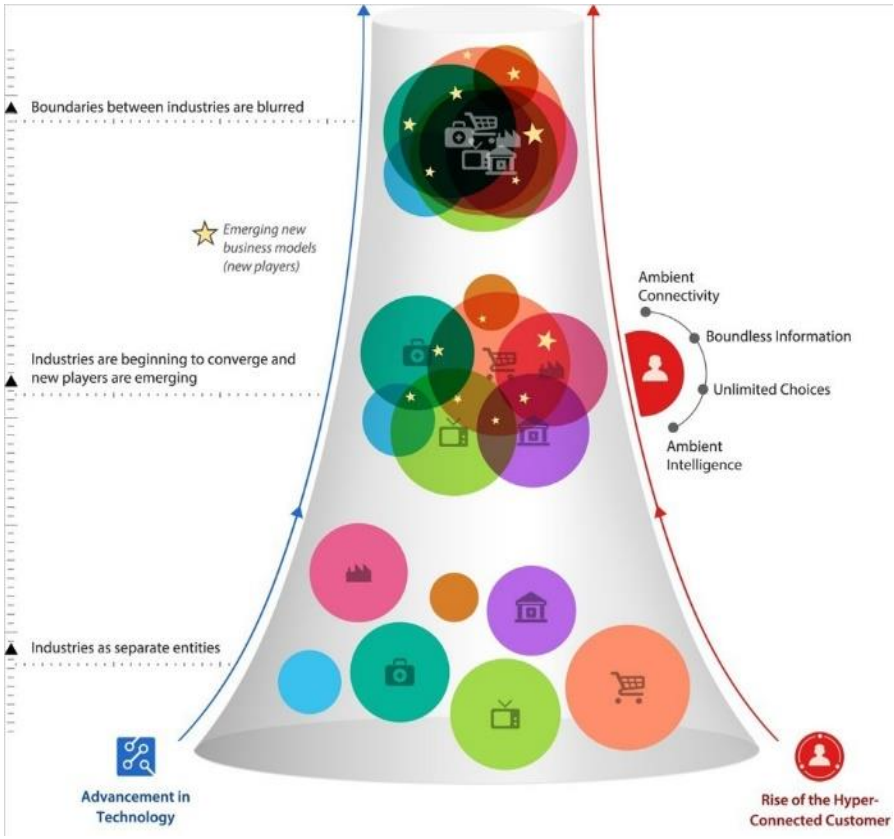

Figure 1. Industrial Convergence *(Source www.tcs.com)*

Management Competencies and Performance of Staff

Managing in the new economy requires not just change programs but also a changed mindset. Conversations are the way knowledge workers discover what they know, share it with their colleagues, and the process creates new knowledge for the organization (Brown & David, 2005). In the new economy, conversations are the most important form of work (Webber, 1993). From the Ph.D. Study 'Expansive Learning in a School Organization' (Bakker, 2015) it has become clear that Developmental Education demands unremitting reflection on the 'social development situation'. This has implementations of Organizations. This means that the main conditions that are needed for Vocational Training Institutes are to grow to be a Learning Organization. Learning Organizations are not simply the most fashionable or current management trend, they can provide work environments that are open to creative thought, and embrace the concept that solutions to ongoing work-related problems are

available inside each and every one of us. One has to tap into the knowledge base to get the "ability to think critically and creatively, the ability to communicate ideas and concepts, and the ability to cooperate with other human beings in the process of inquiry and action" (Karash, 1995).

For example, a Learning Organization does away with the mindset that it is only senior management who can and does all the thinking for an entire corporation.

