

# Skills Gap Analysis for the Jordanian Tourism Sector

Amman, 12<sup>th</sup> September 2022



AGENZIA ITALIANA  
PER LA COOPERAZIONE  
ALLO SVILUPPO



POLITECNICO  
MILANO 1863



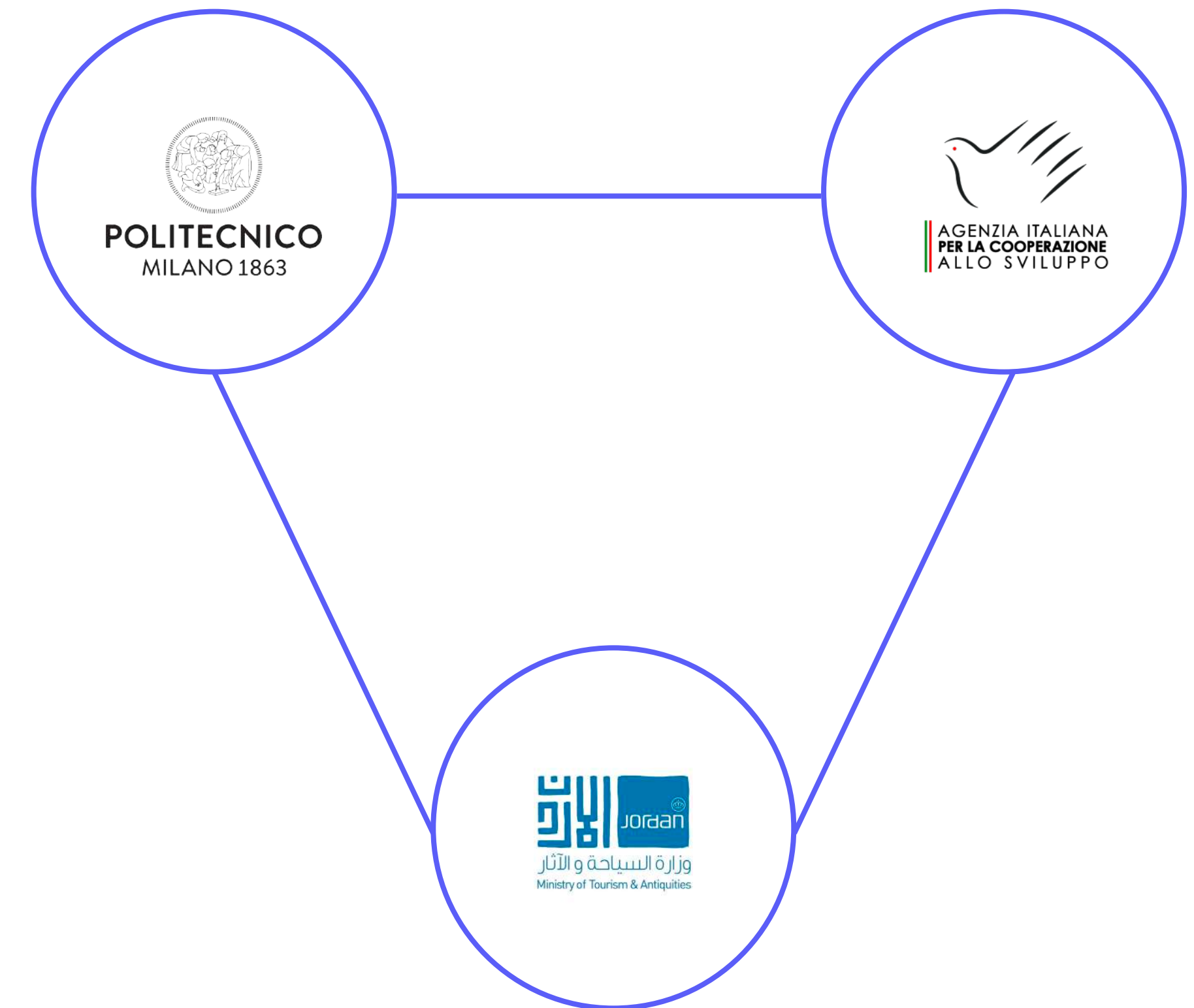


## 1. Introduction

# 1.1 The background of the project

This project fits into the **Memorandum of Understanding (MoU)** signed in March 2017 between the Italian and the Jordanian Governments on the **Italian Aid Programme for the years 2017 - 2019**, pledged investments on the development of human resources in support of sustainable growth and social cohesion.

