

KELLY HEWITT*, ERICA SAO JOAO**

The gap between expectations of hospitality graduates and hotel managers after the pandemic

Abstract. The purpose of this study was to examine graduates' expectations and assess their preparedness for a career in the hospitality industry by identifying how well curricula at various hospitality educational institutions are aligned with expectations of the hospitality industry. The study is based on two kinds of data: quantitative data collected in an online survey involving 48 third- and fourth-year university students; and qualitative data from semi-structured interviews with five hospitality industry managers, each representing a different hotel group in South Africa. Each of these groups regularly accepts students for work-integrated learning (WIL). Hotel managers were asked to describe their expectations, especially following COVID-19, and to identify strategies that could help to close the gap between expectations of graduates and those of the industry. This is important because unrealistic expectations can have a negative effect on students' enthusiasm for a career in hospitality. Industry managers emphasised that students need to gain work experience before and during their studies to make sure their expectations were realistic. It is also necessary to adapt curricula so that graduates are better prepared for the realities of the hospitality industry.

Keywords: students' expectations, industry expectations, hospitality graduates, students' preparedness, hospitality industry

JEL Codes: L83, P46, J24

Suggested citation: Hewitt, K., Sao Joao, E. (2022). The gap between expectations of hospitality graduates and hotel managers after the pandemic. *Studia Periegetica*, 4(40), 149-168. <https://doi.org/10.58683/01.3001.0016.2755>

* University of Johannesburg (RPA), School of Tourism and Hospitality, College of Business and Economics, email: kellylauren1012@gmail.com, orcid.org/0000-0002-0522-7533.

** University of Johannesburg (RPA), School of Tourism and Hospitality, College of Business and Economics, email: ericasj@uj.ac.za, orcid.org/0000-0002-6603-4030.

1. Introduction

In order for the hospitality industry to be able to grow and develop, hospitality graduates need to meet the industry expectations. Hospitality training institutions offer programmes in which students learn both theory and skills required in their future jobs (Lee, Yoon & Lee, 2021; Van der Merwe, 2015). Hospitality managers expect students to have a basic practical and theoretical understanding of how the industry operates (Lee et al., 2021; Van der Merwe, 2015).

In addition to theoretical content, Work-Integrated Learning (WIL) is an important component of many hospitality programmes. WIL strengthens the relationship between educational institutions and the hospitality industry by creating opportunities to evaluate potential employees and enable them to develop their skills in the actual work environment (Caldicott, 2020; Dwesini, 2015). While the main purpose of educational institutions is to teach students the necessary skills required in their workplace, many employers in the hospitality industry have indicated that students are not sufficiently prepared (Ocampo et al., 2020).

Worldwide, the hospitality and tourism industries have been dramatically affected by the COVID-19 pandemic, which caused many hospitality establishments to suspend their activity and disrupted WIL placements for students. As a result of all these experiences, expectations of the industry towards new employees have changed considerably, which means that the tertiary education institutions need to adapt their hospitality curricula to account for these changes. This is why the purpose of the following study is to identify expectations of graduates and hospitality industry managers after the pandemic.

2. Literature review

2.1. Hospitality students' expectations

According to a study by Goh & Lee (2018), students interested in hospitality careers tend to appreciate work values, such as working with friendly people and possibilities of self-development. Students with positive attitudes toward a hospitality management qualification were found to select hospitality programs as their first choice (Ezeuduji, Chibe & Nyathela, 2017; Goh & Lee, 2018). Positive internship experiences have been reported to benefit graduates' career paths making them more confident and helping them to experience and understand how a hospitality organization functions (Hughes, Mylonas & Benckendorff, 2013; Xu, Wang & Wen, 2019). Several factors influencing students' expectations

include the nature of work, social status, pay benefits, physical working conditions, promotions, managers, co-workers, and overall commitment to the industry (Yunus et al., 2021). Graduates require polished skills to effectively manage their careers and to acquire strong self-assurance of their capabilities (Jackson & Wilton, 2017). Students' expectations about their entry job in the hospitality industry (Huang & Lo, 2014; Shivangi et al., 2018) can be shaped by their personal expectations of working in the industry and views of their peers (Yunus et al., 2021; Zopiatis & Kyprianou, 2006). Ranta, Silinskas, & Wilska (2020) found that during the pandemic young adult Finns were mostly concerned about finding jobs and maintaining them.

It is natural that most hospitality graduates intend to find a job in the hospitality industry (Kim, McCleary & Kaufman, 2010; Lee, Lee & Dopson, 2019). They assume that their qualifications will enable them to find a job that will satisfy their expectations, as they believe industry employers will prefer them to other candidates without tertiary education (Kim et al., 2010; Lee et al., 2019). Studies conducted by Breier et al. (2021) and Huang and Lo (2004) showed that the majority (74.7%) of surveyed students hoped to find jobs within the hospitality industry. However, other studies found that students with industry experience had less positive expectations about finding jobs (Aksu & Koksak, 2005; Yunus et al., 2021). Jackson & Wilton (2017) found that graduates who had completed work-integrated learning (WIL) were more confident about their perceived employability. On the other hand, graduates who have obtained four-year university degrees but have not found jobs they expected tend to be frustrated and resentful (Buchanan et al., 2020). In a study of 200 South African students, Ezeuduji et al. (2017) found that while more than a half of them had not selected hospitality management as their first choice, many were satisfied with their studies and planned to remain in the industry for a long period. Generally, higher education has the responsibility to develop skills, knowledge, attitudes, and behaviours associated with employability, as well as to provide graduates with the best exposure and opportunities to enhance their employability (Jackson & Wilton, 2017).

2.2. Expectations of the hospitality industry

The hospitality industry is known to favour employees with work experience over those with formal qualifications. This preference goes against the general expectation of students who believe their formal qualifications give them an advantage in the job market (Baum, 2019; Harkison, Poulston & Ginny-Kim, 2011). It is therefore important that graduates know the perceptions and expectations of their future employers (McGinley, Hanks & Line, 2017) and are prepared for dynamic and complex workplaces (Martin & Rees, 2019).

