

**SYSTEMATIC LITERATURE REVIEW OF:
EDUCATION AND TRAINING IN THE CONTEXT
OF CHANGES IN THE LABOR MARKET
INDUCED BY THE DIGITAL REVOLUTION:
A CASE STUDY OF HOSPITALITY SECTOR.**

Bayaz Mammadova

University of Bath

UK

WHY FOCUS ON HOSPITALITY HE?

Hospitality education is distinct from many others, as it is an applied course which relies heavily on industry inputs for sustainable development of the curricula (Barber et.al., 2011; Millar, Mao and Moreo, 2010)

Whilst HEI institutions focus more on the academic and strategic competencies of their graduates, employers believe that operational elements of the job should be prevalent (Greene and Saridakis, 2008; Wilton, 2011).

Hospitality and tourism are facing an issue in the attraction and retention of highly skilled professionals; therefore, responding to the demands of the industry is paramount to the success of vocational HEIs such as hospitality (Solnet et.al., 2016)

IMPACT OF EMPLOYABILITY

EMPLOYABILITY: “A NUMBER OF PERSONAL ATTRIBUTES, ACHIEVEMENTS AND KNOWLEDGE BENEFICIAL TO EMPLOYERS, INDIVIDUALS AND THE COMMUNITY AT LARGE THAT MAKES A PERSON MORE LIKELY TO FIND AND RETAIN A JOB” (YOO, 2001; TOMLINSON, 2012).

THE CONNECTION BETWEEN EMPLOYABILITY AND JOB OFFERS IS VERY SLIM (WINCH, 2002; MACKENZIE, 2002).

THE SKILLS REQUIRED FOR THE JOB AND THOSE THAT GRADUATES HAVE ARE OFTEN SEEN AS NOT ALIGNED BY MANY HEI STAKEHOLDERS AND POLICYMAKERS, RESULTING IN A SKILLS GAP THAT HAS BECOME AN INCREASING ISSUE (TSAI, 2013)

THE VARIED APPROACHES TO ACADEMIC AND SKILL ACQUISITION EXPERIENCES IN HEIS MEAN THAT GRADUATE SKILLS AND KNOWLEDGE DIFFERS GREATLY ACROSS THE INDUSTRY (TSAI, 2013)

STUDENTS VIEW SKILLS ACQUISITION AS A WAY TO IMPROVE THEIR EMPLOYABILITY AND ECONOMIC POSITION (CORNFORD, 2005; WILTON, 2008).

CREDENTIALING AND CERTIFICATION

The main purpose is to shield the customers from incompetent specialists and boost professionalism of members of the industry (Mulkey and Naughton, 2005).

Hotel and travel industry face distinct issues when considering credentialing

Adds more value for established industry professionals than recent graduates.

PRACTICE-BASED LEARNING

Relatively low levels of engagement in development of PBL from both educators and employers (Tomlinson, 2008; Tomlinson, 2012).

Largely unavailable on UG level


Can encourage better employer engagement at UG level (Harris, Chisholm & Burns, 2012).

CURRENT JOB MARKET

- 47% of actions in workplaces being performed by humans today are at risk of being replaced by technology within the next 20 years (Frey & Osborne, 2017)
- Mobility and seasonality pose challenges to HR (Joppe, 2012), making way for tech and AI (Kecic, 2019).
- Skills requirements are shifting
- Potential to lead to upskilling and deskilling of the middle-skill workforce (Mishra, Cao and George, 2019).

