



Employability Skills Needed in Hospitality Industry: A Scopious Review

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Authors' contributions

The first author did the reviews of various studies and rests all the work was done by the second author.

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ABSTRACT

Aim: The purposes of the study were to explain the concept of employability, define employability skills in the context of the hospitality industry, identify the various employability skills needed in the hospitality industry and to examine the most important employability skills needed by the recruiters' from various studies conducted in the field of the hospitality industry.

Methodology: In this study, only such studies were incorporated which were conducted in the field of the hospitality industry across the globe and empirical in nature. The published papers were selected from the duration between 1983 to 2018, which were related to the skills needed by the hospitality industry.

Results: The most commonly needed skills by the hospitality industry were: leadership, communication, problem-solving, interpersonal, oral and written communication, personality development, teamwork, positive attitude, customer service, professional and ethical standards, personnel management, professionalism or professional attitude, hard and soft skills, time management, decision-making and information technology.

Conclusion: The study conducted from the industry perspective; hence the academic institutions while designing curricula, create such academic ambiance where the skills reported by the study

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can be inculcated among their students through theoretical as well as practical knowledge, and develop them by developing employability skills and attributes required globally. The study also conferred about moderate and least reported skills also must be focused by the institutions. The study was confined to the most preferred employability skills by the hospitality industry and in the future, the studies may be carried from the other stakeholders i.e. students and academic view point's.

Keywords: Employability; hospitality education; hospitality industry; skills; students.

1. INTRODUCTION

The role of hospitality institutions is to prepare quality students for the hospitality industry but unfortunately, students remain unable to meet out the high expectations of the industry [1], hence the prime responsibilities of academic institutions are to inculcate such skills among their students which make them more employable and fulfill the expected of the industry as well. In such a context, it becomes imperative to discuss the concept of employability and about which employability skills are needed in the relation of the hospitality industry specifically.

In the 21st century, employability skills among the students are a very important topic because the hospitality industry is based on the growth of the knowledge-based economy, technological advancement, multi-generational workforce and global competition. The concept of employability has changed according to demand of industry, customer, society, and economy. There is a need to understand the concept and the definition of the various prominent authors regarding employability skills. As far as the growth of this industry is concerned or the industry contributes in foreign direct investment or contribute in the national income or other, here many of the hospitality institutions were not synthesis the skills which were demanded by the industry, institutions provide the students or workforce to the industry who were not skilled or their skills were not groomed according to the requirements of the industry. If these activities were continuously done then it would not be good for industry. So there is a need to identify the advanced skills which were needed in the 21 century among the workforce and it helps in growth of the industry, employee's professional promotional growth, societal growth and economical growth of the country.

Purpose of study-The objectives of this review paper is:

- To explain the concept of employability

- To define employability skills in the context of the hospitality industry.
- To identify the various employability skills needed in the hospitality industry.
- To examine the most employability skills needed by the recruiters' from various studies conducted in the field of the hospitality industry.

1.1 Concept of Employability

The concept of employability was explained in different contexts and formats in the past. Although, the term Employability is widely used but, what employability is and which makes a person employable? There is no consensus on a single definition of employability skills as they have been explained in accordance with a different context in various studies. The employability is influenced by three factors: individual factors, personal circumstances, and external factors [2]. The Individual Factors are concerned with the person's employability skills and understand as essential attributes. Personal Circumstances are related with individuals' social and household circumstances and the External Factor such as labor demand and other employment-related issues, etc. [3] The concept of employability was classified into seven stages and articulated that the employability is not only depended upon the potential and capabilities of an individual, although also depend upon many of other factors such as availability of jobs and also on the issues like the working hours, duration of employment and amount of salary, level of satisfaction with their present employment or willing to move another job, and respectively getting a job in respect of others. The employability was divided into groups:

- i. Supply-side also is known as 'employability components' and
- ii. Demand-side also known as 'external factors'.

The employability component is are concerned with the employability related aspects such as skills; the passion to get job; person's moment' in

seeking work; accessing information and support networks and the nature of other personal barriers to work. On the other side, the external factors are concerned with issues like attitudes of employers towards the unemployed; the quality of training and education; and the supply of appropriate jobs in the local economy, etc. [4]