Learning Organizations challenge all employees to tap into their inner resources and potential, in hopes that they can build their own community based on principles of liberty, humanity, and a collective will to learn. The indicated organizational developments in the context of IR 4.0 are due to affect management level most in the direction of Leadership (Fullan, 2001). The style and techniques for supervising, leading, and organizing a network-based organization require new competencies. Here are the challenges for Education and Training: Collaboration/Alliances with the Industry and the Role of Learning & Development. The 'PUM - Van Hien Program on Reforming the Study Program' at the Faculty of Tourism of the Van Hien University, started in 2015, works on these challenges by developing a Renewed Practice Oriented Curriculum along the lines of Programming, Aligning, Fill-In and Look for Quality:

a) Programming - Curriculum Design starts with a description of Vocational Profiles with the necessary qualifications to carry out the relevant professions.

b) Aligning - Curriculum Design based on development lines and learning processes of the students takes another point of view then designs that are based on the development of courses and education programs. The choice of this approach coheres with a constructionist's vision on teaching and learning.

c) Fill-In - The focus shifts - after aligning the renewed curriculum and worked out in modules, subjects and minors - in the direction of the main goal of a Practice Oriented Curriculum: Professionalize the Professional Field by improving Vocational Education in the direction of more connection with the practice in the professional field. The goal at the end of the Program is to have the Curriculum of the Faculty of Tourism of the Van Hien University matches the request of SME companies. Tools are needed for Knowledge Transfer with the Professional Field!

d) Look for Quality - After Programming, Aligning, and Fill-In the Curriculum the focus shift to a closer relationship with the vocational field and the way to bring practice in the curriculum. Focus on improving Internship, Apprenticeship, and Networking with other partners in the same field of interest. For a good Implementation of the renewed curriculum the Organization should change in the direction of a Learning Organization.

The goal is to prepare the Tourism and Hospitality graduates from VHU better for a successful career among potential (market and governmental) employers. The first focus is on the 'supply' side of the students' future labour market. The emphasis in the last phase is more on the 'demand' side of the market. So the demands and profiles current and future employers have in mind. To optimize that match University Business

Collaboration (UBC) will be the keyword.

From the start of the Program the Professional Field is involved in the Design Process of the renewed curriculum, which is connected with practice, by establishing an Advisory Board that recommends the End Terms and Training Requirements for the Sector and is active in evaluating the Program and Curricula. This is important for designing a practice oriented curriculum because Vocational Skills consist of the provision of Environments and (relatively complex) Activities, which challenge to learn in, and from the practice. The environments contribute characteristics of the profession. The activities will concern mainly the investigation of learning processes, engineering, production, reflection, and practice (Brouwer et al., 2007). The Design Strategy might be learning by 'Construction' and 'Re-Invention' both by the professional instructors as by the forthcoming professional, the student. This refers to the Development, Travel, and Growth Metaphor of Learning in which the lecturer has the role of the educator who coaches the student's performance by unknown grounds performs and takes the student initiative on to construct his knowledge.

2. Research Content

Invest in the quality and professionalism of the staff at all levels that is the commitment for the coming years. The objective is the empowerment of the lecturer as a knowledge worker, for the exchange of knowledge between education, research, and companies. This knowledge circulation is of crucial importance for the realization of the knowledge-based economy and society. Competence-Based Training & Education and Work Networks will play an important role. The old paradigm of knowledge development through research, knowledge sharing in the education and knowledge exploitation in the companies has to shift to collaborate with the business sector: knowledge has to flow, circulate, and grow (Figure 2).