Hospitality industry managers do not always consider qualifications highly when considering or hiring a candidate (Flothmann, Hoberg & Wieland, 2018). They often prefer to hire an experienced employee without a higher education qualification rather than an fresh graduate with no or little experience (Baum, 2019; Harkison et al., 2011). The difference between what employees expect from the hospitality industry and what they experience has been suggested as a factor contributing to early career departures (Brown, 2011; Rasheed et al., 2020). Because of high turnover rates and skilled labour shortages, there is much competition in the hospitality industry regarding recruitment (Dogru et al., 2019; Zopiatis, Constanti & Theocharis, 2014). Students should have an opportunity to put theory into practice to ensure a balance between vocational and theoretical content (Hughes et al., 2013; Xu et al., 2019). While formal education is essential for career opportunities and career development (Zopiatis et al., 2018) it is not sufficient.

With respect to careers in hospitality management, Berger (2019) identified various factors that contribute to early career departure. For one thing, employees are often overworked because hotels are understaffed. When they decide to leave, the strain on the remaining employees is even greater. New employees entering an understaffed organisation often feel unnecessary pressure while trying to become familiar with how the hotel operates, which increases their likelihood of leaving the organisation and industry prematurely. Finally, when employees feel that their purpose in the organisation is a means to an end, they will eventually consider leaving (Berger, 2019).

Employers in the hospitality industry expect graduates to have attributes such as self-reliance, adaptability, high standards of customer care, and flexibility (Griessel & Parker, 2009; Mtawa, Fongwa & Wilson-Strydom, 2021). For this reason, they rely on educational institutions to identify and develop essential competencies of students so that they know what to expect in the actual work environment (Cos et al., 2018). It is therefore obvious that hospitality industry businesses are more willing to hire students who have completed a WIL component (Hodges & Burchell, 2003; Lisa, Hannelova & Newman, 2019). Because many experienced hospitality workers have lost their jobs due to pandemic-related lockdowns and local and international travel restrictions (Sao Joao, 2021), the pool of experienced job-seekers is now greater, making it more difficult for graduates to find employment. At the same time, industry expectations regarding potential candidates have also changed (Van Heerden, 2020).

Worldwide, the tourism and hospitality industry is faced with an increasing number of natural disasters such as floods, hurricanes, earthquakes or tsunamis as well as other crisis events, such as pandemics and terrorist attacks (Mair, Ritchie & Walter, 2016; McCool, 2012; Sao Joao, 2021; Zenker & Kock, 2020). The global pandemic of COVID-19, in addition to putting millions of people worldwide out of work (Clausen & Phi, 2020), has changed expectation of hospitality managers,

which means that educational institutions need to re-think their curricula to better prepare graduates for the realities of the job market.

3. Methods and data

A mixed methods approach refers to the integration of quantitative and qualitative data collection and analysis within a single study (Cartwright, Liu, & Raddats, 2021; Martins et al., 2016). It is commonly understood that the more questionnaires completed and sufficient interviews conducted (Guest, Bunce & Johnson, 2006), contribute to the generalisability and rigour of the research, but these desirable numbers could not be achieved. The study is based on data collected between February and May 2021, using interviews and a questionnaire survey. A pilot questionnaire survey and a pilot interview (Kumar, 2019) were conducted before the actual data collection began.

Originally, quantitative data from hospitality were to be collected using a paper questionnaire, but because of the COVID-19 restrictions an online questionnaire was used. The self-selected sample consisted of third- or fourth-year students from selected public and private institutions in South Africa that offer a hospitality programme and specialise in courses such as hospitality management, food and beverage operations, catering management, and/or accommodation management, were purposefully selected to participate in the study. Ethical clearances were granted by five institutions: two public and three private institutions. Respondents would complete WIL during their programme. 48 questionnaires were returned and analysed. While the results are not generalizable, they provide some insight into students' expectations.

The design of the questionnaire was based on the studies of Brown (2011), Conradie (2012) and Zopiatis and Kyprianou (2006). Respondents were asked to indicate how much experience they had of working in the hospitality industry, to identify the department in which they would like to work and to select the top three factors that influenced their decision to enter the hospitality industry. In the second section respondents were asked if they intended to pursue a career in the hospitality industry and what entry-level job position and salary they expected after graduating. They were also supposed to indicate how much specific factors affected their decision to pursue a career in the hospitality industry. In the last section students were to evaluate the contribution of the curriculum to the development of generic skills, their mindset and readiness to enter the industry.

Qualitative data were collected using semi-structured interviews carried out with respondents from the South African hotel industry. Selected hotel groups were contacted via email and provided with research details. Five respondents who

agreed to be interviewed represented different hotel groups and held the following positions: two were general managers, two were human resource managers and one was a training and development manager. The hotel groups regularly enable hospitality students to complete their WIL programmes in their hotels and consider them for employment after they are over. Several other managers had been contacted but refused to take part for various reasons. While this number may be considered insufficient, data saturation was achieved, and interviewees provided very similar responses to the questions. All interviews were conducted through a virtual meeting platform, such as Teams, Zoom Meetings, and Google Hangouts. Each interview lasted about 45 minutes and was recorded and transcribed for further coding and analysis. The quantitative data were analysed with the help of a consultant from STATKON (the statistical department at the University of Johannesburg) using SPSS version 27.0.

The qualitative data were coded and analysed for patterns or common responses that could be interpreted (Kumar, 2019). The purpose of the semi-structured interviews was to elicit opinions of industry experts and their expectations towards hospitality graduates regarding skills and knowledge that was essential in a hospitality establishment and to find out whether their expectations had changed following COVID-19. They were also asked if they could identify any skills gaps that graduates had, and if there were any strategies in place in order to reduce these gaps.

4. Results

4.1. Quantitative results: graduates' expectations

Of the 48 hospitality students who participated in the survey, 10 (20.8%) were men and 38 (79.2%) were female, with an average age of 24 years. 15 respondents (31.2%) were attending a private hospitality institution and 33 (68.8%) were students of a public institution. Information about respondents' previous experience in the hospitality industry is shown in Table 1.