2. REVIEW OF LITERATURE

The hospitality industry encompasses various kind of skills. These skills can be classified in to technical skills that are referred as hard skills and initially were considered vital for employment but now only these technical skills are not sufficient to get employed [5] and there is equally need to possess a number of soft skills to perform efficiently and effectively in today's work environment [6]. The most preferred soft skills by employers are: 'integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethics [7] and further advocated that about 25% of success in the job is depend upon their technical abilities while 75% are depended upon the soft skills carried by them at the workplace [8]. Although, the knowledge of the subject matter of students is usually satisfactory still they lack in their interpersonal and other skills and its utmost responsibility of academic institutions to incorporate these needed skills as a part of their teaching and learning and enhance the intellectual capabilities to make them more employable and number of the academic institutions are not focusing on the development of soft skills in their students [9] and the classified the competencies into hard skills or soft skills and out of 20 competencies, only 03 skills were hard skills rest all 17 were related with soft skills category [10]. The person responsible for developing curricula must ensure about the competencies needed in today's world as formal education accelerated an individual's career growth [11] and meet with industry expectations of students [12].

The generic skills such as interpersonal, problem solving, and self-management as much important by hospitality managers [13]. By enhancing their skills, competencies, personal attributes, enthusiasm, self-confidence, and knowledge that are needed in the work place, make them more employable and such attributes will reinforce and likely to be successful in their career [14]. The technical, human, and conceptual skills are being required in the hospitality industry. The technical skills are required for task specific in entry-level managers, human skills are requires to manage

people, and conceptual skills are related to planning and visualizing. Hard skills are associated with the technical whereas soft skills correspond to the skills in the human and conceptual categories [15]. The first to study about managerial competencies mentioned that these competencies create differences between poor & average and superior managers and divided these competencies into "goal and action management, leadership, HR management, directing subordinates, focus on others, and in specialized knowledge." The study done by [16] mentioned regarding individual competencies needed for teamwork and classified such competencies into five dimensions; (a) conflict resolution (b) collaborative problem solving (c) communication (d) goal setting and performance management, and (e) planning and task coordination and based on these two studies, soft skills were classified into (1) Leadership/people/relationship skills, (2) Communication (3) Management/organization, and (4) Cognitive skills and knowledge [17].

Competency is seen as normally exhibits behaviors allows them to perform proficiently the assigned task/responsibilities [18] and the perception of employers towards the computer-related skills among hospitality students and perceived generic computer competencies as very important [19] whereas recommended about the industry-specific competencies also revealed and focused more on industry specific competencies despite generic competencies and developing those skills that make students employable [19] and get employment is the prime responsibility of academic institutions [20] and it becomes more vital when its significance reflect the value of education [21].

Massive changes have incurred in the world since 1980 onwards, the world is changing so dynamically and such continuous changes bring in the need of demand as well as in technology reinforce employees to accept these changes as a challenge with a positive attitude in terms of application and functioning of various types of equipments used in organization, kind of new software and systems, etc. As industries are using the latest technology and such quick technological advancement demands the ability to handle problems with creativity and find solutions for them [22].

Various authors, renowned academicians, and researchers have explained the term "employability" and most widely accepted and popular definitions are mentioned Table 1.

Table 1. Definitions of employability

Authors	Definitions	Key component
Treasury, 1997, p. 1) [23]	“Employability means the development of skills and adaptable workforces in which all those capable of work are encouraged to develop the skills, knowledge, technology and adaptability to enable them to enter and remain in employment throughout their working lives”.	Individuals’ skills
Hillage & Pollard, 1998, p.1) [24]	“Employability is about being capable of getting and keeping fulfilling work. More comprehensively employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment”.	Skills of achieving and sustaining job
Industry, C. C. O. B The Confederation of British Industry (CBI,1999,p.1) [25]	“The possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realize his or her aspirations and potential in work”.	Competencies needed at work place
Brown , Hesketh & Williams, (2003, p.111) [26]	“The relative chances of finding and maintaining different kinds of employment”.	Finding and maintain jobs
Yorke (2004, p.09) [27]	“A set of achievements - skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy”.	Ability to work and sustainability
Scholarios, Van Der Schoot, and Van Der Heijden (2005, p. 1) [28]	The extent to which employees have skills which the market and employers regard as attractive.”	Individual skills
Heijde, & Van der Heijden, 2006, p. 453) [29]	The continuous fulfilling, acquiring or creating of work through the optimal use of competencies”.	Competencies
Oliver (2015, p. 63) [30]	Employability is the ability to “discern, acquire, adapt, and continually enhance the skills, understandings and personal attributes that make (students/graduates) more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community, and the economy ”.	Skills needed at workplace

Source: By authors

By considering the above definitions, employability was referred to as the inculcation of knowledge, skills, and abilities that help to get entre in a profession and help to remain employment afterward. It was concerned with the potential to fulfill the need of the market and employment sustainability. The employability is possessing the skills that may enable to fulfill the needs of the employers and having the abilities to anticipate the customers’ demands, getting

and managing jobs in the future and is a set of skills and collection personal attributes that not only help in gaining employment, helps to attract employers also helpful in the growth, and able to accomplish the needs of an industry and the economy, as well. In other words, employability is the combination of the number of competencies, and skills help an individual in finding jobs, competencies and skills needed at workplace, helps to perform efficiently and

effectively and the maintaining and sustaining the jobs.