Knowledge Creation in Organizations

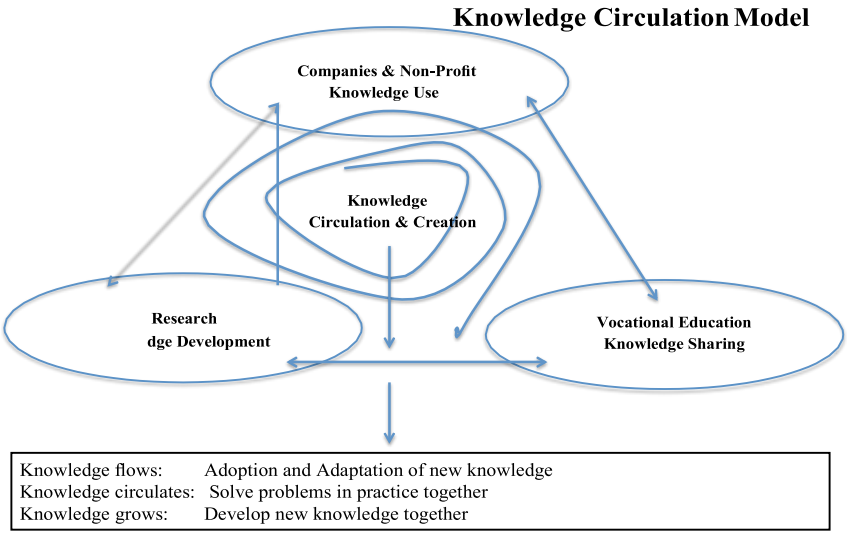

Figure 2. Knowledge Circulation Model

The vision of training programs for the future move in the direction of more attention to the transfer of knowledge, knowledge exchange, and knowledge (co)creation, as mentioned above. More attention to how students and lecturers learn and think and for the use of multimedia educational opportunities with mobile Internet as a tool for communication and exchange of knowledge would be important. It is about education that dares to dream of Challenging Teaching Environments to learn from the future. From that point of view the 'PUM - Van Hien Program on Reforming the Study Program' started.

Being able to anticipate and shape the future is the goal of every organization, or has to be the goal of any organization. Especially starting to build a renewed curriculum we have to invite each other to explore an exciting expedition to learn from the future. Prepare an organization on the use of Learning Environments instead of programs is fundamentally different from the common practice. For the implementation of such a comprehensive change we need a good balance deployment of a Conceptual Framework with the following building blocks (Figure 3):

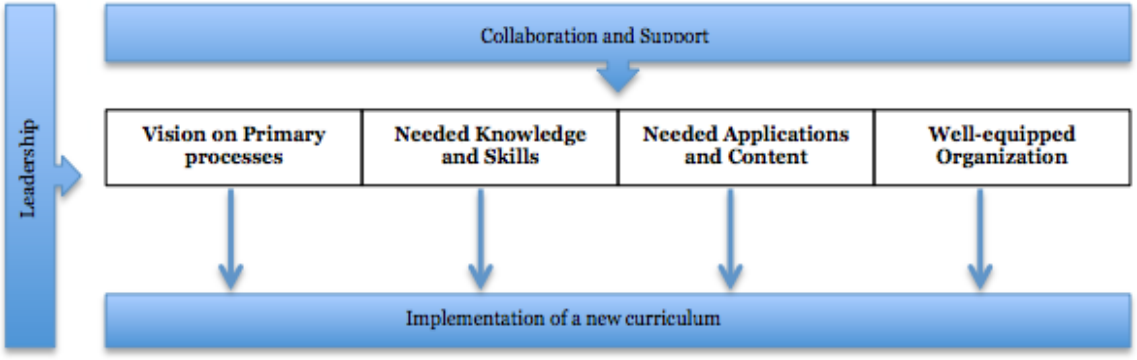

Figure 3. Four in Balance Model

- Vision on and Management of Primary processes
- Needed Knowledge and Skills
- Needed Applications and Content
- Well-equipped Organization

The challenge facing education is to attune the building blocks of the 'Four in Balance' Methodology, derived from 'Dutch ICT-tools, for a balanced use of ICT in The Netherlands' (Engelen et al., 2006), to the learning process as it is organized for students. Managing this coherence is not a task for individual teachers, but it requires visionary leadership, cooperation in the university for Professional Education as VHU. Leadership, and willingness to co-operate and diligent staff support as shown in the scheme below. The strategic positioning of the four building blocks means that the implementation only will be successful if the development of the four blocks, described below, is in balance.