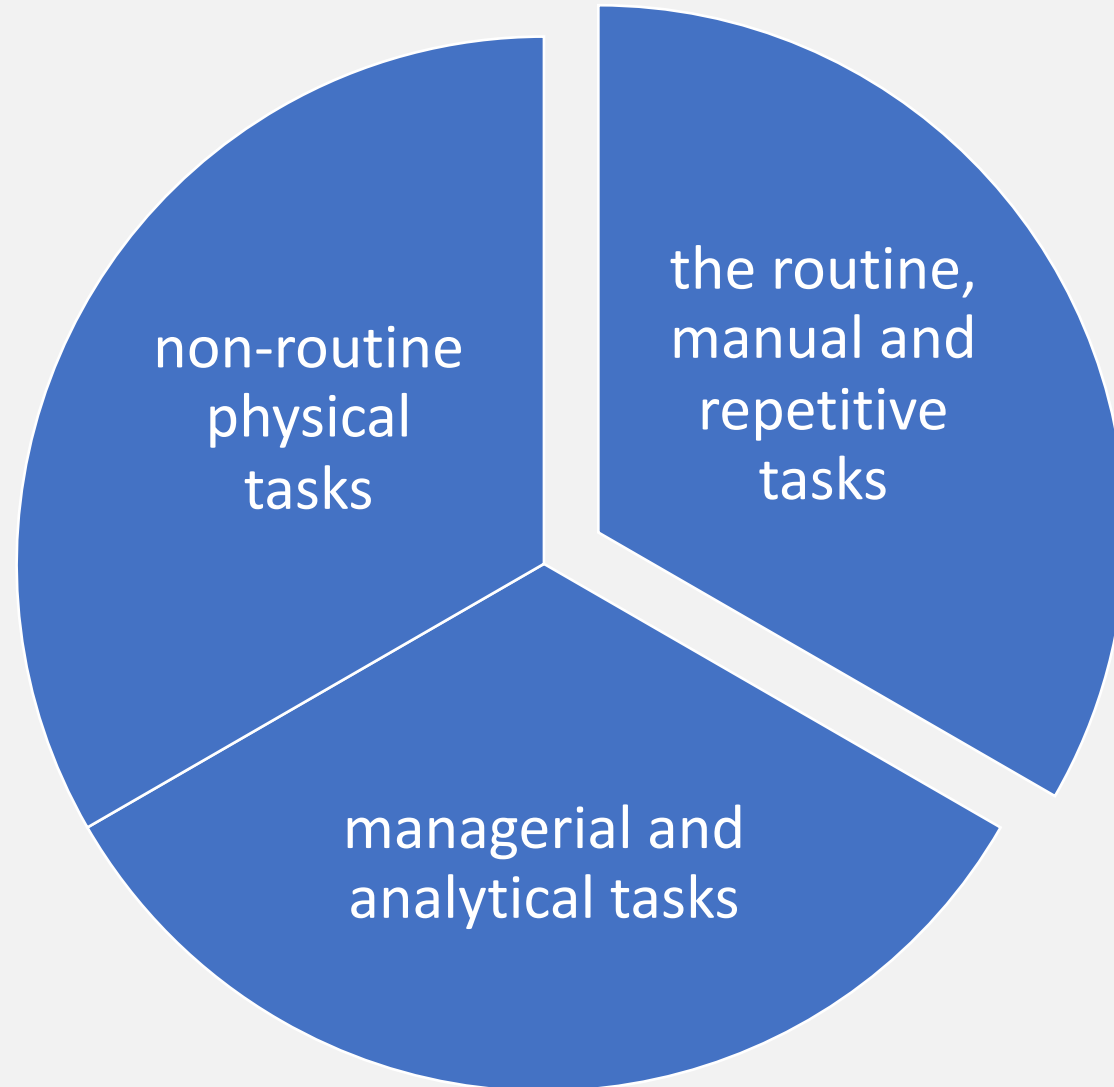


AI IN HOSPITALITY

 The picture can't be displayed.