Hence, in nutshell, the employability may be understood as "initially as possessing knowledge, skills, and abilities that help in getting employment, continuous enhance and develop the abilities and skills to fulfill the needs of the market, employers and customers and remain significant and suitable for the workforce, society and to the economy."

2.1 Competencies and Skills in Hospitality Industry

Various authors, researchers, and theorists identified various competencies and skills used in the hospitality industry across the globe. Skill as considered as an ability to accomplish a task efficiently and effectively with predefined results as individual and let us know that which kind of abilities are required to accomplish a particular task or job competency is how an individual accomplished that task. The number of researchers articulated different competencies and skills that are essential in the hospitality industry and such skills lead toward the employability of an individual. The employability skills are transferable core skill groups that represent essential functional and enabling knowledge, skills, and attitudes required by the 21st -century workplace [31] and are necessary for career success at all levels of employment for every employee's [32] and these skills are the essential for employment and having the ability to finish the assigned work, possessing techniques or having ability to work independently [33]. These ability or competency as "combining education and training with the requirement of the labor market and helping mobility for individuals" [34]. Also, defined as "a set of achievements, skills, understandings, and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupation" and developed a model to enhance employability and described as "an ongoing process of engaging in reflective, evaluative and decision-making processes using skills for self-management and career-building, based on certain underlying traits and dispositional factors, to effectively acquire, exhibit and use generic and discipline-specific skills in the world of work" [35].

North American Free Trade Agreement (NAFTA) classified skills based on production-nonproduction worker, on the basis of education [36]. These skills were classified on the basis of

work and classified into routine vs. non-routine tasks and manual vs. cognitive tasks. Based upon on this basis of tasks, skills may be classified into routine manual tasks consisted traditional unskilled or semi-skilled tasks, routine cognitive tasks are associated with usually clerical kind of jobs, and non-routine cognitive tasks are concerned with managerial and scientific kind of tasks. The intricate natures of the hospitality industry create complexity in the functioning of their employees [37].

The hospitality industry is a service based industry and the employees frequently interact between customers and hotel staffs to serve to diverse group of customers [38]. Therefore, there is urge to enhance such skills, knowledge and competencies by academic institutions among their students that meet the industrial demands and expectations [39]. Various researchers identified various employability skills required at different levels of hospitality employees to prepare students well for the hospitality industry [40]. The Challenges facing by the hospitality industry and need to establish appropriate competencies and skills to enhance employees' potential through rigorous academic knowledge and training in accordance with specific job positions and prepared students with the required skills needed by the industry. Academic institutions have to prepare students with right kind of skills and competencies to fulfill the demand and needs of the hospitality industry [41]. Hence, all these complexities in terms of the most appropriate skills, make it indispensable to identify the most preferred and demanded skills by the employers and equip the hospitality students to fulfill the employers' expectations and performed their job successfully at the workplace in the hospitality industry.

3. RESEARCH METHODOLOGY

The research methodology adopted for this literature review is explained in the following sections:

3.1 Scope

The present study includes only empirical papers related to the skills required at the workplace by the hospitality industry and the quality studies published in reputed journals from 1983 to 2018 were considered. The studies were collected from the reputed journals to ensure the quality of selected papers for this study.

3.2 The Criteria and Process of the Selection of Articles

Employability comprises a huge range of skills. In this paper, only such studies were incorporated that were conducted in the field of the hospitality industry. In the selection of papers, the following criteria were followed: (a) the studies have been published from 1983 to 2018, (b) only the empirical nature of studied was included, and (c) the study should discuss the skills needed by the hospitality industry. In this paper, the researcher endeavored logically reviewed and the studies were done regarding the skills needed in the hospitality industry. The research papers related to the skills needed in the hospitality industry published in the journals of national and international reputes were downloaded with a cutoff limit from 1983 to 2018. The research papers were identified and selected through a systematic search procedure comprised of searching key words in the title, abstract, and keywords section of the papers. In this study, the studied were identifying employability skills across the globe by Google scholar by using the different sets of keywords like “employability skills” “skills needed in the hospitality industry” and “competencies in hospitality industry.” This search bestowed 345 research papers. Afterward, the abstracts of the papers were cross checked upon the content analysis to get only the relevant papers for the analysis, and this process obliterated 185 papers. Since the study is identified the most essential employability skills from the recruiter’s point of view, henceforth, the papers related with student’s and institutions point of views were also excluded from the list. This eliminated 101 more papers, and again the remaining papers were checked for duplication although have no duplicated paper was found

and at the end of this process, 59 valid papers were remained left for the study. Then, the collected papers were explored and systematized in accordance with skills needed in the field of the hospitality industry, and discussed in the collected studies. As, the world is changing in terms of need, technology, and geography, henceforth, the researcher made efforts to find out the most demanding employability skills needed by the hospitality industry, relevant and prevalent in the present scenario.

