



A Scoping Review of the Hospitality Industry and Tertiary Partnership to Prepare Work-ready Graduates

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Hospitality education, Industry-academia partnership, Employability, Hospitality graduates, Human resources development.

Abstract.

This paper is a literature review, aimed to provide a comprehensive understanding of the collaboration between the hospitality higher educational sector and the industry to prepare work-ready graduates. A scoping review of 111 research papers published between April 2000 and September 2021 in reputable hospitality and tourism journals was conducted. Research revealed different perceptions between industry employers, educators, and students about competencies required of entry-level hospitality employees. Previous studies confirmed the positive impact of the industry-university collaboration on enhancing hospitality graduates' employability. The work-integrated model has been widely implemented to develop hospitality students' skill sets. Thus, hospitality higher education institutions need to adapt to the constantly changing business environment and present graduates with sufficient industry knowledge and skills. This study adds to the current literature on hospitality competencies expected from tertiary education graduates and highlights the appropriate methods to ensure effective industry-academia partnership. Generally, hospitality students and educators place more value on industry knowledge and technical skills. Hospitality tertiary educators should, thus, seek industry inputs more proactively to redesign their education programs, and industry professionals should engage and offer more support to higher education institutions to raise the quality of potential candidates.

Kata Kunci:

Pendidikan perhotelan, Kemitraan industri-akademisi, Ketenagakerjaan, Lulusan perhotelan, Pengembangan sumber daya manusia.

Abstrak.

Tulisan ini tinjauan literatur, bertujuan untuk memberikan pemahaman yang komprehensif tentang kerjasama antara sektor pendidikan tinggi perhotelan dan industri untuk mempersiapkan lulusan yang siap kerja. Tinjauan cakupan terhadap 111 makalah penelitian yang diterbitkan antara April 2000 dan September 2021 dalam jurnal perhotelan dan pariwisata terkemuka telah dilakukan. Penelitian mengungkapkan persepsi yang berbeda antara pengusaha industri, pendidik, dan siswa tentang kompetensi yang dibutuhkan karyawan perhotelan tingkat pemula. Studi sebelumnya mengkonfirmasi dampak positif dari kolaborasi industri-universitas dalam meningkatkan kemampuan kerja lulusan perhotelan. Model work-integrated telah diterapkan secara luas untuk mengembangkan keahlian mahasiswa perhotelan. Dengan demikian, institusi pendidikan tinggi perhotelan perlu beradaptasi dengan lingkungan bisnis yang terus berubah dan menghadirkan lulusan dengan pengetahuan dan keterampilan industri yang memadai. Studi ini menambah literatur terkini tentang kompetensi perhotelan yang diharapkan dari lulusan pendidikan tinggi dan menyoroti metode yang tepat untuk memastikan kemitraan industri-akademisi yang efektif. Umumnya, siswa perhotelan dan pendidik lebih menghargai pengetahuan industri dan keterampilan teknis. Oleh karena itu, pendidik tersier perhotelan harus mencari masukan industri secara lebih proaktif untuk mendesain ulang program pendidikan mereka, dan profesional industri harus melibatkan dan menawarkan lebih banyak dukungan kepada institusi pendidikan tinggi untuk meningkatkan kualitas kandidat potensial.

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1. Introduction

In the global economy, the tourism and hospitality industry is one of the most labor-intensive sectors, requiring quality employees for the success of organizations (Rahimi et al., 2018). Considering its direct, indirect, and induced impact, one in four new jobs between 2014 and 2019 worldwide was from the travel and tourism sector (World Travel and Tourism Council, 2021). However, despite prioritizing the recruitment of competent hospitality employees (Temizkan & Yabanci, 2020), there is a shortage of quality hospitality graduates who are work-ready at graduation (Ushakov et al., 2020). Because the hospitality industry has been under significant pressure to evolve, the success of future hospitality managers is greatly dependent on their ability to adapt and respond to circumstances (Calhoun et al., 2018). To thrive in the era of uncertainty, the future workforce needs to stay on top of the situation and be responsive and adaptive to the constantly changing business environment (Temizkan & Yabanci, 2020).