FUTURE SKILLS DEMAND

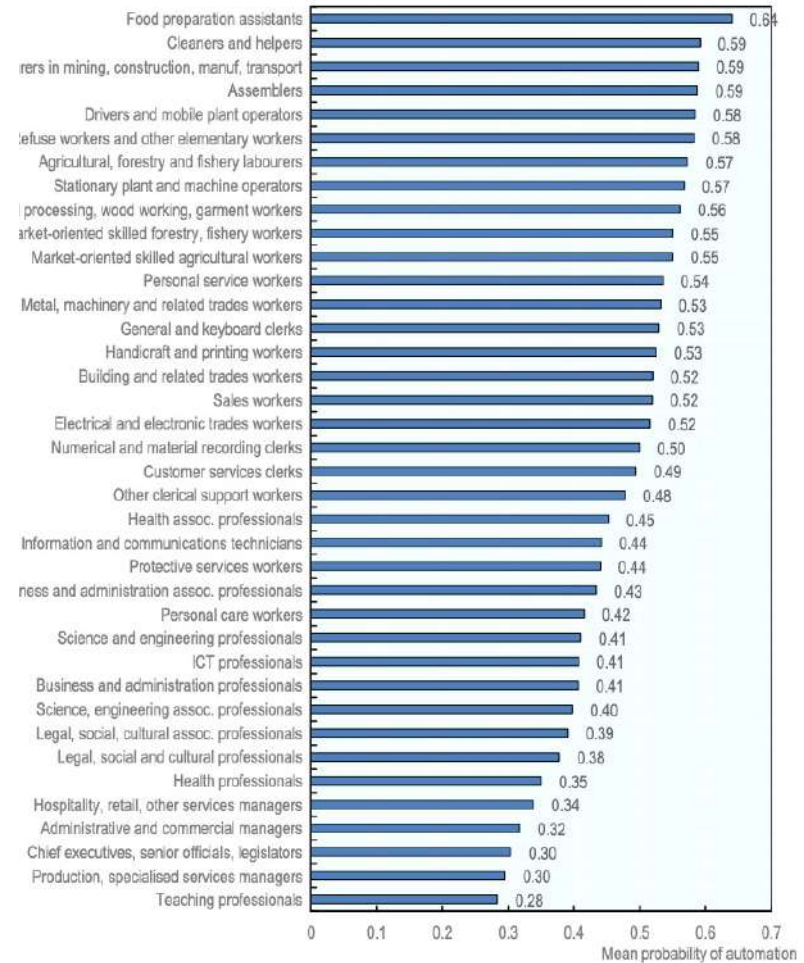
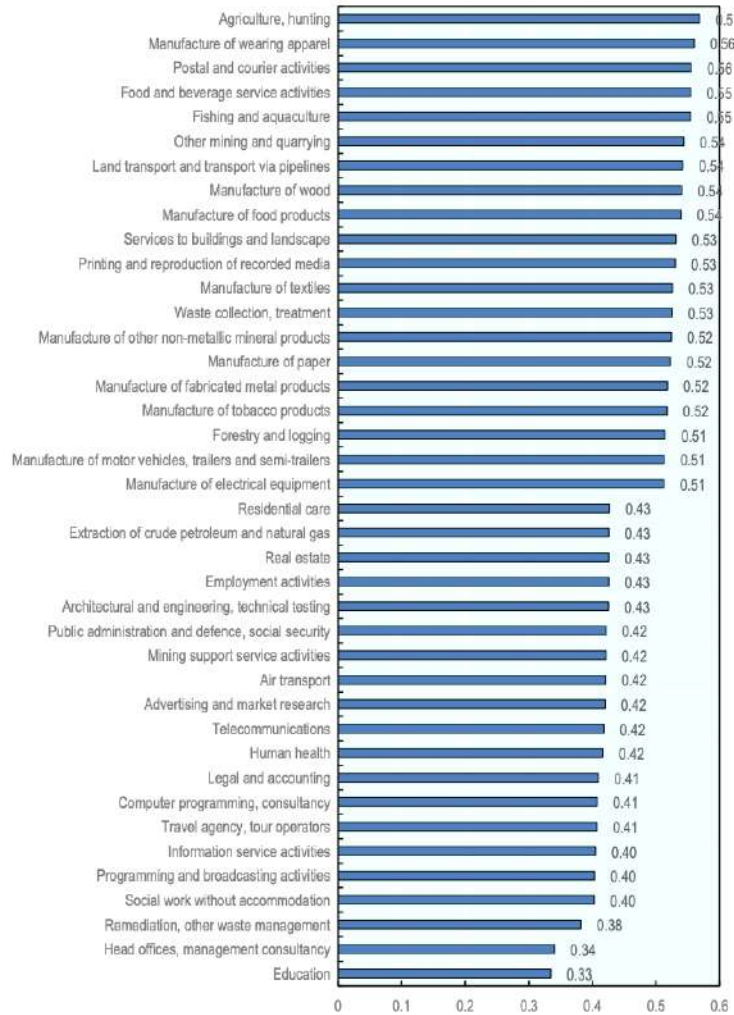




WHO AND WHAT SHOULD DRIVE THE CURRICULUM
DEVELOPMENT?