A taxonomic brief of research papers is presented in Table 2. All 59 selected papers were arranged chronologically. Only the empirical nature papers were considered in this study as they are more reliable and the results provide true description of skills in different contexts and cultures and the studies selected on primary research conducted in a different part of the world. Hence, the finding and conclusion of the study can be generalized globally.

A comprehensive list of various employability skills required in the hospitality industry was discussed in Table 3. Various skills were discussed in columns one, authors, years of the study conducted were discussed in column two and the total number of studies were discussed in column 3.

This current review reflected the significance of employability skills in the present context and there is a call for more for precise information to fulfill the demands of the industry in terms of requited employability skills. Therefore, this paper intends to explore the key employability skills reported as important by the hospitality industry’s perspective across the world through the process of a systematic research review.

Table 2. List of studies related with employability skills in hospitality industry

Sr. no.	Year	Authors
1	1983	Buergermeister [42]
2	1988	Tas [43]
3	1990	Carnevale [44]
4	1991	Secretary Commission on Achieving Necessary Skills (SCANS) [45]
5	1993	Sandwith [46]
6	1994	Okeiyi Finley and Postel [47]
7	1995	Hsu [19]
8	1996	Bach and Milman [48]
9	1996	Tas, LaBrecque and Clayton [49]
10	1996	Ineson and Kempa [50]
11	1996	Owlia and Aspinwal [51]
12	1997	Su, Miller, and Shanklin [52]
13	1999	Cho and Connolly [53]

Sr. no.	Year	Authors
14	1999	Miranda [54]
15	2000	Kay and Russette [55]
16	2000)	Seymour [56]
17	2000	Warhurst, Nickson,Witz and Cullen [57]
18	2000	Birdir and Pearson [58]
19	2001	Baum and Odger [59]
20	2001	Christou and Sigala [60]
21	2002	Lin [61]
22	2003	Chung-Herrera, Enz and Lankau [62]
23	2003	Agut, Grau, and Peiró [63]
24	2003	Wood [64]
25	2005	Law & Jogaratnam [65]
26	2006	Conway Monks,Buckley, Bagram, and Barrister [66]
27	2006	Connolly and McGing [67]
28	2006	Raybould and Wilkins [13]
29	2006	Baum [39]
30	2006	Robinson [68]
31	2007	Solnet, Robinson and Cooper [69]
32	2008	Subramonian [70]
33	2008	Archer and Davison [71]
34	2008	Nickson, Warhurst, Dutton, Hurrell [72]
35	2009	Whitelaw, Barron, Buultjens, Cairncross and Davidson [73]
36	2010	Nolan, Conway, Farrell and Monks [74]
37	2010	Jackson [75]
38	2010	Blomme , Rheede and Tromp [76]
39	2010	Johanson, Ghiselli, She and Roberts [77]
40	2010	Millar Mao and Moreo [78]
41	2010	Shafie and Nayan [79]
42	2011	Harkison, Poulston, & Ginny Kim [80]
43	2011	Ofori and Aryeetey [81]
44	2012	Robles [7]
45	2012	Blades and Gibb [82]
46	2012	Kamau and Waudo [83]
47	2013	Sisson and Adams [84]
48	2013	Weber, Crawford, Lee and Dennison [85]
49	2013	Asirifi, Doku, Morrison and Sackey [20]
50	2014	Huang [86]
51	2015	Alhelalat [87]
52	2015	Luka [88]
53	2015	Yang, Cheung, and Fang [89]
54	2016	Huang, Lalopa, andAdler [90]
55	2016	Cheong, Hill, Chung and Leong [91]
56	2016	Sotiriadis and Varvaressos [92]
57	2017	Weheba [93]
58	2017	Jiang and Alexakis [94]
59	2018	Li 88 [95]

Source: By authors

Table 3. Employability skills in hospitality industry

Skills	Name of author/s, and years of the study conducted	Total no. of studied
Guest Handling Skills	Tas (1988)	01
Self-Management	Chung-Herrera, Enz and Lankau (2003), Connolly and McGing (2006), Yang, Cheung,and Fang (2015), Birdir and	04