1) Vision on Primary Processes - Educational Philosophy

The use of Learning Environments, instead of programs, the learning processes are structured and organized. To ensure that the learning environments play a supportive

role, a philosophy of educational design is required. Such a philosophy consists of views about the roles played by lecturers and students and the choice of objectives and material. Management, seen as leadership, plays a key role in deciding what function the learning environment has within Educational Philosophy.

2) Knowledge and Skills - Knowledge Infrastructure

Professional development in relation to the use of learning environments means more than just organizing training sessions or a course in which students develop coaching skills. It also involves developing a philosophy of learning and deliberately using Learning Environments in learning situations.

3) Applications and Content - Education Infrastructure

The effect of using learning environments on the way education is designed and organized is not a neutral one. For example, applications designed to support 'communities of learning' imply other aims and views of learning than learn in a mechanistic way. Transparency in the learning process supported by applications makes it possible for Vocational Education Institutes to acquire the programs that are in tune with their Educational Philosophy.

4) Well-Equipped Organization – Organization Infrastructure

Vocational Education Institutes require information and support in the investment in and operation of the Learning Environments infrastructure. The Organization and Infrastructure have to fit with the new approach.

For the level of development of the four building blocks the levels of the 'Edited version of the Iceberg Model of McClelland' (Bakker, 2015) are used (Figure 4). This shows the Driving Factors, which the individuals, the team, and the organization have to improve the curriculum in the direction of a Practice Oriented Curriculum.

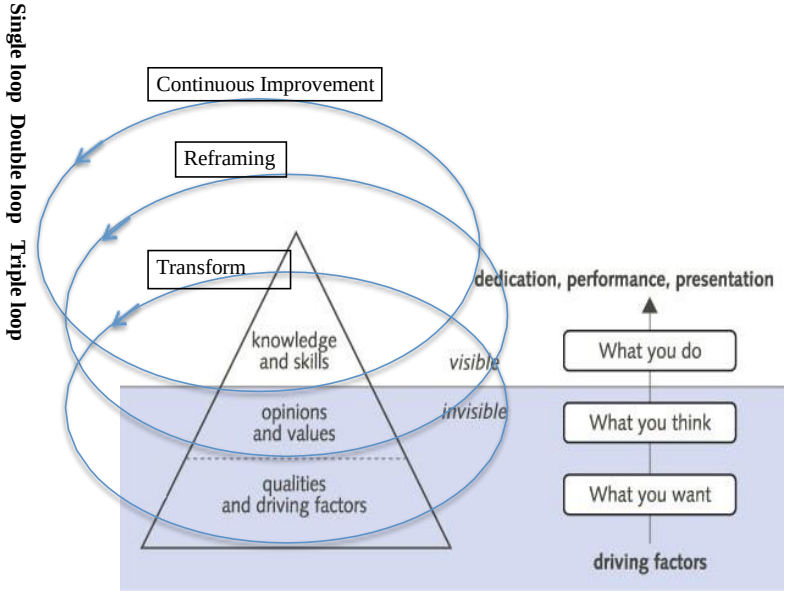

Figure 4. Edited version of the Iceberg Model of McClelland

The approach is holistic, i.e. all the aspects of the innovation will be developed in a cyclic process of evaluation and reflection in relation to practice. This means that the design of Vocational Education & Training for students for a profession it is important that from the beginning practice, theory and reflection are intertwined. This has consequences for the choice of the Design Models for the four Building Blocks.

The phase of single-loop (first sequence learning) is the continuous improvement of education without actually what the foundations are tackled.

The phase of double-loop (second sequence learning) indicates a floor due also to underlying patterns. Self-images of people are held up to the light of the sustainability of self-images and so will find the place of it and reframing tale models of the learners in the learning organization.

The phase of triple-loop goes one step further and look at the 'drive' of people. Third sequence learning is especially a person evolving. That leads to strategic adjustments that have an impact on the level of individuals, the team, and the organization as a whole.

'Hostmanship is highly personal. It comes in every shape and colour, depending on the situation and context. That's why the only enduring theory that captures hostmanship is that you have everything in you. You hold the key. What we want to do is the challenge and inspires you to take another step in the art of making people feel welcome.