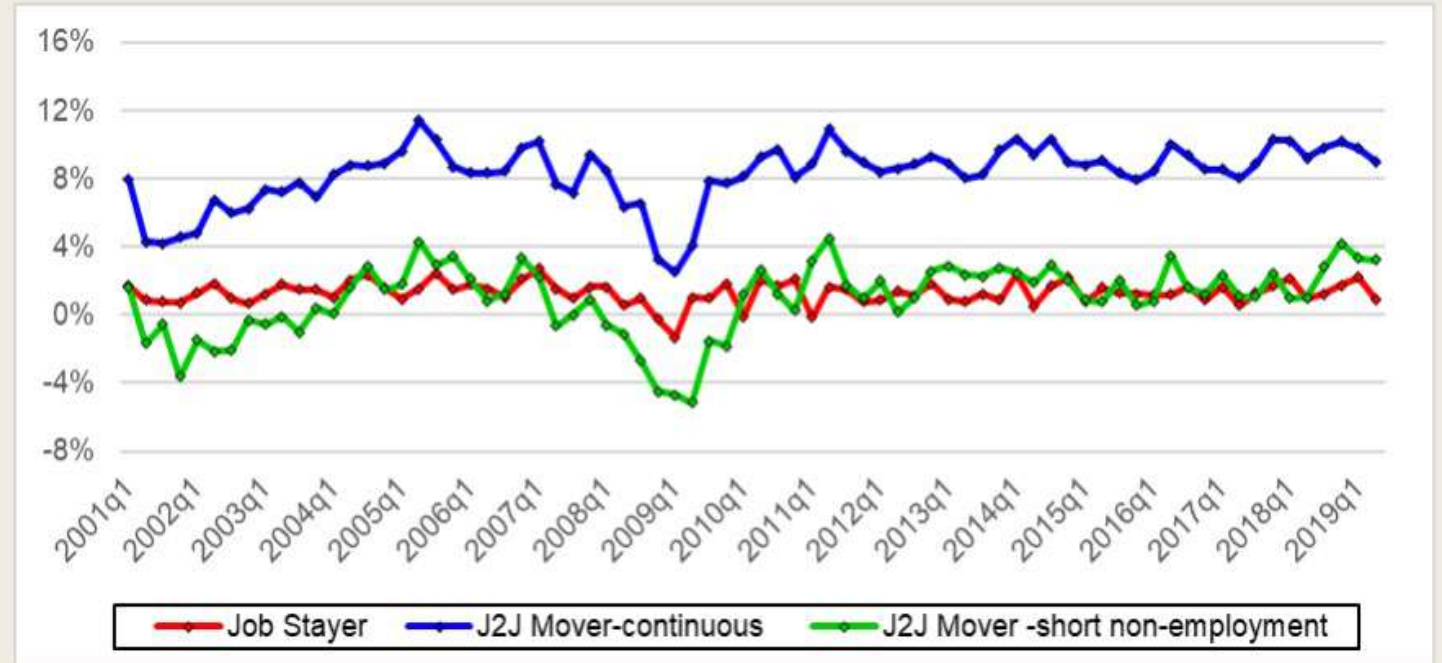
QUESTIONS?



OTHER FACTORS TO CONSIDER

- Inter-regional mobility
- Seasonality
- Economic climate
- Job Transitions and Job Ladder Effects

Development in earnings growth among job-movers and job-stayers, 2001-2019 (OECD 2021)



HOSPITALITY
AND SOCIAL
CLASS



ALUMNI LOG IN ENGLISH ▼

ABOUT ▼

PROGRAMS ▼

CAMPUSES ▼

CAREERS

ALUMNI

ADMISSION ▼

MAGAZINE

Excellence in hospitality and luxury business education

CAREER-FOCUSED BACHELOR'S AND MASTER'S DEGREES WITH PROFESSIONAL INTERNSHIPS

REFERENCES

Ali, A., Murphy, H.C. and Nadkarni, S., 2014. Hospitality students' perceptions of digital tools for learning and sustainable development. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, pp.1-10.

Amable, B., 2003. *The diversity of modern capitalism*. OUP Oxford.

Autor, D.H., Levy, F. and Murnane, R.J., 2003. The skill content of recent technological change: An empirical exploration. *The Quarterly journal of economics*, 118(4), pp.1279-1333.

Barber, N., Deale, C. and Goodman, R., 2011. Environmental sustainability in the hospitality management curriculum: Perspectives from three groups of stakeholders. *Journal of Hospitality & Tourism Education*, 23(1), pp.6-17.

Barrick, M., & Mount, M. (1991). The Big Five Personality Dimensions and Job Performance: A Meta-Analysis. *Personnel Psychology*, 44(1), 1-26. doi: 10.1111/j.1744-6570.1991.tb00688.x

Beggs, B., Ross, C.M. and Goodwin, B., 2008. A comparison of student and practitioner perspectives of the travel and tourism internship. *Journal of Hospitality, Leisure, Sports and Tourism Education (Pre-2012)*, 7(1), p.31.

Benton, T. and Craib, I., 2001. Critical realism and the social sciences. *Philosophy of science: The foundations of philosophical thought*, pp.119-139.

Bessen, J. (2015), *Learning by Doing: The Real Connection between Innovation, Wages, and Wealth*, New Haven, CT, Yale University Press

Bhaskar, R., 2013. *A realist theory of science*. Routledge.

Bilgihan, A., Berezina, K., Cobanoglu, C. and Okumus, F., 2014. The information technology (IT) skills of hospitality school graduates as perceived by hospitality professionals. *Journal of Teaching in Travel & Tourism*, 14(4), pp.321-342.