Table 1. Respondents' previous experience in the hospitality industry

Experience in the hospitality industry	Number of respondents	%
No experience	10	20.8
Six months experience	6	12.5
Six months to a year	10	20.8
At least one to three years	16	33.3
More than three years of experience	6	12.5

Source: own elaboration.

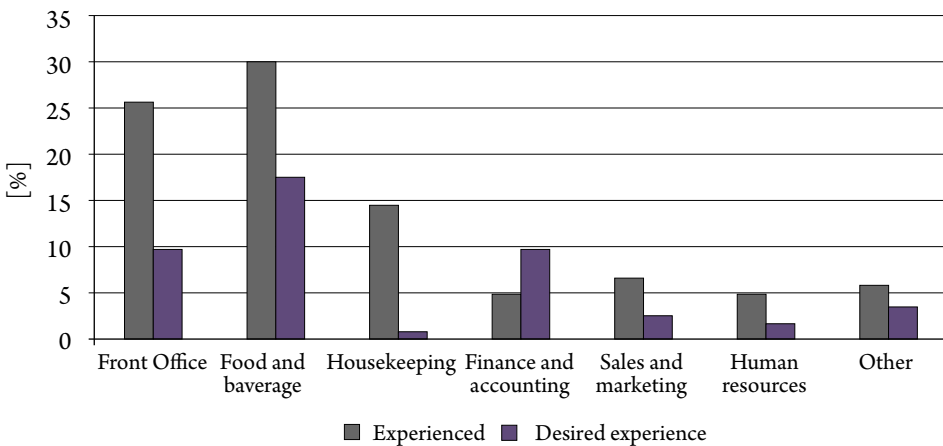
Question 1: Indicate what type of jobs you have performed in the hospitality industry? (Chart 1)

Respondents could select from a list of job options, which also included ‘other’: 6 (12.5%) chose this category and specified jobs in stores, event management and general management.

Question 2: What type of job would you like to perform in the hospitality industry after graduating? (Chart 1)

One of four respondents who chose the ‘other’ option indicated no desire to work in any hospitality-related because they were planning to leave the industry. It is not surprising that the biggest group of students had experience of work associated with front office and food and beverages, as these are the usually entry points into the industry. As can be seen, much fewer students were willing to continue working in these two job categories. This could indicate a mismatch in student expectations.

Chart 1. Percentage of respondents with experience in different jobs and their job preferences for the future



Source: own elaboration.

Question 3: Select three main factors that influenced your decision to enter the hospitality industry.

Five (10.4%) respondents were encouraged by friends and family, one (2.1%) was influenced by social media, one (2.1%) identified that there is a shortage of qualified hospitality graduates in the industry, two (4.2%) indicated others and specified that passion contributed, while the other respondent was not sure what they wanted to study. These results are consistent with the findings of Jackson and Wilton (2017), who mention that graduates’ perceptions of the hospitality

industry are greatly influenced by the employment opportunities that the industry has to offer.

Question 4: Do you intend to pursue a career in the hospitality industry, based on your experience so far?

Thirty-nine graduate (81.3%) answered affirmatively, three (6.3%) responded negatively, and six (12.5%) were unsure. These results are in line with the findings of Ezeuduji et al. (2017), who indicated that most students desired to remain in the industry for a long period.

Question 5: Do you think that an internship at a hotel will assist your career in the hospitality industry?

Forty-five respondents (93.8%) answered affirmatively listing such benefits as additional industry experience, knowledge, and understanding. This confirms the point made by Martin and Rees (2019), who also highlight the importance of WIL. Those who disagreed said that due to COVID-19, internships had little to no effect; some respondents thought work in the South African hospitality industry was greatly underpaid.

Question 6: What entry-level job do you expect to have after graduating?

Question 6A: What level of employment do expect to have achieved after five years of industry experience?

Respondents' answers to questions 6 and 6A are shown in Table 2. These answers coincide with the findings of Yunus et al. (2021) regarding students' expectations of their entry level job, which are influenced by their own expectation and the views of their peers.

Table 2. Respondents' job expectations after graduating and after 5 years

Position	After graduating		5 years after graduating	
	number of respondents	%	number of respondents	%
Line-level employee	27	56.3	–	–
Management trainee	10	20.8	–	–
Department supervisor	6	12.5	3	6.3
Department manager	5	10.4	15	31.3
Senior management	–	–	6	12.5
Top management	–	–	9	18.8
Self-employed	–	–	15	31.3

Source: own elaboration.

Question 7: What salary do you expect to receive in the hospitality industry after graduating?

There was no scale provided for this question, so as not to influence the respondents. Amounts given by different respondents were combined into five

Table 3. Respondents’ salary expectations

Expected salary range	Number of respondents
R1,500 – R4,000	4
R4,001- R8,000	20
R10,000 – R15,000	14
R20,000 – R25,000	8
R90,000 – R120,000	2
Total	48

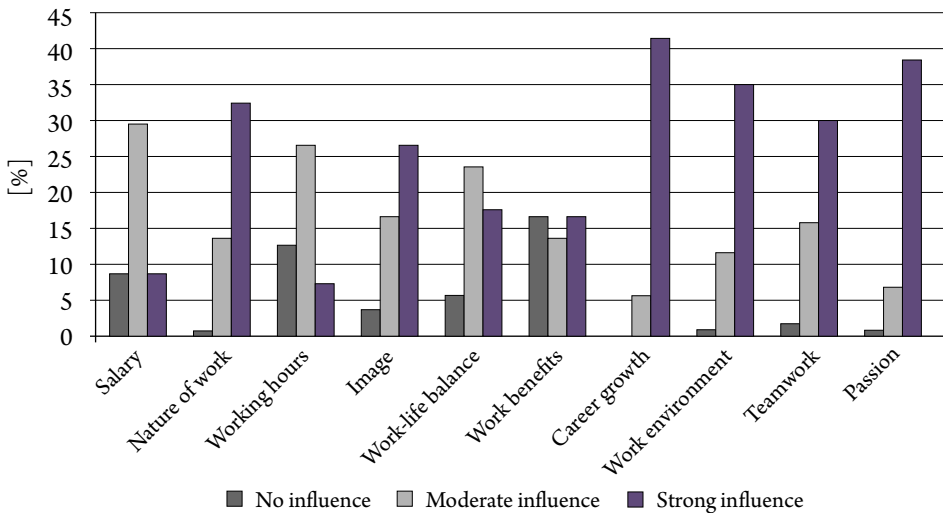
Source: own elaboration.

ranges (Table 3). According to Yuh and Choi (2017), the salary received from a first job contributes to the employee’s job satisfaction, but this wide range of salary expectations indicates a mismatch expectation. Salary expectations should be managed and rationalised during theory lessons to ensure that they are managed realistically.