Skills	Name of author/s, and years of the study conducted	Total no. of studied
	Pearson (2000), Raybould and Wilkins (2006)	
Critical Thinking	Chung-Herrera et al (2003), Whitelaw. et.al., (2009)	02
Professionalism/ Professional Attitude	Tas (1988), Whitelaw. et.al., (2009), Christou and Sigala (2001), Nolan, et. al. (2010), (2014), Robles (2012), Conway et. al. (2006)	07
Problem Solving Skills	Carnevale (1990), Connolly and McGing (2006), Whitelaw. et. al. (2009), Christou and Sigala (2001), Cho and Connolly (1999), Solnet, Robinson and Cooper (2007), Shafie and Nayan, (2010), Ofori and Aryeetey (2011), Yang, Cheung, and Fang (2015), Bach and Milman (1996), wood (2003), Conway et. al (2006), Raybould and Wilkins (2006), Seymour (2000), Alhelalat (2015)	15
Professional and Ethical Standards	Tas (1998), Whitelaw. et.al.,(2009), Christou and Sigala (2001), Nolan, et. al. (2010), Huang (2014), Okeiyi Finley and Postel (1994), Conway et. al. (2006), Huang, Lalopa, and Adler (2016)	08
Leadership Skills	Sandwith(1993), Kay and Russette (2000), Whitelaw. et.al.(2009), Christou and Sigala (2001), Sisson et al (2013), Chung-Herrera et al. (2003), Robinson (2006), Ofori and Aryeetey (2011), Weber, et.al., (2013), Bach and Milman (1996), Miranda (1999), Wood (2003), Okeiyi Finley and Postel (1994), Subramonian (2008), Asirifi, et al. (2013), Alhelalat (2015), Luka (2015)	17
Oral Communication	Buergermeister (1983), Carnevale (1990), Ineson and Kempa (1996), Shafie and Nayan, (2010), Jackson (2010), Ofori and Aryeetey (2011), Li (2018), Johanson, et. al. (2010), Birdir and Pearson (2000), Okeiyi Finley, and Postel (1994)	10
Writing Skills	Buergermeister (1983), Carnevale (1990), Ineson and Kempa (1996), Archer and Davison (2008), Jackson (2010), Ofori and Aryeetey (2011), Li (2018), Johanson, et. al. (2010), Birdir and Pearson (2000), Okeiyi, Finley and Postel (1994)	10
Supervising Skills	Ineson and Kempa (1996), Connolly and McGing (2006), Okeiyi Finley and Postel (1994)	03
Customer Satisfaction	Buergermeister (1983), Ineson and Kempa (1996), Cho and Connolly (1999)	03
Customer Service Skills	Ineson and Kempa (1996), Conway et. al., (2006), Blades and Gibb (2012) Blades and Gibb (2012), Connolly and McGing (2006), Nolan, et. al. (2010), Li (2018), Wood (2003)	08
Ability to Manage Life-Threatening Situations	Kay and Russette (2000)	01
Ethics and Integrity	Chung-Herrera et al. (2003), Su, Miller, and Shanklin (1997), Robles (2012), Huang, Lalopa, and Adler (2016)	04
Time Management	Chung-Herrera et.al., (2003), Solnet, Robinson and Cooper (2007), Ofori and Aryeetey (2011), Yang, Cheung, and Fang (2015), Okeiyi Finley and Postel (1994)	05
Flexibility/Adaptability	Carnevale (1990), Chung-Herrera et. al. (2003), Li (2018), Robles (2012)	04
Self-Development	Chung-Herrera et al. (2003)	01
Anticipate Customer Needs	Chung-Herrera et al. (2003), Huang (2014), Baum (2006)	03
Commitment	Chung-Herrera et al. (2003)	01