In this respect, the two Governments signed on October 3<sup>rd</sup>, 2019 the **Intergovernmental Agreement for the financing of a Sector Budget Support (SBS)** to sustain the Government of Jordan to implement the “**National Human Resources Development Strategy 2016-2025**”.



## 1.2 Project overview

The results described in this presentation fit into a **Skills Gap Analysis** for the Tourism, Hospitality and Heritage sectors, aimed at **mapping the current educational situation** compared to the **request of the labour market**, and at proposing **new professions and their academic paths**, that should be updated and innovative.

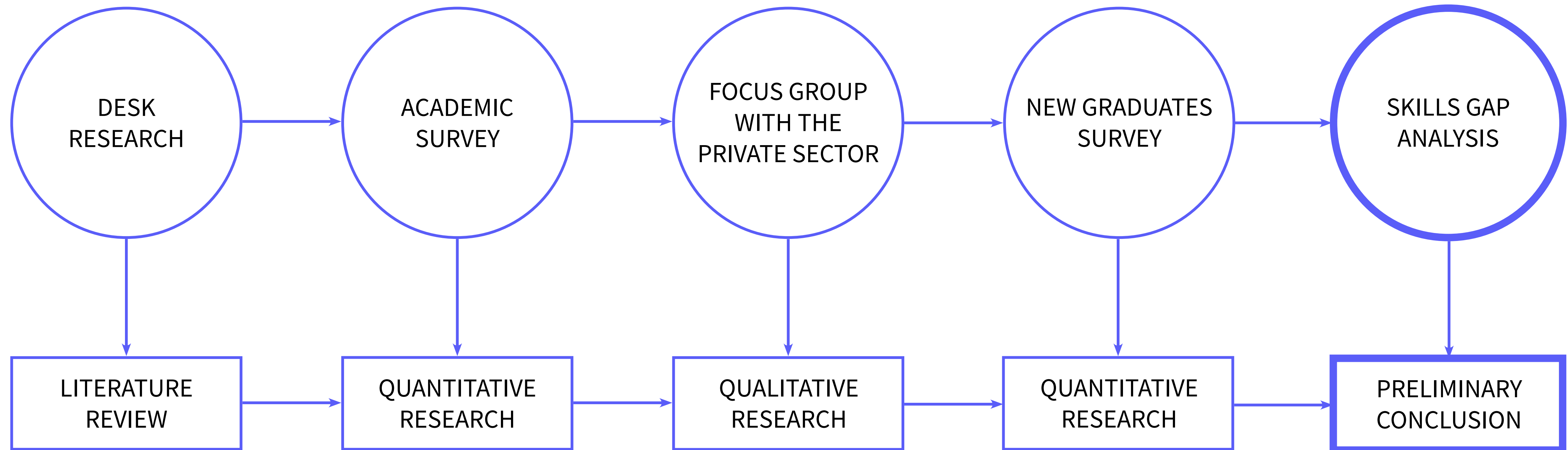
The **objectives** of the project are:

- Definition of the actions for the strategic development plan for tourism to **raise the overall competitiveness of Jordan's tourism industry and enhance the visitor experience through innovation in product development.**
- Identification of at least **10 innovative professional profiles and related skills and competence requirements** for the tourism industry, the conservation and enhancement of cultural heritage and landscapes.



