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**Of things to come:
Tourism and hospitality education in a post-industrial age**

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Bio - Dianne Dredge is Professor in the Department of Culture and Global Studies, Aalborg University, Copenhagen, Denmark. She is Chair of the Tourism Education Futures Initiative (TEFI), a global network of over 250 tourism educators who believe in the powerful transformative effects of education in building sustainable and just forms of tourism for the future. Originally trained as an environmental planner, Dianne has research interests in collaborative governance, community capacity-building, tourism policy ecologies, education and development. She has an active research and change agenda in tourism and hospitality education, and gender and the tourism academy. While originally from Australia, Dianne has also lived and/or worked in Canada, Mexico, China and Denmark, experiences that have sharpened her interest in embedded community case study methodologies, community participation, capacity-building, and cross-cultural communication.

Introduction

Across the globe, tourism higher education is undergoing massive and sustained change driven by three interlocking sets of concerns. First, there are massive changes taking place in the global higher education environment that have important implications for how tourism education is positioned at national, sub-national and institutional levels. Second, as most developed countries move into a post-industrial epoch, traditional industrial tourism structures and practices are increasingly subject to pressures that are likely to bring about significant structural change. Third, massive changes in higher education combined with the changes taking place in tourism itself, suggest that there are significant implications for the future of tourism and hospitality higher education. Yet to date, discussion and exploration of this latter concern—the future of tourism education—has taken place in isolation from the earlier two areas of concern, almost as if they were discourses painted on different canvasses, coloured with different values and issues, and crafted using different language. This paper explores future challenges for tourism and hospitality education within this changing tourism world, and it discusses key issues for the future development of tourism curriculum and for professional development.

Global challenges in higher education

Global higher education is undergoing massive and sustained change (Gidely, 2012; OECD, 2007). Higher education policy is increasingly toes to economic policy, where the emphasis is on developing a higher education system that feeds into and supports and economic growth and innovation agenda and employment. While different systems of

government are addressing these challenges in different ways, and the speed of change varies significantly, there are a number of drivers that most countries have in common. In particular, higher education management is increasingly inspired by neoliberal imperatives that entail the market management of educational institutions. Strategies adopted include a focus on marketing and branding to attract higher numbers of students and increased attention to operational efficiencies; a focus on the student as consumer; increased competitiveness among institutions at local and global scales; and the uptake of crudely designed performance metrics and rankings (Marginson, 2011; OECD, 2008). In addition, the mobility of staff and students via collaboration and exchange programs such as Erasmus and Tempus and the mobility of institutions themselves, through the setting up of overseas campuses and program delivery at partner universities, is also on the rise (Marginson, 2008).

These changes have brought many significant benefits for students and staff across the world. According to the OECD (2012), between 2000 and 2011 the number of international students enrolled in tertiary education outside their home country increased more than three times, from 1.3 million to 4.3 million students. But at the same time, the growth in both domestic and international students enrolments has created considerable stress on educational institutions that have had to deal with rising student numbers and declining public funding per student. At the same time, governments are taking a very utilitarian approach to higher education funding by seeking to tie funding to employment outcomes. In this context, tourism education has been increasingly framed around supplying graduates into a tourism industry that is undergoing significant restructuring.

Tourism in a post-industrial epoch

Tourism has traditionally been positioned as an industry sector; it has been organised as an industry with key stakeholders forming pressure groups to pursue their interests; and governments have responded with industry policy approaches aimed at growing demand, reducing barriers to investment in “industrial plant”, and improving industry performance (Dredge, 2015). But tourism and hospitality are now showing signs of moving into a post-industrial epoch. In this new order, the tourism industry is moving away from a Fordist industrial model of production and consumption; it is de-industrialising and its traditional structures (supply chains, management structures, etc) are breaking down and reconfiguring. The rise of collaborative consumption (e.g. skill, expertise, products and material sharing platforms), platform capitalism (e.g. Airbnb, Windmu, Stayz, Uber) and peer-to-peer communication practices (e.g. TripAdvisor) that bypasses traditional tourism intermediaries such as regional tourism organizations have contributed to breaking down the traditional industrial organization of tourism. As a result, tourism products and experiences are being reinvented in space and time by non-traditional actors, and new disruptive innovations, brought on by technologies (e.g. social media and collaborative economy platform capitalism) are changing the fundamental nature of tourism relationships, experiences and practices. There is a blurring of boundaries between home and away, visitor and resident, tourism and leisure and so on. In this de-structuring and restructuring of tourism, and changes induced by processes of globalization and individualization, the production and consumption practices of tourism are being remade.

At the same time as these fundamental changes are occurring in the industry, there is also increasing concern over the depth and breath of tourism market failures, louder calls for attention to sustainable production and consumption of tourism, and a heightened emphasis on sustainable consumption and global citizenship. The need to live more sustainably, and within our ecological limits, has promoted political consumerism, and has empowered living local and take back the economy social movements. So what do these shifts in both the nature and focus of higher education, and the structural changes taking place in the tourism industry mean for tourism higher education?

The future of tourism higher education

As recently as February 2016, the EU Commission released a report on tourism education and training which supposedly maps employment opportunities within tourism sector and provides directions for tourism education with regard to the skills and knowledge required (European Commission, 2016). Somewhat disappointingly, the report took a very narrow instrumental approach to conceptualising the characteristics and employment needs of the existing tourism industrial sector, and there was little to no engagement with the bigger picture sketched out above, and how tourism skills and knowledge needs will change significantly in a post-industrial epoch. This report found that tourism jobs existed in four main areas: attractions and activities, accommodation, travel and tours, and destination management (see Table 1).