Skills	Name of author/s, and years of the study conducted	Total no. of studied
Interpersonal Skills	Su, Miller, and Shanklin (1997), Kay and Russette (2000), Shafie and Nayan, (2010), Jackson (2010), Subramonian (2008), Raybould and Wilkins (2006), Millar Mao and Moreo (2010), Carnevale (1990), Sandwith (1993), Sisson and Adams (2013), SCANS (1991), Ofori and Aryeetey (2011)	13
Management Information Systems	Su, Miller, and Shanklin (1997)	01
Personnel Management	Su, Miller, and Shanklin (1997), Connolly and McGing (2006), Sisson and Adams (2013), Bach and Milman (1996), Miranda (1999), Okeiyi Finley and Postel (1994), Conway et al. (2006)	07
Information Technology	Cho and Connolly (1999), Ofori and Aryeetey (2011), Blades and Gibb (2012), Law and Jogaratnam (2005), Alhelalat (2015)	05
Customer Service Skills	Ineson and Kempa (1996), Conway et al. (2006), Blades and Gibb (2012), Blades and Gibb (2012)	04
Technical/Hard Skills	Sandwith(1993), Kay and Russette (2000), Sisson and Adams (2013), Agut, Grau, and Peiró (2003), Bach and Milman (1996)	06
Listening Skills	Carnevale (1990), Shafie and Nayan, (2010), Birdir and Pearson (2000)	03
Human Relations	Tas, LaBrecque and Clayton (1996), Connolly and McGing (2006)	02
Administrative-Skills	Sandwith (1993), Kay and Russette (2000)	02
Good Communication Skills	Tas (1988), Kay and Russette (2000), Chung-Herrera et al. (2003), Connolly and McGing (2006), Robinson (2006), Solnet, Robinson and Cooper (2007), Archer and Davison (2008), Shafie and Nayan, (2010), Li (2018), Lin (2002), Johanson et al. (2010), Bach and Milman (1996), Robles (2012), Asirifi et al. (2013), Weheba (2017), Blades and Gibb (2012), Seymour (2000), Luka (2015)	17
Basic Trade Skills	Carnevale (1990), SCANS, (1991), Shafie and Nayan, (2010), Wood (2003)	04
Thinking Skills	SCANS (1991)	01
Soft Skills	Nickson et al. (2008), Sisson and Adams (2013), Nolan et al. (2010), Li (2018), Jiang and Alexakis (2017), Huang, Lalopa, and Adler (2016)	06
Positive Customer Relationships	Tas (1988), Okeiyi Finley and Postel (1994)	02
Positive Working Relationship	Tas (1988), Blades and Gibb (2012)	02
Thinking Creatively	Carnevale (1990), Shafie and Nayan, (2010)	02
Personality Development	Carnevale (1990), Bach and Milman (1996), Baum and Odger (2001), Connolly and McGing (2006), Archer and Davison (2008), Harkison et al. (2011), Huang (2014), Li (2018), Huang, Lalopa, and Adler (2016)	09
Team Work	Carnevale (1990), Archer and Davison (2008), Shafie and Nayan, (2010), Nolan et al. (2010), Ofori and Aryeetey (2011), Robles (2012), Subramonian (2008), Conway et al. (2006)	08
Influencing Skills	Carnevale (1990)	01
Cognitive Skills	Sandwith (1993)	01
Crisis Management	Tas, LaBrecque and Clayton (1996), Huang (2014)	02

Skills	Name of author/s, and years of the study conducted	Total no. of studied
Knowledge of Legislations	Tas, LaBrecque and Clayton (1996)	01
Operational Efficiency	Tas, LaBrecque and Clayton (1996),	01
Positive Attitude towards Work	Owlia and Aspinwal (1996), Ofori and Aryeetey (2011), Harkison et al. (2011), Huang (2014), Cheong, et al. (2016), Li (2018), Robles (2012), Huang, Lalopa, and Adler (2016)	08
Yield Management	Hsu,1995, Kay and Russette (2000)	02
Generic Skills/ Core Skills	Baum and Odger (2001), Hsu,(1995)	02
Human Resource Skills	Connolly and McGing (2006), Shafie and Nayan, (2010), Okeiyi Finley and Postel (1994), Seymour (2000)	04
Finance Related Skills	Connolly and McGing (2006), Miranda (1999)	02
Analytical Skills	Connolly and McGing (2006) , Solnet, Robinson and Cooper (2007), Archer and Davison (2008), Lin (2002)	03
Conflict Management Skills	Robinson (2006), Miranda (1999, Okeiyi Finley and Postel (1994)	03
Decision-Making	Solnet, Robinson and Cooper (2007), Archer and Davison (2008), Shafie and Nayan, (2010), Ofori and Aryeetey (2011), Birdir and Pearson (2000)	05
Risk-Taking	Solnet, Robinson and Cooper (2007)	01
Integrity	Archer and Davison (2008)	01
Intellectual Ability	Archer and Davison (2008), Jackson (2010)	02
Confidence	Archer and Davison (2008), Ofori and Aryeetey (2011)	02
Planning & Organizational Skill	Archer and Davison (2008)	01
Thinking Creatively	Shafie and Nayan, (2010)	01
Applied Skills	Jackson (2010)	01
International Language	Jackson (2010)	01
Affective Commitment	Blomme , Rheede, Van and Tromp (2010)	01
Numeric Skills	Ofori and Aryeetey (2011)	01
Self Discipline	Ofori and Aryeetey (2011)	01
Work Ethics	Ofori and Aryeetey (2011)	01
Negotiation Skills	Ofori and Aryeetey (2011)	01
Creativity / Innovative	Ofori and Aryeetey (2011), Yang, Cheung and Fang (2015), Birdir and Pearson (2000), Bach and Milman (1996)	04
Initiative Skills	Harkison, Poulston and Ginny Kim, (2011), Blades and Gibb (2012)	03
Conflict Resolution	Kamau and Waudu (2012)	01
Multi Tasking	Kamau and Waudu (2012), Birdir and Pearson (2000)	02
Mixed Competency	Sisson and Adams (2013)	01
Willingness to Deal With Customer	Huang (2014)	01
Empathically Deal Customers	Huang (2014), Baum (2006)	02
Self-Motivation	Huang (2014)	01
Intrinsic Personality	Cheong, Chung and Leong (2016)	01
Demonstrating Skills	Li (2018)	01
Adaptation to Environmental Changes	Lin (2002)	01
Computer Knowledge	Hsu,1995, Johanson et al. (2010)	02
Security and Safety of	Johanson et al. (2010)	01