Research has confirmed the pivotal role of hospitality education in preparing a good-quality workforce (Jauhari, 2013; Mohamed et al., 2021; Raybould & Wilkins, 2006). The dynamic nature of the service industry requires continuous efforts to identify specific skills needed to be incorporated into the hospitality curriculum at any given time (Min et al., 2016), compelling hospitality educators to review and address the shifting needs of the industry in terms of students' knowledge and skills (Ruetzler et al., 2014). To ensure graduates from hospitality tertiary education programs possess the necessary competencies to successfully perform their job (Raybould & Wilkins, 2005), combined efforts are required from the hospitality university and the industry to construct a collaborative learning and practicing environment, in addition to students' own motivation to acquire knowledge (Fraser, 2020).

However, hotel managers stress the disjunction between hospitality education and the industry's current demands (Le et al., 2018). The industry has been facing the long-term challenge of producing graduates who possess sufficient industry knowledge and skills to be employable immediately after their graduation (Kim & Jeong, 2018; Ruetzler et al., 2014). Considering the nature of the hospitality industry and its dependence on employees' performance and their interactions with guests (Belias et al., 2020), the recruitment of competent employees is a matter of utmost concern for both the long- and short-term growth of hospitality businesses (Nguyen, 2019). Although hospitality educators have been trying to update their education programs to stay relevant and current to the ever-changing market, a majority of industry professionals believe that the outdated curriculum is unable to produce graduates who can keep up with the fast-paced changes (Millar et al., 2010).

Graduates need to be not only well equipped with necessary technical and practical skills but also proactive to adapt to the changing business environment. All these objectives can only be achieved if relevant stakeholders effectively collaborate to pursue a common goal (Griffin, 2022). Therefore, to comprehensively understand the issue, this study aimed to bridge the gap between hospitality tertiary education and the industry's demands by reviewing the existing literature on the collaboration between these two parties to prepare work-ready graduates for the hospitality workforce. While collaboration between universities offering hospitality degrees and the industry has undeniably gained more research attention, as evidenced by the total number of peer-reviewed articles published in reputable hospitality-focused journals (Jauhari & Thomas, 2013; Nguyen & Nguyen, 2020; Pizam et al., 2013), research on effective industry-education partnership remains nascent, with context on the many emerging destinations yet to be analyzed. This is particularly true for new destinations and young education systems where the hospitality industry has just recently been categorized as a major driver of national economic growth (i.e., Vietnam, India, Cambodia, and Sri Lanka).

Compared to the overall economy during the pre-COVID-19 period, the travel and tourism industry has contributed to the national prosperity at faster rate. Southeast Asia's economy grew at 3.7% annually from 2011 to 2019, with the region witnessing the fastest ever-recorded annual growth rate at 6.7% of travel and tourism GDP per capita (World Travel and Tourism Council, 2021). This paper presents a scoping review of existing literature on the effective partnership between the education sector and the industry. Previous research findings are synthesized to explore the trends and emerging themes, providing a rich understanding and direction on the topic. This scoping review not only helps the researcher identify new gaps in existing knowledge but it also highlights the role of hospitality educators and industry professionals to optimize the potential benefits from their collaborative relationships to enhance students' employability.

2. Methodology

Scoping review is increasingly used as a reviewing method to examine topics related to tourism and hospitality literature (Seyfi & Hall, 2020), as it is the most appropriate for complex research areas that need to be reviewed comprehensively (Moher et al., 2015). Unlike traditional systematic reviews, scoping reviews do not emphasize the quality of the sources (i.e., journal ranking) (Arksey & O'Malley, 2005) but seek to identify gaps in the literature to suggest directions for future research (Pham et al., 2014) and facilitate the dissemination of research findings (Daudt et al., 2013). This paper adopted the framework published by Arksey and O'Malley (2005), who introduced the five-stages of conducting a scoping review.