Question 8: Indicate to what extent the following factors influenced your decision to consider as a career in the hospitality industry.

For each factor, students were able to choose three options: no influence, moderate influence, strong influence (Chart 2).

Chart 2. Factors affecting the decision to choose a job in the hospitality industry



Source: own elaboration.

These results indicate that graduates are aware of the factors that could affect their decision to stay in the industry. Most respondents (56.3%) expected to enter the industry as line employees probably as receptionists or in a job related to food & beverages. Respondents' salary expectations ranging from R4000.00 to R8000.00 are realistic, but this kind of money is not sufficient to support oneself in the city. Currently, the monthly cost of living in a South African city is R9500. Interestingly, the top reasons for choosing a career the hospitality industry are also the reasons why many graduates leave when their expectations are confronted with the reality of working long hours, the physically and emotionally taxing workplace environment, and poor promotion opportunities. Passion for the industry is an internal motivator and depends on several other factors like job satisfaction, financial independence, and physical well-being. If these needs are not met, passion can be dampened.

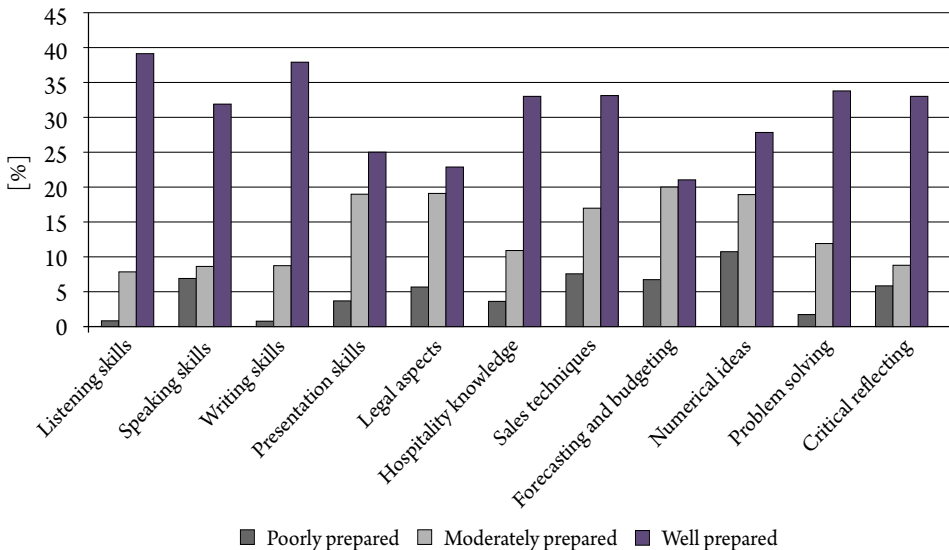
The last section of the questionnaire focused on students' assessment of their work-related and general skills.

Question 9. Rate your level of preparation in the following areas (Charts 3-4).

Question 10: Assess your understanding/knowledge of the following aspects of hotel management.

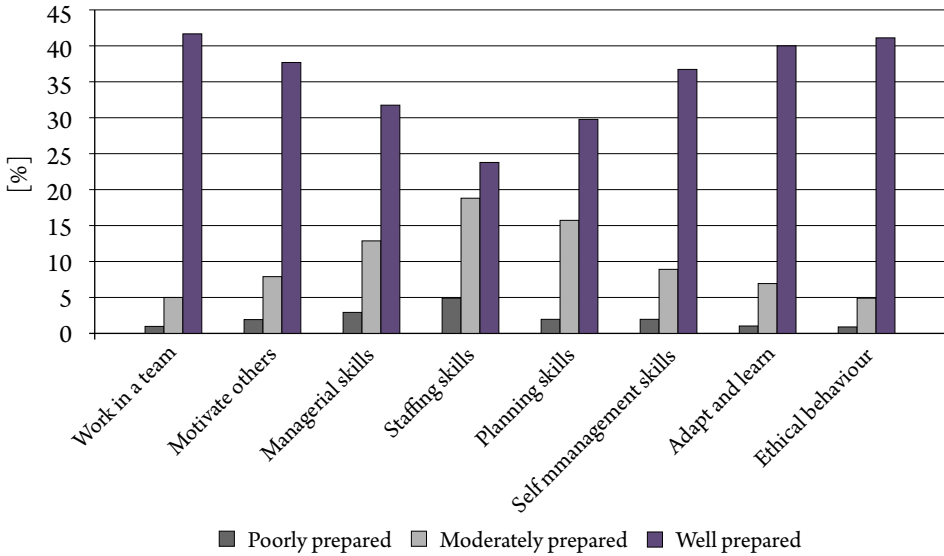
The respondents assessed their understanding of food production, purchasing, safety and event management above average. Knowledge of front office duties was evaluated to be less than average. The students felt best prepared for F&B jobs,

Chart 3. Respondents' assessment of their skills



Source: own elaboration.

Chart 4. Respondents' assessment of their skills (cntd.)