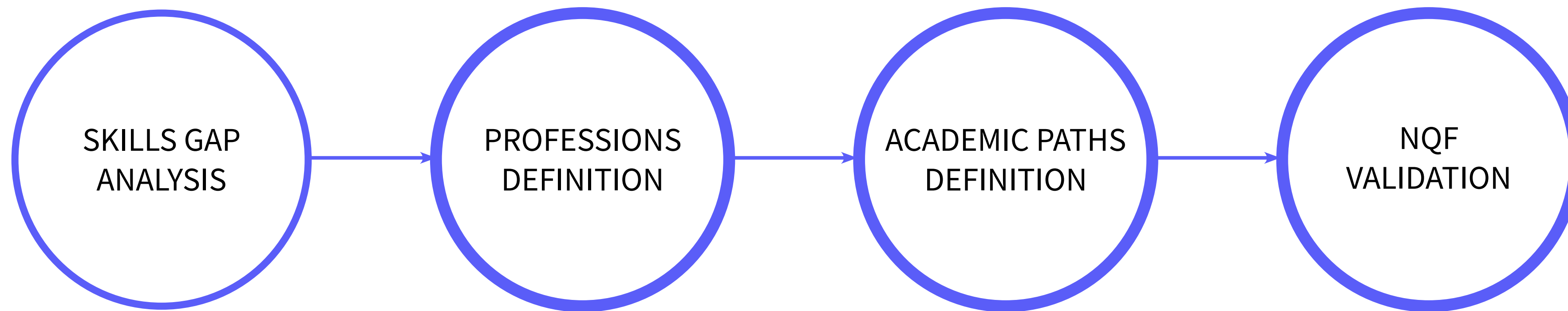
# 1.3 Process & Methodology

## MIXED RESEARCH METHODOLOGIES AND PROCESS



## 1.3 Process & Methodology

### FINAL PHASES



The Skills Gap analysis process is therefore fundamental in highlighting those skill sets that need to be integrated or are missing, and to start the process of professional and academic paths definition: the reference scenario will therefore envisage, on the one hand, the possibility of **integrating the aforementioned skills to already existing professions**, so as to update them to make them competitive on the market; on the other hand, that of **designing completely innovative professions needed to fill specific and evolving gaps**.

The latter project phases involve **verification by the NQF to validate what has been indicated**.



## 2. Desk Research



## 2.1 Literature review

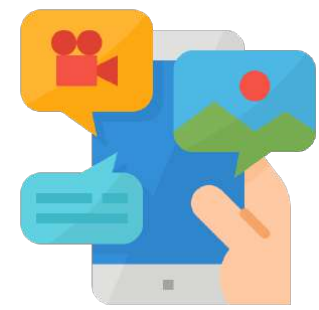
The first followed step to produce the Skills Gap Analysis has been the **literature review**. The main resources have been:

- *A national strategy for human resource development 2016-2025*, Hashemite Kingdom of Jordan (2015)
- *Reforming technical and vocational education and training: a gateway for building a skilled youth workforce in the arab region*, UN (2020)
- *Education strategic plan 2018-2022*, Jordanian Ministry of Education (2018)
- *National youth strategy 2019-2025*, Hashemite Kingdom of Jordan (2018)
- *Quality assurance in vocational education and training in Jordan*, ETF (2020)
- *Policies for human capital development Jordan*, ETF (2021)
- *The future of work and skills development in tourism*, UN WTO (2021)
- *Jordan: Education, training and employment developments 2020*, ETF (2020)
- *Public-private partnerships for skills development: a governance perspective*, ETF (2020)
- *Jordan national qualifications framework*, Accreditation and quality assurance commission for higher education institutions (2019)
- *Jordan: support to policy dialogue on skills development in the tourism sector in Jordan*, European Bank (2020)
- *Labour market analysis in the tourism sector*, GIZ (2021)



## 2.2 Skills clusterization

Through the process of literature review has been possible to define different **skills sets**, which are:



DIGITAL SKILLS



ANALYTICAL SKILLS



MARKETING SKILLS



TEAMWORK SKILLS



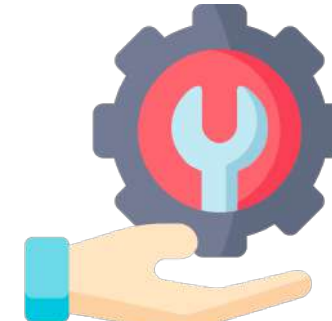
CUSTOMER RELATIONSHIP SKILLS



HERITAGE MANAGEMENT SKILLS

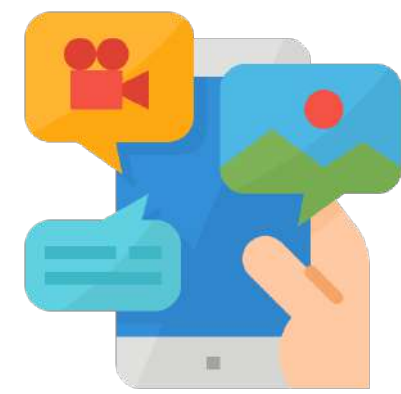


BUSINESS ADMINISTRATION SKILLS



TECHNICAL SKILLS

## 2.3 Skills sets



### DIGITAL SKILLS

OPERATING SYSTEM USE

CYBER SECURITY

COMMUNICATION

COMPUTER PROGRAMMING

USE OF SOFTWARE

WEBSITE DEVELOPMENT

SOCIAL MEDIA MANAGEMENT

SENTIMENT ANALYSIS

DATA ANALYTICS

AI AND ROBOTICS



### MARKETING SKILLS

PROMOTION OF TOURISM

IDENTIFY TARGET AREAS

SOCIAL MEDIA MARKETING

SALES

SEO AND SEM

BRAND MANAGEMENT

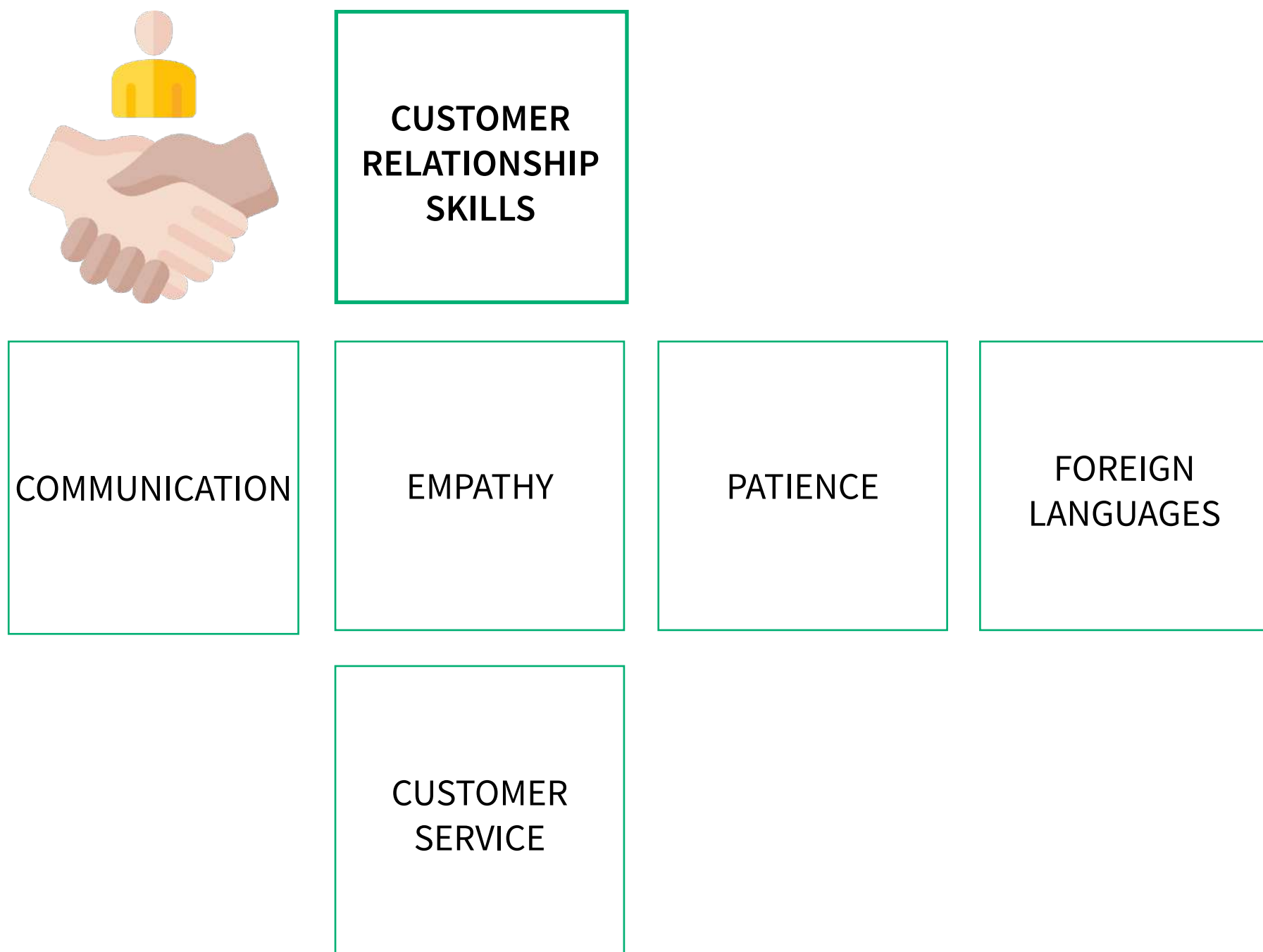
ANALYTICS

EMAIL MARKETING

STORYTELLING



## 2.3 Skills sets



## 2.3 Skills sets



### ANALYTICAL SKILLS

COST-BENEFIT ACCOUNTING

AUDITING

RESEARCH

PROBLEM SOLVING

STATISTICS

REPORTING

CREATIVITY

BRAINSTORMING

DECISION MAKING

TIME MANAGEMENT



### TEAMWORK SKILLS

COMMUNICATION

EMOTIONAL INTELLIGENCE

ORGANIZATION

DELEGATE

PROBLEM SOLVING

LEADERSHIP

TEAM MANAGEMENT

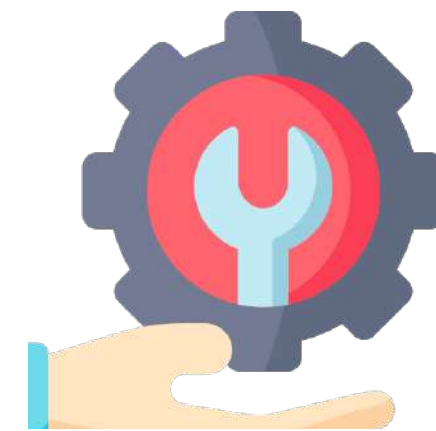
NETWORKING



## 2.3 Skills sets



**HERITAGE  
MANAGEMENT  
SKILLS**



**TECHNICAL  
SKILLS**

A PRECISE AND GENERALISABLE MAPPING OF TECHNICAL SKILLS IS NOT POSSIBLE DUE TO THE PECULIARITIES OF EACH FIELD TAKEN INTO CONSIDERATION.





### **3. Quantitative & Qualitative Research**



## 3.1 Academic survey

The aim of this survey has been to highlight **current gaps from the perspective of academic institutions.**

There is a big **gap between developed and required skills**. The analysis results show that even with a high percentage of students getting the final certificate, there is a **low/medium percentage of job placement**. The result is that **unemployment is high** in the country for the tourism sector.

A significant number of academic institution does not have information about students' careers after the educational path. **Lack of data does not allow to have feedback on their performances**. It would be essential to discover the reasons why only a **few students continue their studies after college or a bachelor's degree**.

Since every academic institution offers a training period, it is mandatory to investigate the reason **why the labor market perceives a lack of needed skills in the new employees**. Due to this gap, it can be understood the presence **communication issues** between academic institutions and the private establishments.