Identifying the Research Question

This scoping review explores the following research questions:

- a. What is the extent of cooperation between the hospitality industry and tertiary institutions?
- b. How has the tertiary education in hospitality led to quality and qualified graduates?
- c. What are the determinants of effective collaboration between the hospitality industry and universities providing hospitality trade and management programs?
- d. What are the focus areas in the relationship between the hospitality industry and tertiary institutions?

Identifying Relevant Studies

The search for journal articles was conducted in September 2021 using four main databases for tourism research—Scopus, ScienceDirect, ProQuest, Emerald Insight—due to their diverse content on hospitality and tourism. To identify relevant studies, the search terms should be broad to obtain the most comprehensive literature coverage (Arksey & O'Malley, 2005). The following keywords appeared in the abstract of the selected articles: “hospitality industry” and “competency,” “hospitality industry-university” or “hospitality industry-education” or “hospitality industry-academia.” The search was limited to articles published from April 2000 to September 2021.

Study Selection

The selected articles satisfied the four following inclusion criteria: First, they were published in reputable peer-reviewed journals. Technical reports, book chapters, dissertations, and conference papers were excluded. Second, to limit the time and cost for translation, only articles written in English were selected. Third, they were published between 2000 and 2021. Fourth, they focus on required hospitality competencies and/or hospitality industry-higher education partnerships.

Additionally, the researchers also checked the reference lists of the selected articles to ensure relevant landmark studies were not overlooked (Arksey & O'Malley, 2005). In the last stage, the researcher looked through the abstracts to confirm their relevance to the study (Li, 2014). This search strategy resulted in 111 articles from the four academic databases, as shown in Figure 1.

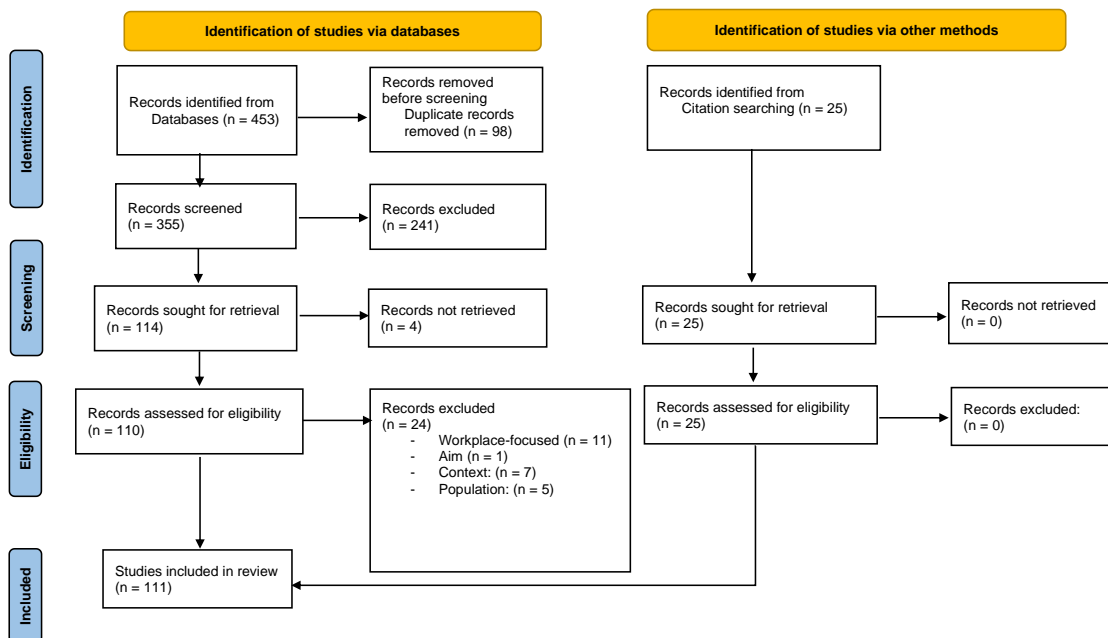


Figure 1. Flow Diagram of the Article Search Procedure Following PRISMA

Charting the Data

After reviewing the identified studies, different data sets were collated in a Microsoft Excel spreadsheet for categorization by authors, year of publication, study location, study title, methodology, study population, and key findings. The articles were analyzed using thematic analyses and frequency counts.