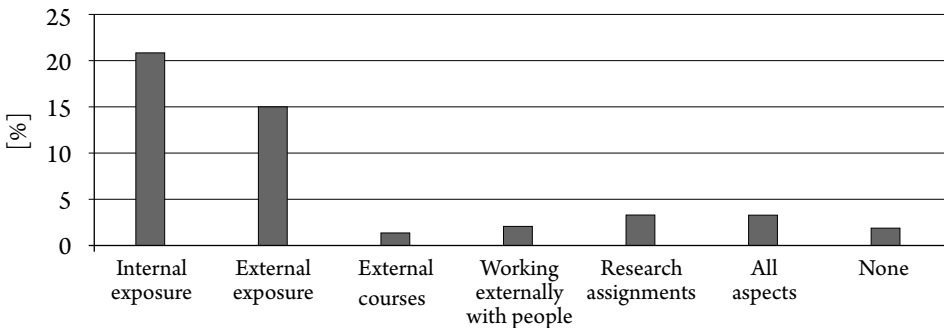


Source: own elaboration.

followed by finance and accounting, housekeeping, marketing and sales, hospitality operations, and least prepared for work in HR. The first two categories (F&B, finance and accounting) were to be expected, as they are thoroughly covered during the studies; however, in the light of students' assessment of their knowledge, it is surprising that the respondents did not feel confident about forecasting and budgeting, topics covered in finance and front office.

Question 11: Indicate aspects of your training you regarded as useful for your future work in the industry (Chart 5).

Chart 5. Aspects of the training respondents found the useful for their future jobs



Source: own elaboration.

Question 12: What would you change in the curriculum and training to better prepare you for the industry?

Thirteen (27.08%) students said more practical and experiential training was necessary. This agrees with Martin and Rees (2019), who indicate that more practical exposure improves graduates’ employment opportunities. Interestingly, nine (18.75%) respondents said there should be no change.

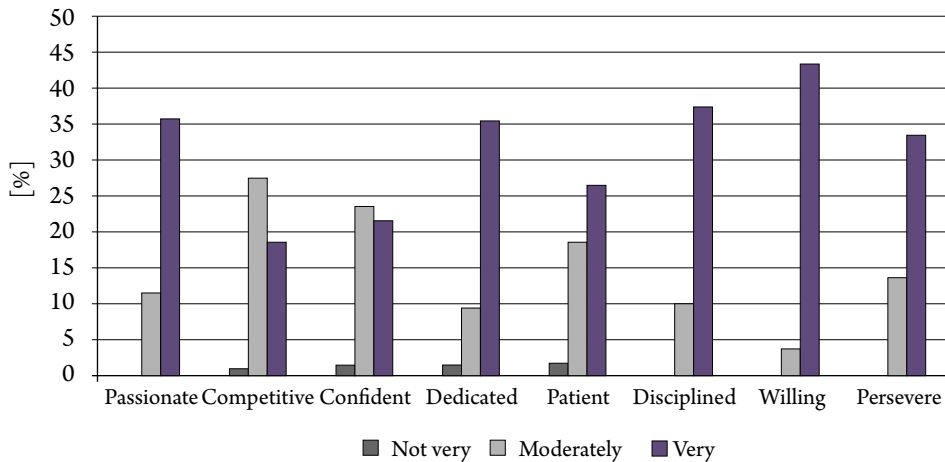
The respondents suggested the following changes:

- more exposure to finance-related matters;
- more focus on personal skills and industry-specific modules;
- an increased need for institution and industry interaction;
- more focus on linking theory with practice;
- more practical and industry exposure,
- the curriculum needs to be updated to keep up with industry trends.

Question 13: How do you feel about entering the hospitality industry after COVID-19? (Chart 6)

In Question 13 the respondents were asked to assess their readiness for entering the hospitality industry after the pandemic by indicating the level of eight feelings.

Chart 6. Respondents’ assessment of their readiness for starting a career in the hospitality industry after the pandemic



Source: own elaboration.

Question 14: Explain how your learning experience was affected by the pandemic.

The respondents said they were unable to gain practical experience, which put them at a disadvantage. Problems associated with online learning concerning

timing, format and even to managing connection put more pressure and strain on them throughout the year. A few had challenges with connection and available resources (Deen, Khuluse & Sao Joao, 2022). The respondents said they had to adjust to online learning and how that affected their experience and preparation for entering the industry. However, some respondents mentioned these changes were necessary in order to be able to continue studying. Graduates also complained about the lack of institutional interaction and effort, which decreased their motivation to learn. Ranta et al. (2020) and Deen et al. (2022) indicated the necessity of institutional support for students in their transition to the working world. Some respondents did not enjoy the lack of physical interaction, whereas others appreciated online interactions. They pointed out that because of the pandemic there were much fewer job opportunities. Similar findings were reported by Ranta et al. (2020) in the case of young Finns. The main outcome identified from these results was that the students required and had a greater need and attention to be given to the exposure of practical experience as part of the qualification to best prepare them for the industry.

4.2. Qualitative results: expectations of hospitality industry managers

Five hospitality industry managers, representing different hotel groups, were interviewed in this part of the study. These hotel groups regularly accept students for work-integrated learning (WIL).

The most frequently mentioned expectation concerning graduates was that they should have the necessary skills and knowledge of the hospitality industry and be ready to cope with the requirements of the work environment. Findings from studies conducted by Hughes et al. (2013) and Xu et al. (2019) are consistent with industry expectations in this respect. However, during the interviews a couple of the managers indicated that graduates are not expected to know specific hotel procedures and that there is only so much theory that can be taught to a student, such as making a bed and making a reservation. Although future hospitality graduates may be concerned about their lack of specific skills, hotel managers accept that graduates will have to be trained to fill any existing knowledge gaps. This fact raises questions about the relevance of the curriculum and highlights the need for periodical re-evaluations of educational outcomes in order to make sure they are aligned with changing needs of the hospitality industry. For this reason, educational institutions should provide hospitality students with more training regarding topics such as night audit, accommodation, property management systems (PMS), marketing, and entrepreneurship. Students should participate in point-of-sale (POS) simulations to gain more exposure, practical knowledge and confidence.

Another expectation, expressed by three interviewees, concerned legal aspects, financial and analytical skills. “You want something outside of the mainstream skills, like understanding the legal and financial requirements of the industry” (P4). “One of them is financial management because as a manager, you need to manage budgets, and forecasts, and unless you’ve got that skill, revenue management forecasting in terms of that, so analytics and finance are very important to grow your career” (P5). Interestingly, many students in the survey rated their skills regarding front office as being below the average, which means that more time should be training students in this area.