Skills	Name of author/s, and years of the study conducted	Total no. of studied
Guests		
Basic Knowledge Of Flavour, and Food Quality	Birdir and Pearson (2000)	01
Prioritizing Skills	Birdir and Pearson (2000)	01
Managerial Skills	Agut, Grau, and Peiró (2003), Bach and Milman (1996), Wood (2003), Alhelalat (2015)	04
Employee Relations	Miranda (1999) ,wood (2003), Asirifi,et.al., (2013)	03
Courtesy	Robles (2012)	01
Social Skills	Robles (2012)	01
Integrity	Robles (2012)	01
Willingness to Learn	Blades and Gibb (2012)	01
Responsibility	Robles (2012)	01
Time Management	Okeiyi Finley and Postel (1994)	01
Language Perfection	Weheba (2017), Alhelalat (2015)	02
Appearance Skills	Weheba (2017)	01
Improving own Learning/Performance	Blades and Gibb (2012)	01
Emotional Ability/	Seymour (2000), Sotiriadis and Varvaessos (2016)	02
Emotional Intelligence	Warhurst et al. (2000), Baum (2006 b)	02
Cultural Skills	Sotiriadis and Varvaessos (2016), Alhelalat (2015), Luka (2015)	03
Experiential Skill	Sotiriadis and Varvaessos (2016)	01
Collaboration Skills	Luka (2015)	01
Presentation Skills	Luka (2015)	01
Ability to use Several Languages	Luka (2015)	01

Source: By authors

4. DATA ANALYSIS

On the basis of the earlier studies, the researcher identified the most repeated skills and based upon that determined the most important skills from recruiters point of view in the hospitality industry.

4.1 Most Commonly Reported Skills

After an investigation of employability skills, 97 unique skills were identified in totality. The most commonly needed top 10 skills are mentioned in Fig. 1. The study explored Leadership skills and Communication Skills both were the most commonly reported in 17 out of 58 studies. Problem-solving skill was the second most commonly reported, cited in 15 studies. Interpersonal Skills was the third most reported skill, reported in 13 studies, followed by Oral and Written Communication Skills (reported in 10 studies), Personality Development (reported in 9 studies). Teamwork, Positive attitude and Customer service skills, all 3 were equally

reported in 8 studies, followed by Professional and Ethical Standards (reported in 8 studies). Personnel Management and professionalism or professional attitude, both (reported in 7 studies), Hard and Soft Skills (reported in 6 studies), Time management Skills, Decision-making skills, and Information technology, all three skills were reported in 5 studies. The graphical representation of the most needed skills by the employers is mentioned at Fig. 1.

4.2 Skills Reported by Least Number of Studies

The least reported skills were Self-Development, Commitment, Management Information Systems, Influencing Skills, Cognitive skills, operational efficiency, knowledge of legislations, risk-taking, Integrity, Planning & organizational skill, Conflict resolution, mixed competency, willingness to deal with the customer, International language, Affective commitment, Numeric skills, Self-discipline, Positive Work Ethics, Negotiation skills, Professional Skills, Social development