Regardless of whether this person is a guest, a colleague, or yourself.' We talk about a Learner Centred Learning Process with Hostmanship, the art of making people feel welcome, as bearing principal.

Knowledge & Skills and Applications & Content

Heart of the approach is the use of a (Digital) Learning Environment for communication and knowledge exchange with (education) institutes inside and outside. This concept is based on the idea that learning in a context of an ordered collection of rich learning environments will be more effective than learning via a linear program and is more sustainable because it is based on learning from the future.

Figure 5 shows a learning process with the learner in the centre. The use of a (Digital) Learning Environment within this model then technology adds the tools that facilitate access to the people, content, strategies, activities, guidance, and opportunities to apply new information that makes learning a personal process.

Figure 5. Learning Process with Learner in the Centre

Technology adds the ability for students to choose how, when, and where they participate in the learning experience and to bring together a vast wealth of learning resources, including people, places, and things to which they might otherwise never have access (Smith, 1997).

Learning in the context of an ordered collection of rich learning environments ask for another teaching method. Here a rich learning environment is a relatively big curriculum part in which coherence is established between:

A. Relative complex student activities, which place the student in the role of researcher and producer of information, which are the fuel for the learning process.

B. Necessary sources for knowledge and skills to which the student has independent access to execute the mentioned activities in A.

C. Programmed attention for meta-cognition: methods of how to learn and a systematic reflection at the learning and practice experiences, as a catalyst of 'learning by doing'.

An example for the first year shows how this model works (Figure 6):

The Vocational Education Model expresses a constructivist vision on the training of students for a profession. This is linked with attention for the craft element of the development of the craftsmanship, what already answer is visible in the box to acquire repertoire. There is also attention to the reflective element of the craftsmanship (Schön, 1983, 1987, and 1995).

The focus is on Knowledge Transfer and Communication with the Professional Field in general and on Tools and Environments for Knowledge Transfer and Communication between Vocational Education and Professional Field in particular about the development of Knowledge, Skills, and Attitudes of Intrapreneurship:

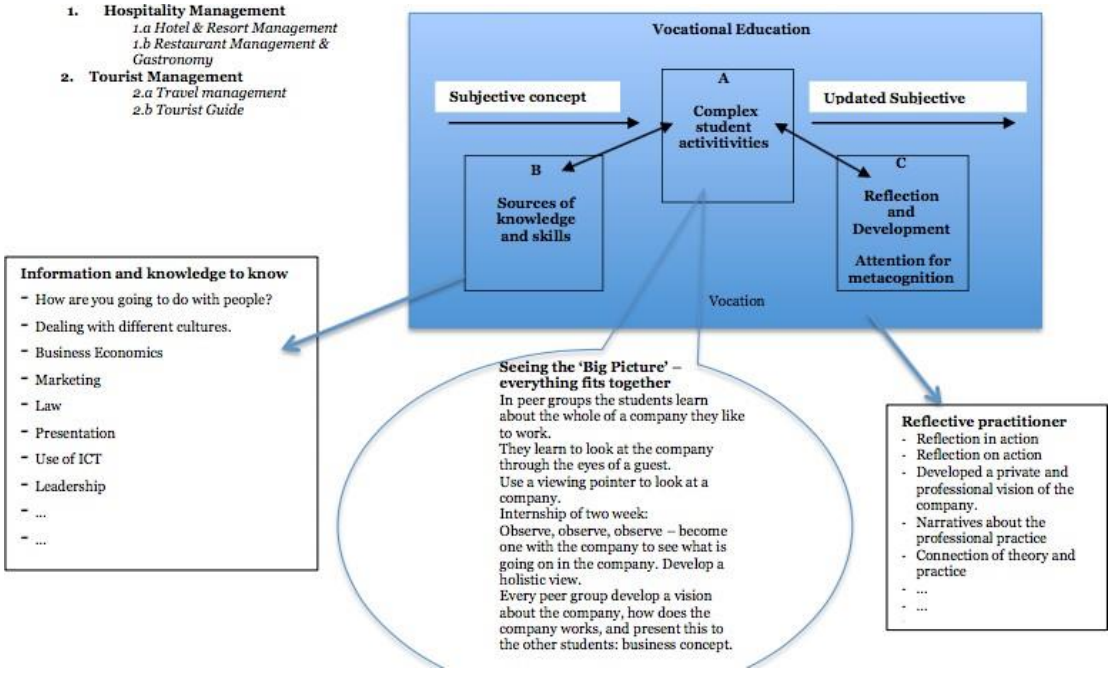

Figure 6. Vocational Education Model

1. Personal Development Plan – Development of Portfolio according to Merriënboer, development Portfolios to implement the guidelines of coaching and support of the student in practice (Van Merriënboer & Krischner, 2013).

2. Communities of Practice - Learning, Meaning, and Identity according to Wenger (2001) and Van Merriënboer & Krischner (2013) about Networked Learning and Learning Networks.

3. E-Learning Environment - Blended Learning according to Laurillard (2002).

Due to the constructivist approach to learning, one needs to master the competencies of the craft and the reflective aspect of professionalism. Next this social constructivist approach views the process of (tourism) training more as a Learning Environment instead of learning content and teaching method. The mentioned tools above can help to keep in touch with the Professional Field and to cooperate.

Well-equipped Organization

Sustainability is at the heart of all the reform movements in education. 'Sustainability is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose.' (Fullan, 2005) Important is how you develop and sustain a greater number of 'system thinkers in action'. The author calls this breed of leader 'the new theoretician'. These are leaders at all levels of the system who proactively and naturally take into account and interact with larger parts of the system as they bring about deeper reform and help produce other leaders working on the same issues. They are theoreticians, but they are practitioners whose theories are lived in action every day. Committed Leadership (not 'leaders') is the key to the new (industrial) revolution 4.0, in which the use of Learning

Environments are integrated at all levels of the educational systems. That's real the challenging! When this challenge is met, the dominant educational paradigm may evolve to 'interaction - construction - reflection - revision'. This is a 'constructionist' view on teaching and learning, what one can call as Realistic Education, in which both learners and lecturers use the Learning Environment as a personal tool.

The Faculty of Tourism has to choose for the organization structure needed for the implementation of the chosen approach in their curriculum (see on www.tio.nl/en for example). It is recommended to look in the direction of a Learning Organization, in which System Thinking is a very important issue.

A Learning Organization is one that seeks to create its own future; that assumes learning is an ongoing and creative process for its members; and one that develops, adapts, and transforms itself in response to the needs and aspirations of people, both inside and outside itself (Karash, 1995). The goal of a Learning Organization is that staff no longer will be 'passive players in the equation'. They develop competences to express ideas and challenge themselves to contribute to a motivating work environment. In this way staff is valued as professionals by participating in a paradigm shift from the traditional authoritarian workplace to one where the hierarchy is broken down and human potential is heralded. Learning Organizations foster an environment wherein people can "create the results they truly desire," and where they can learn to learn as a community for the betterment of the whole organization (Rheem 1995: 10).

Senge (1990) is a leading writer in the area of Learning Organizations. He describes five disciplines that must be mastered when introducing learning into an organization.

Systems Thinking - the ability to see the big picture, and to distinguish patterns instead of conceptualizing change as isolated events. Systems thinking needs the other four disciplines to enable a learning organization to be realized. There must be a paradigm shift - from being unconnected to interconnect to the whole, and from blaming our problems on something external to a realization that how we operate, our actions, can create problems (Senge 1990: 10).

Personal Mastery - begins "by becoming committed to lifelong learning," and is the spiritual cornerstone of a learning organization. Personal Mastery involves being more realistic, focusing on becoming the best person possible, and striving for a sense of commitment and excitement in our careers to facilitate the realization of growth potential (Senge 1990: 11).