The interviewees identified general management skills that graduates should possess: technical skills, soft skills, general management, and HR skills. The student must behave professionally. “You have technical skills, including computer literacy, soft skills, things like customer service and self-management” (P3). Another useful skill is the ability to write formal emails.

The basic subjects, like food and beverage, housekeeping, and front office duties, are of great importance to allow students to have a better understanding of what is expected of them, what they can expect when entering the various departments in the industry, and what the requirements are. Graduates should also have basic knowledge of booking processes and be familiar with industry-related computer programmes when dealing with travel agents.

A number of expectations are directly related to the COVID-19 pandemic. One obvious requirement is the knowledge of health and safety protocols and regulations. Candidates should also be flexible and have many different skills. McCool (2012) noted that during a crisis, employees are required to be able to fill multiple job positions. However, multi-skilled and adaptable graduates are desirable in any situation. “Becoming multiskilled, where you would, in the past, have just done one job, now you’re going to be responsible for two or three different duties” (P2). “When they come to the hotel, I would expect them to come in with a can-do attitude and an attitude of this be wherever you need me to be because I want to learn” (P1). In other words, graduates are expected to have a positive, open-minded attitude, be motivated and ready to change.

When asked if they were aware of any mismatch between students’ and industry expectations, three of the interviewees answered affirmatively adding that students need to be able to manage their expectations regarding future work in the hospitality industry (P1, P4, P5). They suggested that students need more exposure to what actually happens in hotels by using case studies or mentoring programmes, and not just a broad overview of the theory of the industry. “The only gap would be work experience, but you cannot expect a graduate to have work experience” (P5). “It’s not an academic issue, it’s a managing expectations issue” (P1). “They absolutely need to manage their expectations” (P5).

5. Discussion and recommendations

The survey and the interviews were intended to identify discrepancies between expectations of graduates and those of hospitality industry managers. Another goal was to find out if the COVID-19 pandemic has altered these expectations in any way.

The main findings regarding managers' expectations are summarised in Figure 1. While they do not seem to differ much from what was expected of graduates before the pandemic, there is greater emphasis on flexibility, discipline willingness, and motivation, which are particularly in demand in what the uncertain times.

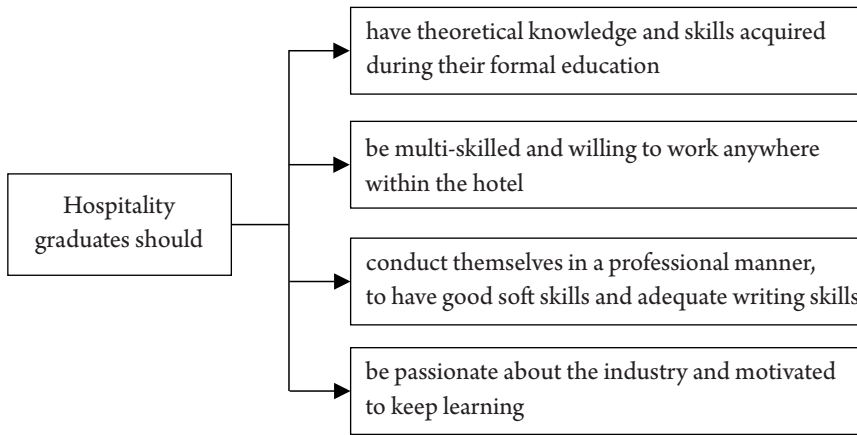


Figure 1. Post-pandemic expectations regarding hospitality graduates

Source: own elaboration.

The following recommendations can be formulated on the basis of these results. First of all, educational institutions and students would benefit from closer cooperation with the industry to ensure that current and relevant trends are introduced to students as they pursue their qualifications. Students should be given opportunities to gain experience before or during their studies to have realistic expectations regarding their future jobs. As indicated above, students need more exposure to topics such as night audit, accommodation, PMS, marketing, and entrepreneurship. POS simulations should be used to enable students to gain more knowledge, experience, and confidence. WIL, which is a vital part of the hospitality programme in South Africa, should be a mandatory requirement of the qualification.

Hospitality curricula should be reviewed regularly and should be shaped in cooperation with industry representatives to ensure that students are adequately prepared for the working world.

Both the survey and the interviews were affected by pandemic, as evidenced by the very low number of respondents. It was difficult to find people willing to participate in the study as many experienced hospitality employees were furloughed and those employed felt uncertain about committing themselves to answers when students had been prohibited from attending WIL or their work schedules were excessively demanding.

6. Conclusion

The gap between expectations of hospitality students and industry requirements will continue to exist if students do not have enough exposure to actual work environments during their studies. When students' expectations are unrealistic, they are much more likely to leave the industry prematurely. In fact, the hospitality industry has been experiencing a shortage of skilled employees, which is only getting worse as skilled graduates find employment elsewhere because they are dissatisfied with the work environment. This trend could be reduced if graduates have more realistic expectations. On the other hand, the hospitality industry needs to try not only to improve conditions for present and future employees, but also to improve the reputation of the industry. For this reason, all hospitality students should attend learnership/internship programmes that provide opportunities for experiential learning alongside industry professionals, where they can apply their skills and knowledge and gain necessary exposure.