3. Results

Of the 111 articles selected, 87 were published from 2011 to 2021. The majority of studies were conducted in Asia (32%) and America (31%). While America refers to the United States (35), Asian countries with the highest number of studies on hospitality competencies and industry involvement in hospitality education are Taiwan (10), China (6), India (5) and Malaysia (4). Interestingly, only six articles were comparative studies of different nations. The most dominant research method was quantitative (50%), followed by qualitative (27%) and secondary research from literature and systematic reviews (14%). Mixed method was the least popular method used, employed by only 9% of all the articles. Regarding the population data, several studies focused on exploring the perspectives of the industry professionals (28/111 articles), which highlighted the unneglectable role of the industry in shaping the competencies of hospitality graduates and the potential benefits of their collaboration with education institutions to enhance students' employability. Analyzing documents—education programs offered in hospitality universities—was the second most dominant research approach to study the topic. Table 1 summarizes the key concepts that emerged from reviewed articles. Through the synthesizing process, major themes were extracted, setting the foundation for the research framework of this study (Table 1).

Table 1. Concepts in Selected Studies on Hospitality Higher Education

Category	Frequency	Item
	19	Employability
	17	Leadership
	16	Industry collaboration
	13	Soft skills
	10	Work-integrated learning, internship, communication
	9	Career planning strategies, generic managerial competencies, experiential learning
	8	Teaching pedagogies, curriculum restructuring, cultural sensitivity
	8	Professional competencies, students' attitudes and mindset, technical competencies, personal attributes
	7	Problem-solving, interpersonal skills
	5	Financial accounting skills, service management skill, internship quality
	4	Adaptability, employability course, professional etiquette, information technology, future competencies
	3	Sustainability, industry mentoring, business simulation, ethics, strategic management
Concept	2	Industry case studies, emotional intelligence, revenue management, career competencies, self-management, academia work engagement, data analysis competencies, crisis management, advisory board, online education, project management, safety and hygiene, organizational competencies, internship assessment, teamwork, decision-making, critical-thinking, business-oriented competencies, innovative competencies
	1	Technical managerial competencies, hospitality intelligence, international business, experiential intelligence, international institutional collaboration, external constituencies of education, customer-related competencies, business management competencies, executive education programs, industry financial support, legal competencies, theoretical knowledge, partnership quality, e-commerce, research collaboration, career counselling, career fairs, collaboration benefits, industry demands, handling uncertainty, changing hospitality competencies, non-verbal communication skills, hospitality faculties' quality, marketing competencies, hotel management, geographically different competency requirements, interview preparation, personal attributes, diversity education, internationalization, alumni, human resource practices, people savviness, self-savviness, language proficiency, multiskilling, social media analysis, compensation, international program standard, organizational culture

3.1 Hospitality Higher Education

In addition to imparting formal training, another major role of higher education institutions is to produce graduates who possess management competencies aligned with the demands of the industry (Çizel et al., 2007). Higher education establishments should stimulate professional motivation and competencies of the future workforce, empowering graduates to take on new career challenges (Mahmoud, 2018) and create the future of their industry through independent thinking and innovative ideas (Lyu et al., 2016).

Along with vocational trainings, hospitality tertiary institutions should also help their students achieve philosophical and sociological knowledge as an effective tool for their life-long learning journey (Lyu et al., 2016). However, despite the increasing number of hospitality programs offered worldwide, there is significant variance in curriculum structure and course content (Ricci, 2010; Scott et al., 2008). Consequently, employers have expressed their frustration about the inconsistency in students' skills and knowledge (Jack et al., 2017; Nolan et al., 2010). Graduates are perceived to be inadequately prepared for the realities of the industry's working environment and unequipped with competencies to effectively manage their tasks in the workplace (Nolan et al., 2010). Therefore, hospitality educators should collaborate with industry partners to review the focus and pedagogical approaches of the curriculum at their educational institutions and improve students' employability (Jack et al., 2017).