Mental Models - must be managed because they do prevent new powerful insights and organizational practices from becoming implemented. The process begins with self-reflection; unearthing deeply held belief structures and generalizations, and understanding how they dramatically influence the way we operate in our own lives.

Until there are realization and a focus on openness, real change can never take place (Senge 1990: 12).

Building Shared Visions - visions cannot be dictated because they always begin with the personal visions of

individual employees, who may not agree with the leader's vision. What is needed is a genuine vision that elicits commitment in good times and bad, and has the power to bind an organization together. As Peter Senge contends, "building shared vision fosters a commitment to the long term" (Senge 1990: 12).

Team Learning - is important because modern organizations operate based on teamwork, which means that organizations cannot learn if team members do not come together and learn. It is a process of developing the ability to create desired results: to have a goal in mind and work together to attain it (Senge 1990: 13).

Developing in the direction of a Learning Organization asks for Leadership through the whole organization, more than management.

'… At the most basic level, businesses and schools are similar in the 'knowledge society', they both must become Learning Organizations or they will fail to survive.

Thus, leaders in business and education face similar challenges - how to cultivate and sustain learning under conditions of complex, rapid change.…' (Fullan, 2001) And '…Leadership (not 'leaders') is the key to the new revolution. This is about the two-way street between leadership and system transformation… Ultimately, your leadership in a culture of change will be judged as effective or ineffective not only by who you are as a leader but also by what leadership you produce in others…' (Fullan, 2001).

3. Conclusion

The quality of education and training, at all levels, remains vital for the future growth of the economy of Vietnam and the ability to take advantage of opportunities that will emerge from the so-called IR 4.0. To stay competitive in the perspective of EAC integration and to achieve its economic potential the Vietnamese economy needs a highly competent workforce with adequate knowledge and skills to be ready for IR 4.0.

For a sustainable future of the Tourism Sector to be still a key strategic industry for Vietnam understanding and evaluating the impact of the knowledge economy 4.0 on Tourism Human Resources Training and its Management is essential. To successfully endeavour on this journey does this paper suggest the educational sector (VHU) to consider the following relevant developments:

Characteristics of the workplace in the new economy 4.0 are high levels of inter-organisational connectivity, digitization of work and system integration. These are favourable conditions for so-called 'cross-organizational formats'. The rationale of such 'UBC' configurations is to create a higher level of responsiveness to market demands by breaking down barriers between the business, educational sectors, and other relevant stakeholders in the H & T value chain. For an efficient exchange of information with stakeholders these 'network-based' formats seek to diminish the chain of command and replace departments with empowered teams to stimulate 'intrapreneurship' among the staff.

To facilitate the process of 'team learning' at the Faculty of Tourism it is recommended to introduce the concept of Learning Organisation. This approach is about bringing about the full human potential of employees. In this way staff members are valued as valuable professionals

and challenged to actively contribute to a motivating work environment.

In alignment with staff empowerment the applied leadership style and management competencies need to fit to challenge the professional potential among staff. Leading herewith will be competencies that 'developmental' in nature and committed to trust, creativity, and sharing responsibility in the organisation. The developmental aspect is based upon 'growth strategies' that focus on knowledge creation and circulation in- and outside the existing institutional frameworks and highlights the acquisition and application of new knowledge in alignment with industrial and other external stakeholders.

To adequately manage the performance of staff Human Capital Management ('HCM') might fit best as a designated instrument to coach the performance of staff to become 'knowledge workers'. This HR business strategy values staff as 'asset' and as such diligently links strategic goals with staff performance.

Hostmanship, a personal touch and service mindedness, remain crucial core skills in hospitality and tourism operations. The indicated organizational developments are due to affect management level most. The style and techniques for supervising, leading, and organizing a network-based organization require new competencies.

Conflict of Interest

The authors declare no conflict of interest.

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