References

- Aksu, A. & Koksal, C. (2005). Perceptions and attitudes of tourism students in Turkey. *International Journal of Contemporary Hospitality Management*, 17, 436-447
- Baum, T. (2019). Does the hospitality industry need or deserve talent? *International Journal of Contemporary Hospitality Management*, 31(10), 3823-3837
- Berger, L. (2019). Five reasons why hospitality staff leave & solutions to help them stay. *Flexkeeping*. <http://flexkeeping.com/highlights/hospitality-staff/>
- Breier, M., Kallmuenzer, A., Clauss, T., Gast, J., Kraus, S., & Tiberius, V. (2021). The role of business model innovation in the hospitality industry during the COVID-19 crisis. *International Journal of Hospitality Management*, 92, 102723. <https://doi.org/10.1016/j.ijhbm.2020.102723>

- Brown, E. A. (2011). *Hospitality management graduates' perceptions of career factor importance and career factor experience and the relation with turnover intentions*. Graduate Thesis and Dissertations
- Buchanan, J., Allais, S., Anderson, M., Calvo, R. A., Peter, S., & Pietsch, T. (2020). *The futures of work: what education can and cannot do*. Futures of Education Initiative
- Caldicott, J. B. (2020). *Towards self-authorship in tourism education: the role of a Work Integrated Learning (WIL) program*. Southern Cross University. https://research-portal.scu.edu.audiscovery/search?vid=61SCU_INST:ResearchRepository
- Cartwright, S., Liu, H., & Raddats, C. (2021). Strategic use of social media within business-to-business (B2B) marketing: A systematic literature review. *Industrial Marketing Management*, 97, 35-58. <https://doi.org/10.1016/j.indmarman.2021.06.005>
- Clausen, H. B. & Phi, G. T. (2020). Fostering innovation competencies in tourism higher education via design-based and value-based learning. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100298. <https://doi.org/10.1016/j.jhlste.2020.100298>
- Conradie, R. (2012). Student evaluation of career readiness after completing the hospitality management curriculum at the International Hotel School. Master's dissertation at the University of South Africa, 1-137
- Cos, J. C. V. A., Celemin, L. A. E. L., Comia, C. D., Gempes, B. G. B., Maquiling, A. T., Sandro, C. G. T., & Meñez, F. L. (2018). Career readiness among international hospitality management graduates. *Journal of Tourism and Hospitality Research*, 15(1), 28-39
- Deen, A., Khuluse, D. & Sao Joao, E. (2022). The Abrupt Transition into Online Learning during Covid-19 Pandemic: A South African Hospitality Management Student's Perspective. *The Journal of Innovation, Creativity, and Change*, 16(1), 99-116
- Dogru, T., McGinley, S., Line, N., & Szende P. (2019). Employee earnings growth in the leisure and hospitality industry. *Tourism Management*, 74, 1-11. <https://doi.org/10.1016/j.tourman.2019.02.008>
- Dwesini, N. F. (2015). Assessing learners' preparedness for work-integrated learning (WIL) at Walter Sisulu University, South Africa. *African Journal of Hospitality, Tourism and Leisure*, 4(2), 1-12
- Ezeuduji, I. O., Chibe, M. E., & Nyathela, T. (2017). Hospitality management study programme and students' perceptions: universities in South Africa. *Journal of Teaching in Travel & Tourism*, 17(4), 313-324
- Flothmann, C., Hoberg, K., & Wieland, A. (2018). Competency requirements of supply chain planners & analysts and personal preferences of hiring manager. *Supply Chain Management*, 23(6), 480-499
- Goh, E. & Lee, C. (2018). A workforce to be reckoned with: The emerging pivotal Generation Z hospitality workforce. *International Journal of Hospitality Management*, 73, 20-28. <https://doi.org/10.1016/j.ijhm.2018.01.016>
- Griesel, H. & Parker, B. (2009). *A baseline study on South African graduates from the perspective of employers*. HESA
- Guest, G., Bunce, A., & Johnson, L. (2006). How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. *Field Methods*, 18(1), 59. <https://doi.org/10.1177/1525822X05279903>

- Harkison, T., Poulston, J., & Ginny-Kim, J. (2011). Hospitality graduates and managers: the big divide. *International Journal of Contemporary Hospitality Management*, 23(3), 377-392
- Hodges, D. & Burchell, N. (2003). Business graduate competencies: Employers' Views on Importance and Performance. *Asia-Pacific Journal of Cooperative Education*, 4(2), 16-22
- Huang, C. & Lo, R. (2014). Perceptions Attitudes and Needs of Undergraduate Students towards Careers in the Hospitality Industry. *The Journal of International Management Studies*, 9(2), 20-32
- Hughes, K., Mylonas, A., & Benckendorff, P. (2013). Students' reflections on industry placement: Comparing four undergraduate work-integrated learning systems. *Asia-Pacific Journal of Cooperative Education*, 14(4), 265-279
- Jackson, D. & Wilton, N. (2017). Perceived employability among undergraduates and the importance of career self-management, work experience and individual characteristics. *Higher Education Research and Development*, 36(4), 747-762
- Kim, B., McCleary, K. W., & Kaufman, T. (2010). The new generation in the industry: Hospitality/Tourism students career preferences, sources of influence and career choice factors. *Journal of Hospitality & Tourism Education*, 22(3), 5-11
- Kumar, R. (2019). *Research Methodology: A step-by-step guide for beginners*. Sage Publications
- Lee, P., Lee, M. J., & Dopson, L. R. (2019). Who influences college students' career choices? An empirical study of hospitality management students. *Journal of Hospitality & Tourism Education*, 31(2), 74-86. <https://doi.org/10.1080/10963758.2018.1485497>
- Lee, P. C., Yoon, S., & Lee, M. J. (2021). Are you ready? Perceived Career Readiness Attributes of the Hospitality Management students. *Journal of Hospitality & Tourism Education*, 33(3), 147-221
- Lisa, E., Hannelova, K., & Newmann, D. (2019). Comparison between Employers' and Students' Expectations in Respect of Employability Skills of University Graduates. *International Journal of Work-Integrated Learning*, 20(1), 71-82
- Mair, J., Ritchie, B. W., & Walters, G. (2016). Towards a research agenda for post-disaster and post-crisis recovery strategies for tourist destinations: a narrative review. *Current Issues in Tourism*, 19(1), 1-26
- Martins, J., Goncalves, R., Oliveira, T., Cota, M., & Branco, F. (2016). Understanding the determinants of social network sites adoption at firm level: A mixed methodology approach. *Electronic Commerce Research and Applications*, 18, 10-26
- Martin, A. J. & Rees, M. (2019). Student insights. The added value of work-integrated learning. *International Journal of Work-Integrated Learning*, 20(2), 189-199
- McCool, B. N. (2012). The Need to be Prepared: Disaster Management in the Hospitality Industry. *Journal of Business and Hotel Management*, 1(2), 1-5
- McGinley, S. P., Hanks, L., & Line, N. D. (2017). Constraints to attracting new hotel workers: A study on industrial recruitment. *International Journal of Hospitality Management*, 60, 114-122