3.2 *Competencies Expected of Hospitality Graduates*

Despite the hospitality industry being one of the most dynamic and rapidly developing sectors of a nation's economy, hotel managers indicate that the quality of hospitality graduates is not aligned with current demands (Ushakov, 2020). Regarding the most important skills required to succeed in the hospitality industry, while some studies highlight the preference for soft competencies and the diminishing importance of technical competencies (Chung-Herrera et al., 2003; Kay & Russette, 2000; Suh et al., 2012), several others emphasize the critical role of technical skills (Marneros & Gibbs, 2015; Ruetzler et al., 2014).

Technical Competencies

In a study attempting to narrow the gap between hospitality education and the industry, Marneros and Gibbs (2015) found that hotel managers greatly value industry-specific technical competencies. This finding contradicts those of other studies (Chung-Herrera et al., 2003; Kay & Russette, 2000). Supporting the importance of technical skills in the hospitality industry, Ruetzler *et al.* (2014) emphasized the role of educators in acknowledging and conveying to students their understanding about how technical skills can facilitate a successful hospitality career. However, research has also found that hospitality faculties and the industry ranked the importance of each technical skill differently (Ruetzler et al., 2014).

Soft Competencies

Research conducted by Huang et al (2016) to determine hospitality students' level of preparedness for job positions upon graduation revealed that even for entry-level positions, the industry prefers recruiting candidates with exceptional intrinsic characteristics, such as a positive attitude, ethics, and a pleasing personality rather than those with technical competencies (Huang et al., 2016). Findings from other studies on the core hospitality competencies within the hotel sector have highlighted the ever-increasing importance of soft skills (Horng & Wang, 2003; Talawanich & Wattanacharoensil, 2021). However, students are currently perceived to be lacking in their level of preparedness for interpersonal communication skills at work (Lolli, 2013).

Generic Competencies

The required hospitality competencies and their importance are likely to change over time due to market conditions and new operating procedures and practices (Gursoy et al., 2012). Numerous studies in recent decades have emphasized the need for hospitality educators to incorporate financial-based and accounting subjects in their education curriculum (Kay & Russette, 2000; Lin, 2002; Marneros et al., 2020). One study identified the most sought-after managerial competencies as economic-financial management, computing, and languages (Agut et al., 2003). Interestingly, managers reported greater knowledge deficit than skill deficit in the areas of marketing and market analysis, customer profiles, and behaviors (Agut et al., 2003).

Future Competencies

Considering competencies as knowledge, skills, and qualities required to successfully perform a job (Jeou-Shyan et al., 2011), hospitality universities should assist students obtain the skills and knowledge necessary to enter the workforce (Millar et al., 2010). In recent decades, the rapid adaptation of technological advancement has contributed to the need for hospitality graduates with expertise in information technology (IT), compelling educators to focus more on training students on the use of industry-specific, end-user, strategically-focused applications, such as Micros, SPSS, Excel (Bilgihan et al., 2014). Similar to the rising trend of IT competency, the increasing importance of financial

management and online distribution channels (Global distribution systems, online travel agencies, etc.) in the hospitality industry has led to the emergence of revenue management and e-commerce, requiring significant effort from the hospitality industry and educators to fill this knowledge gap (Dopson, 2005).