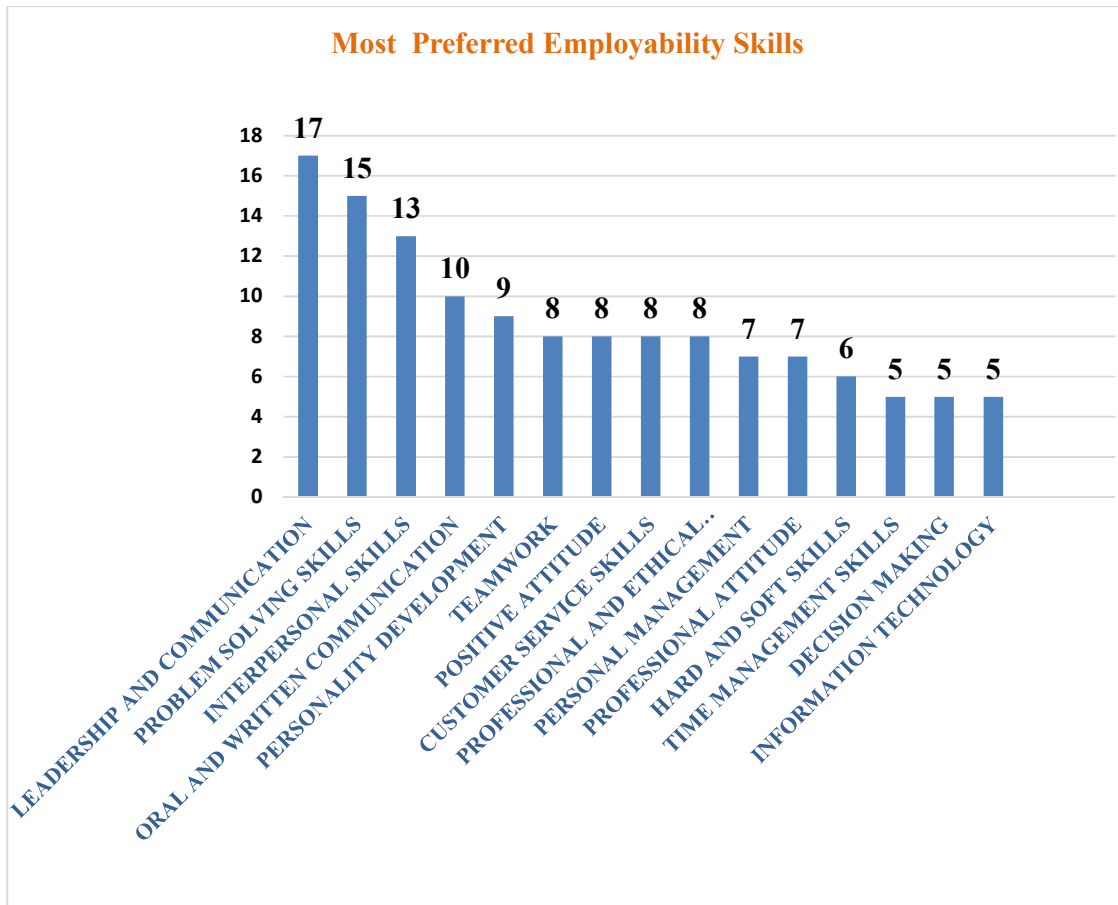


Fig. 1. Most preferred employability skills

Source: By authors

skills/Self-efficacy, Self-motivation, Intrinsic personality, Demonstrating skills, Adaptation to environmental changes, Operational knowledge, Problem identification, Security and Safety of guests, Basic skills, Prioritizing Skills, Courtesy, Social skills, Integrity, Willingness to learn, Responsibility, Time management, Appearance Skills, Improving own learning and performance, Experiential skill, Collaboration skills, Presentation skills and the ability to use several languages.

5. CONCLUSION

The paper identified the most studied employability skills by researchers across the globe in the field of the hospitality industry. As the study conducted from the industry's point of view, the academic institutions while designing curricula must create such academic ambience where the skills reported by the study can be inculcated among their students through

theoretical as well as practical knowledge, and develop them by developing employability skills and attributes required globally. The finding of this study is based on previous studies and found the various definitions of employability skills along with the most preferred skills demanded by the industry, all over the world. The study also conferred about moderate and least reported skills by the hospitality industry in the study and the academic institutions have to make efforts to develop these skills among their students as expected globally by the hospitality industry. There is an urgent requirement of the academic institutions may design their course curriculum as per the needs of the industry and developed the theoretical as well as practical skills among their students. The individual students also endeavor to change their mindset and mold themselves according to requirement of the hospitality industry. All the stakeholders have take active participation to overcome the problems. The study highlighted only the requirement of industry

and mentioned the skills preferred by the industry. In future, more studies may be carried out by other stakeholders i.e. students and academia also.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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