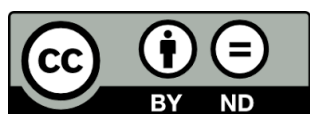
- Mtawa, N., Fongwa, S., & Wilson-Strydom, M. (2021). Enhancing graduate employability attributes and capabilities formation: a service-learning approach. *Teaching in Higher Education*, 26(5), 679-695
- Ocampo, A. C. G., Reyes, M. L., Chen, Y., Restubog, S. L. D., Chih, Y., Garcia, L. C. & Guan, P. (2020). The role of internship participation and conscientiousness in developing career adaptability: A five-wave growth mixture model analysis. *Journal of Vocational Behaviour*, 120, 103426. <https://doi.org/10.1016/j.jvb.2020.103426>
- Ranta, M., Silinskas, G., & Wilska, T. (2020). Young adults' personal concerns during the COVID-19 pandemic in Finland: an issue for social concern. *International Journal of Sociology and Social Policy*, 40(9), 1201-1219
- Rasheed, M. I., Okumus, F., Weng, Q., Hameed Z., & Nawaz, M.S. (2020). Career adaptability and employee turnover intentions: The role of perceived career opportunities and orientation to happiness in the hospitality industry. *Journal of Hospitality and Tourism Management*, 44, 98-107. <https://doi.org/10.1016/j.jhtm.2020.05.006>
- Sao Joao, E. A. (2021). COVID-19 and Hospitality Operations: What happened and what's next? *African Journal of Hospitality, Tourism and Leisure*, 10(1), 318-332. <https://doi.org/10.46222/ajhtl.19770720-103>
- Shivangi, C., Lukasc, G., Judene, P. T., & Toulis, A. (2018). Using data Mining Methods for research in co-operative education. *International Journal of Work-Integrated-Learning*, 19(3), 297-310
- Van der Merwe, A. (2015). *An investigation into the curriculum of selected hotel schools in South Africa in preparing graduates to successfully operate a commercial restaurant*. Cape Peninsula University of Technology, <http://etd.cput.ac.za/handle/20.500.11838/1618>
- Van Heerden, J. H. (2020). The Possible Effects of the Extended Lockdown Period on the South African Economy. *South African Journal of Economics*, 89(1), 95-111
- Xu, S., Wang, Y., & Wen, H. (2019). A Case Study for Student Leadership Development: A goal setting perspective. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 24, 168-177. <https://doi.org/10.1016/j.jhlste.2019.03.001>
- Yuh, J. & Choi, S. (2017). Sources of social support, job satisfaction, and quality of life among childcare teachers. *The Social Science Journal*, 54(4), 450-457
- Yunus, I. Y., Ridzwan, F. S., Azhar, S. N., Rajis, A. S. M., Harun, N. A., & Omar, M. S. (2021). Tourism and Hospitality Students' Perceptions of Careers in the Industry: A Case Study of Politeknik Tuanku Syed Sirajuddin. *International Journal of Advanced Research in Education and Society*, 3(2), 82-89
- Zenker, S. & Kock, F. (2020). The coronavirus pandemic – A critical discussion of a tourism research agenda. *Tourism Management*, 81, 104164. <https://doi.org/10.1016/j.tourman.2020.104164>
- Zopiatis, A., Constanti, P., & Theocharais, A. L. (2014). Migrant labour in hospitality: The Cyprus experience. *International Journal of Hospitality Management*, 37, 111-120
- Zopiatis, A. & Kyprianou, G. (2006). Perceptions and attitudes towards the hospitality profession in Cyprus. *Tourism Today*, 33-46

Zopiatis, A., Theocharous, A., & Constanti, P. (2018). Career satisfaction and future intentions in the hospitality industry: An intrinsic or an extrinsic proposition. *Journal of Human Resources in Hospitality & Tourism*, 17(1), 98-120

Rozdźwięk między oczekiwaniami absolwentów hotelarstwa a oczekiwaniami menedżerów hoteli po pandemii

Streszczenie. Celem badania przedstawionego w artykule było poznanie oczekiwań absolwentów i ocena ich przygotowania do pracy w branży hotelarskiej poprzez określenie, w jakim stopniu programy nauczania w różnych instytucjach edukacyjnych związanych z hotelarstwem są zgodne z oczekiwaniami branży hotelarskiej. W badaniu wykorzystano dane ilościowe zebrane w ankiecie internetowej, w której wzięło udział 48 studentów III i IV roku studiów hotelarskich oraz dane jakościowe zebrane w trakcie częściowo ustrukturyzowanych wywiadów z pięcioma menedżerami branży hotelarskiej, z których każdy reprezentuje inną grupę hoteli w RPA. Każda z tych grup regularnie przyjmuje studentów w ramach praktyk zawodowych. Menedżerów hoteli poproszono o opisanie swoich oczekiwań, zwłaszcza po pandemii COVID-19, oraz o wskazanie strategii, które mogłyby pomóc zlikwidować rozdźwięk między oczekiwaniami absolwentów a oczekiwaniami branży. Jest to ważne, ponieważ nierealistyczne oczekiwania mogą mieć negatywny wpływ na gotowość absolwentów do kontynuowania kariery w hotelarstwie. Menedżerowie hoteli podkreślali, że studenci potrzebują zdobywać doświadczenie zawodowe zarówno przed rozpoczęciem studiów, jak i w ich trakcie, aby ich oczekiwania były realistyczne. Konieczne jest również dostosowanie programów nauczania, tak by absolwenci byli lepiej przygotowani do realiów branży hotelarskiej.

Słowa kluczowe: oczekiwania studentów, oczekiwania branży, absolwenci hotelarstwa, przygotowanie studentów, branża hotelarska



Copyright and license: This article is published under the terms of the Creative Commons Attribution – NoDerivatives 4.0 International (CC BY-ND 4.0) License, <https://creativecommons.org/licenses/by-nd/4.0/>