Professional Competencies

To enhance hospitality students' career opportunities, educators and industry professionals greatly value practical experience. Therefore, a work-integrated learning model is appropriate for hospitality students to enrich their knowledge from their on- and off-campus learning environments (Kasa et al., 2020). Although designing and implementing such a model requires significant contributions from the industry and the hospitality education providers, the long-term benefits will undoubtedly outweigh the costs (Tan & Morgan, 2001). Because professional mindset and attitude (Hussain et al., 2020), as well as soft skills such as problem solving and critical thinking are core competencies perceived by hospitality recruiters, internship programs as part of the curriculum will present valuable opportunities for students to attain these skills (Beesley & Davidson, 2013).

Career Competencies

To ensure students are well aware of their future working environment before undertaking their first internship, hospitality universities should develop an employability course as a fundamental element of the curriculum (Singh & Jaykumar, 2019). Faculty coordinators should help students recognize the significance and benefits of personal attributes and soft skills (Tesone & Ricci, 2005). In addition, prior to providing career advising to students, faculty members should identify and assess students' perceptions about the industry's entry barriers and obstacles, while encouraging students to evaluate their confidence in all relevant professional experiences (Chuang, 2010).

3.3 Industry-University Partnership

The quality of collaborative relationships

Theoretically, to help graduates develop their competencies and skills for career success, the relationship between university and industry should be constructed based on common objectives. However, in developing countries, this complex partnership is hindered by various issues, such as poor management practices and lack of shared visions and trust (Mahmoud, 2018). Hospitality educators and industry professionals should clarify the benefits to both the industry and the university (Nguyen & Nguyen, 2020) by expending greater effort to develop the partnership. Thus, the communication between the industry and universities should remain open so that new trends or any anticipated change can be promptly incorporated into the curriculum (Batra, 2016).

Collaborative practices

Various additions have been proposed to the hospitality curriculum to increase students' professionalism, including graduation projects to solve current issues in the industry, hotel trainings, seminars, and internships (Mahmoud, 2018). These activities help enhance interactions between the industry and academia and strengthen the students' network by building trust and gaining a deeper understanding of each party's roles, expectations, and responsibilities (Zopiatis & Constanti, 2007). Despite the benefits of a hospitality education program that can systematically combine both theoretical and practical knowledge, there are several challenges to its implementation that require greater acceptance, support, and participation from industry partners in the private sector (Mohd Yusof et al., 2020).

4. Discussion

The quality of employees contributes significantly to the overall profitability and customer satisfaction of hospitality organizations (Le et al., 2018). To develop the curriculum for hospitality higher education, the industry plays a major role by not only shaping the programs’ objectives but also determining hospitality graduates’ competencies and subject material to maximize students’ employability (Oktadiana & Chon, 2017). A successful industry-academia partnership can help hospitality education institutions enhance their training quality and improve their reputation with the industry employers (Nguyen & Nguyen, 2020). Hospitality businesses that collaborate with higher education institutions can enjoy the benefits of having low-cost interns for peak seasons, who may become their future employees upon graduation (Nguyen & Nguyen, 2020). For the government, this collaboration supports the national economy through the generation of more employment opportunities and boosting the country’s competitive advantage in hospitality and tourism (Elnasr Sobaih & Jones, 2015).

A successful industry-university partnership should include cooperative education, a “work-integrated learning” model that combines academic learning at a tertiary institution and first-hand experience in an industry setting (Fleming & Hickey, 2013). This education structure is preferred because it enhances students’ employability through the development of different skill sets from both schools and workplaces (Cheung et al., 2010). The active engagement of hospitality education institutions with industry partners to develop a relevant curriculum would enable students to be better equipped with the competencies currently required by the industry (Alexakis & Jiang, 2019). To stimulate hospitality students’ employability and enrich their practical experience and long-term career, further research is needed to determine what the industry can do to help students acquire the necessary competencies (Batra, 2016). There is a need for greater partnership with hoteliers to prepare graduates to meet the demands of the hotel industry (Nolan et al., 2010).