Table 1. Tourism related occupation by (sub)sector

ATTRactions & ACTIVITIES	ACCOMMODATION	TRAVEL & TOURS	DESTINATION MANAGEMENT
Sectors <ul style="list-style-type: none"> Arts facilities Museums, cultural activities Historical sites and similar Botanical / zoological gardens & nature reserves Gambling and betting Sports & fitness facilities Amusement / theme parks Other amusement and recreation Meetings, incentives, conferences, exhibitions 	Sectors <ul style="list-style-type: none"> Hotels & similar Holiday & other short-stay Camping grounds, recreational vehicle parks and trailer parks 	Sectors <ul style="list-style-type: none"> Tour operators Travel agencies Passenger transport 	Sectors <ul style="list-style-type: none"> Public administration Membership organisations Public relations and communications Advertising and market research
Occupations <ul style="list-style-type: none"> Customer experience manager Guide / instructor Communication / promotion agent Product manager Sustainability manager Events manager Project manager events Steward / Stewardess 	Occupations <ul style="list-style-type: none"> Camping ground manager Customer experience manager Entertainment manager Executive housekeeper Establishment manager Rooms division manager Concierge Entertainment officer Housekeeping supervisor Night auditor Receptionist Revenue manager Sales manager Marketing manager Web-marketing manager Yield manager Pricing manager 	Occupations <ul style="list-style-type: none"> Manager / CEO Tourism contract negotiator/buyer Product manager Tour / Holiday representative Travel adviser/consultant Revenue manager Sales manager Marketing manager Web-marketing manager Yield manager Distribution manager Pricing manager Promotion / Communication manager Travel manager / Buyer (corporate customer) Travel buyer (corporate customer) 	Occupations <ul style="list-style-type: none"> Destination manager Tourism promotion / communication agent Tourism promotion / communication manager Tourist information agent Tourist guide Tourism development officer Sustainability manager

Source: European Commission (2016) Mapping and Performance check of the supply side of tourism education and training.

To be clear, I am not arguing that there will be a complete disintegration of the current tourism industrial system or that the above jobs will become obsolete, but that it is incumbent upon tourism educators when discussing the future of tourism higher education, to take into account the massive changes that are taking place, and to accept

that, in the future, the structures and practices of tourism will be different, will continue to evolve, and skill requirements of tomorrow cannot simply be extrapolated from current conditions. In other words, we are moving towards an epoch where an increasing number of graduates will have to create their own employment opportunities in a diverse service economy.

In considering what are the jobs and skill requirements of tourism workers (both self-employed and those going into the traditional sector), it is useful to call upon insights from futurists. Thomas Frey is one such futurist who argues that many future jobs have not been thought of today, and it is therefore to keep an open and flexible approach to skill, knowledge and competence development in the future (Frey, 2014a). Drawing upon Frey's work, and also taking into account the shifts discussed above, it is posited that a range of new new tourism jobs will be needed in the future as shown in Table 2. While this Table does not provide a comprehensive list, the table demonstrates that it is important to think beyond current conditions when considering the future.

Table 2 – Future jobs in tourism

Sharing economy	Transport	Tourism Consumption
Sharability auditors/assessors Corporate sharing managers Opportunity spotters Impact assessors Involvement specialists	Personal rapid transit systems Transit managers, logisticians	Production, bundling specialists Experience enhancers/customizers Destination concierge specialists Sustainable tourism consumption auditors Personal event co-ordinators Augmented reality destination managers

Source: Author and Frey, T. (2014b) Inventing tomorrows jobs.

Frey (2015) also provides insights into the type of skills that might be required in the future, many of which are focused on adapting to future conditions. Table 3 identifies this range of skills, and suggests that the skills of the future are predominantly 'soft skills' that reflect personal and professional qualities that need to be developed through deep reflexive development. These insights offered by foresight analysis suggest a number of implications for tourism higher education that cannot be ignored.

Table 3 – Future skills

<i>Transitionists</i> - those who help to make transitions <i>Expansionists</i> - those with a talent for growing/adapting things <i>Maximizers</i> - those who can maximize process, situations, opportunities <i>Inflectionists</i> - those who can find critical inflection points <i>Dismantlers</i> - those who can scale back <i>Feedback loopers</i> - those who can devise feedback loops <i>Backlashes</i> - those who can respond to backlashes <i>Last Milers</i> - those who can extract last returns <i>Contextualists</i> - those who see how big picture applies to local issues <i>Ethicists</i> - those who can ask tough questions about moral limits <i>Philosophers</i> - those who can apply philosophy to solve problems <i>Theorists</i> - those who can produce new products

Source: Frey, T. (2015). 162 Future Jobs: Preparing for Jobs that Don't Yet Exist

Conclusions

This paper has sought to explore future challenges for tourism and hospitality education within this changing tourism world, and it discussed key issues for the future development of tourism curriculum and for professional development. It has argued for the need to appreciate the changing nature of tourism from an industrial system to a post-industrial one, and by corollary, the need to move beyond thinking of tourism as little more than an industry. In this future view, tourism will become more integrated into daily life, consumer decisions will be more politicised around sustainability and being a good consumer citizen. As a result, it will become important to let go of the existing instrumental approaches to knowledge and skill development in higher education as demonstrated in the recent European Commission report on tourism education and training. For graduates, there will be an increased emphasis on soft skills that showcase professional qualities such as self-reflexivity, adaptability, collaboration, communication and flexibility. The challenge for higher education is to embrace this change, and to develop curricula and learning experiences that develop, enhance and strengthen these soft skills. Curricula that assist in job creation (not simply supply graduates for industry) will also become increasingly important.

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