Figure 2. Key Outcomes of the Scoping Review

Given that the demands from the hospitality industry are varied and inconsistent in different geographical settings, hospitality educators in each destination should establish a competency model in their curriculum design and development plan (Yap, Jung, et al., 2015). However, research has revealed different perceptions among industry employers, educators, and students about competencies required of entry-level hospitality employees. Due to the limitations in the hospitality

universities' syllabus and assessment, the industry has blamed education providers for not paying enough attention to developing students' personal and professional skills, such as communication, critical thinking, problem solving, and foreign language skills (Singh & Jaykumar, 2019). However, from the educators' perspective, the inclusion of soft skills may distract the class and limit their constrained time to transfer hard skills to students, which they perceive to be more beneficial and rewarding (Kitterlin-Lynch et al., 2015). Figure 2 summarizes key outcomes of this scoping review (Figure 2).

Hospitality educators can reevaluate their current practices based on the findings of this study to understand the gap between what their programs offer and what the industry perceives to be valuable. Therefore, based on key themes and concepts from the literature, this study proposes the following research framework as the foundation for researchers to investigate and analyze the future hospitality workforce, as depicted in Figure 3.

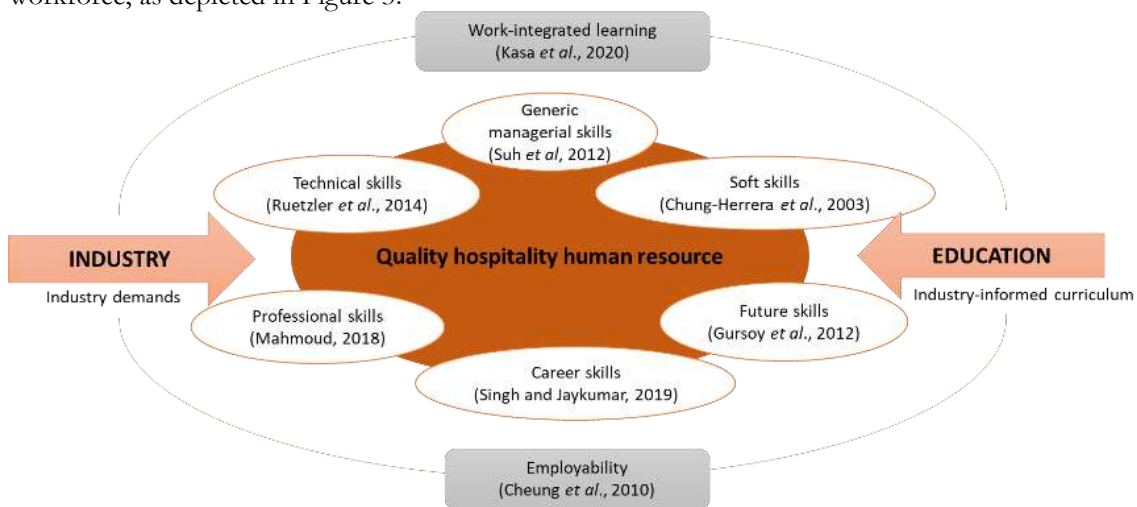


Figure 3. Research Framework

4.1 Implications for the Discipline

To improve the learning outcomes of tertiary education, harmonious collaboration among different stakeholders is a critical factor. Aligning industry requirements with hospitality education programs can help universities achieve better reputation among both students and industry partners, further enhancing graduates' employability (Cheung et al., 2010). The results from this study extend the knowledge on finding the balance between theory and practice in hospitality education (Wang et al., 2010). This scoping review revealed the need for more in-depth research to facilitate the sustainable development of the hospitality workforce for emerging destinations. The findings pave the way for effective industry-oriented education to significantly improve hospitality students' confidence and employability when entering the workforce. Educators are encouraged to adopt the framework introduced in this study as a guide to review and update their undergraduate education programs.

4.2 Implications for Managers or Policy Maker

The findings of this study provide a set of recommendations for various practitioners in the hospitality sector. Industry professionals can use information from this study to improve their partnership with hospitality higher education institutions to raise the quality of potential candidates. Hospitality students can be better informed about qualities that employers seek so that they can actively prepare and equip themselves with necessary competencies. Policymakers can use these

findings to understand how the government sector, at the national level, can assist the hospitality educators and the industry to improve their planning for the future growth of the hospitality sector.

Finally, based on the limitations of previous research on the topic of industry-academia collaboration in hospitality and tourism context, this study described further research areas that require the attention of future studies. Table 2 summarizes the key research gaps extracted from existing literature (Table 2).

Table 2. Research gaps identified by studies

Research gaps	Key authors
Competency development for each hospitality specialization, including industry-specific and non-industry-specific circumstances.	Bharwani and Jauhari (2013), Trinidad (2020)
Different variables affecting the industry's competency needs, hospitality curriculum development, as well as students' education and career progress.	Demirciftci <i>et al.</i> (2017), Kasa <i>et al.</i> (2020), Lee <i>et al.</i> (2015)
Standard evaluation/measurement tool for competency assessment, internship programs, training plan, and tertiary education effectiveness.	Le <i>et al.</i> (2018), Lolli (2013), Pratt and Hahn (2016)
Curriculum development and revision strategies and internal/external factors influencing curriculum development.	Alexakis and Jiang (2019), Okumus and Wong (2007)
New competency requirements in the 21st century and important future competencies expected by the industry.	Ali <i>et al.</i> (2016), Millar and Park (2013), Zopiatis <i>et al.</i> (2021)
Stakeholder collaboration practices, gaps and expectations analysis, and strategies for effective long-term collaboration.	Batra (2016), Elnasr Sobaih and Jones (2015), Lolli (2013)
Comparative studies on diverse sampling population: different geographic and cultural backgrounds, levels of management, industry segments, and types of educational institutions and disciplines.	Hussain <i>et al.</i> (2020), Okumus and Wong (2007)
Longitudinal studies on students' learning and career progression, career competencies development, and the effect of different teaching pedagogies.	Hertzman <i>et al.</i> (2015), Huang and Baker (2021), Zopiatis <i>et al.</i> (2021)
Qualitative research to foster different hospitality skill sets, assess current curriculum offerings, and explore gaps in expectations amongst different stakeholders.	Lyu <i>et al.</i> (2016), Marneros and Gibbs (2015), Scerri <i>et al.</i> (2020)

5. Conclusion

To conclude, apart from meeting the immediate needs of the industry, hospitality higher education institutions have two main responsibilities: to produce graduates who possess management competencies aligned with the industry demands and to stimulate professional motivation of the future workforce, empowering them to take on new career challenges through independent thinking and innovative ideas. The literature review highlighted six skill sets that hospitality graduates need to excel, including technical, generic, soft, future, career, and professional skills. Studies have confirmed the positive impact of industry-university collaboration among students who successfully nurture these skills in their university. This strategic partnership can be adopted via multiple approaches, such as internships, graduate employment opportunities, practical trainings, financial contributions, research collaboration, participating in teaching and providing feedback on the quality of graduates, and curriculum design. Regarding external factors contributing to the success of the education-industry partnership, a well-praised, documented strategy is to seek inputs from advisory boards comprising highly experienced and esteemed industry professionals and alumni associations—both valuable resources for hospitality universities to improve their outputs.

Although this paper used scoping review to identify and analyze the existing literature, there are some limitations. First, articles were only collected from four databases well-known for tourism and

hospitality journals. No information was collected from journals of other disciplines that may have included research on hospitality education and industry collaboration. Second, this study selected research papers from 2000 onwards; however, there may be older landmark articles that were overlooked. Last, despite the effort to select keywords related to hospitality competencies and industry-academia collaboration, the keyword selection could have reflected the authors' personal biases. However, to the authors' best knowledge, this literature review covers almost all published journal articles on the topic. To overcome these limitations, future studies should add to and expand the literature search strategy to include journals from other disciplines to widening the scope of studies on similar topics. Additionally, other scholars may adopt different literature search and review methods with articles before 2000, to gain a more comprehensive understanding on this research problem.

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