**SAMPLE**  
Expected answers: **117**  
Received answers: **85** (73%)  
Valid answer: **55** (47%)

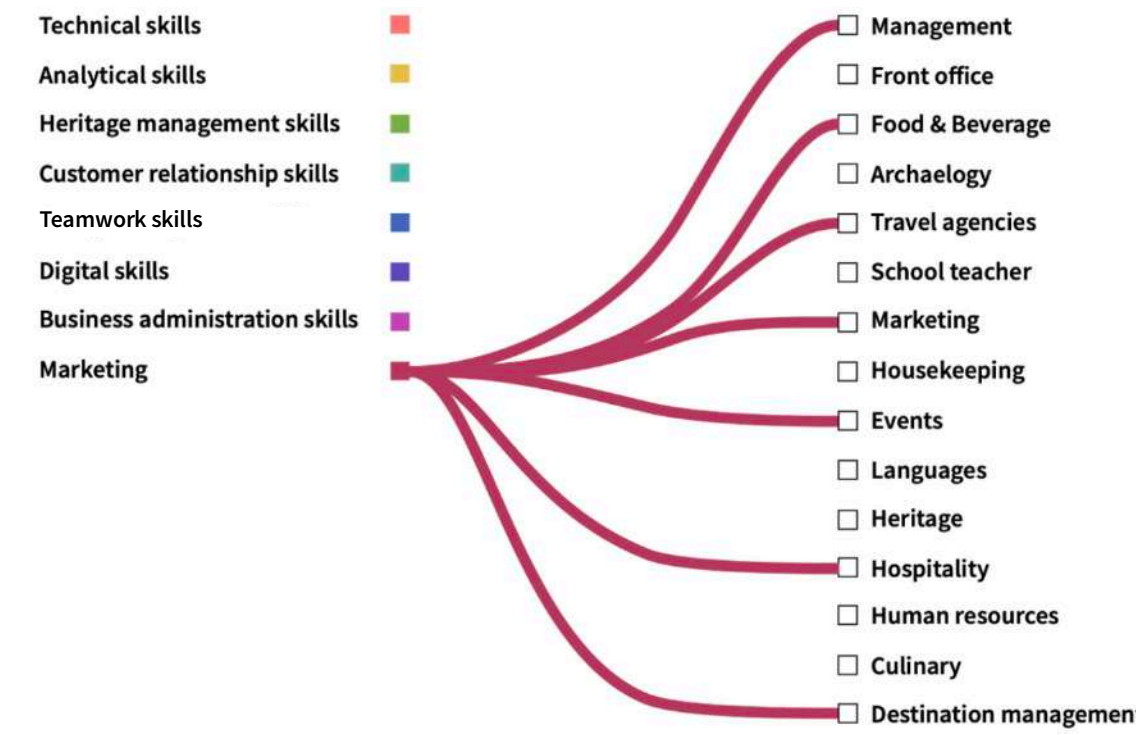
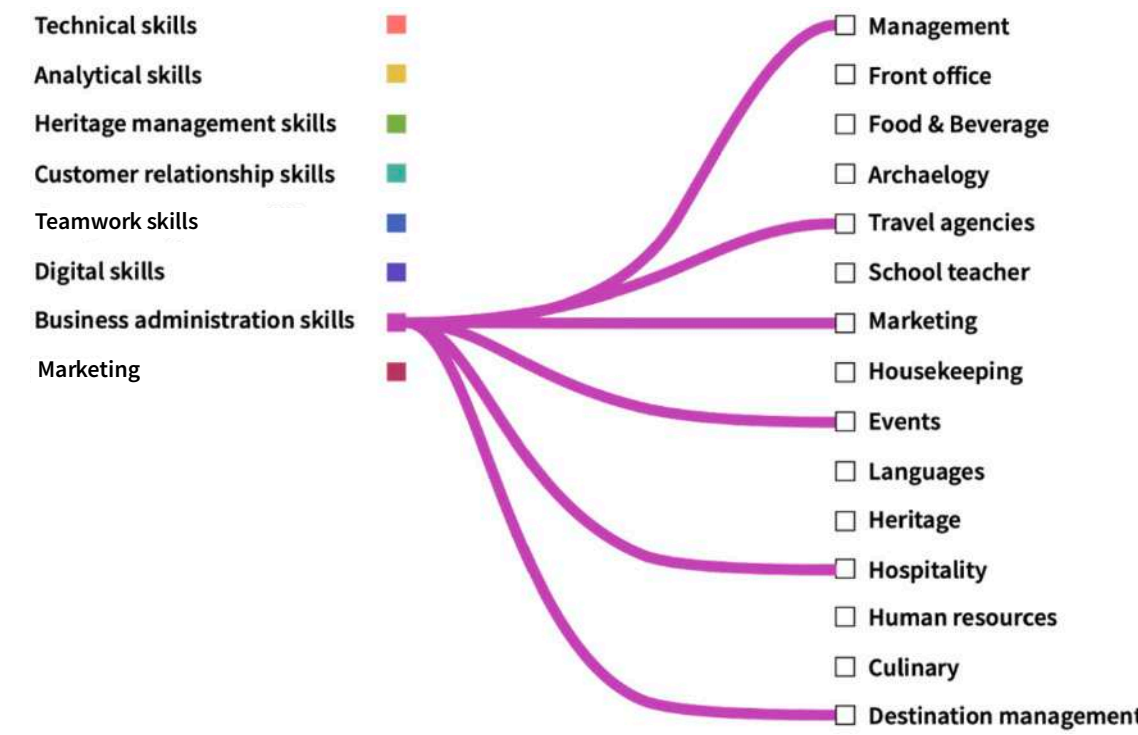
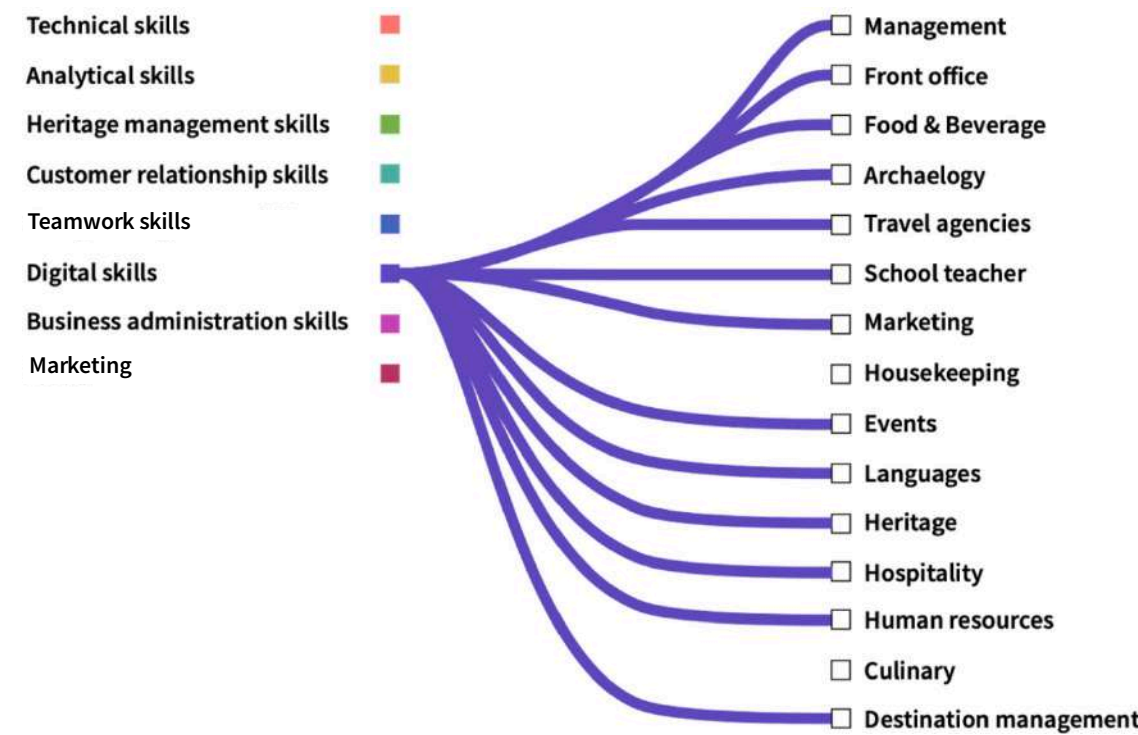
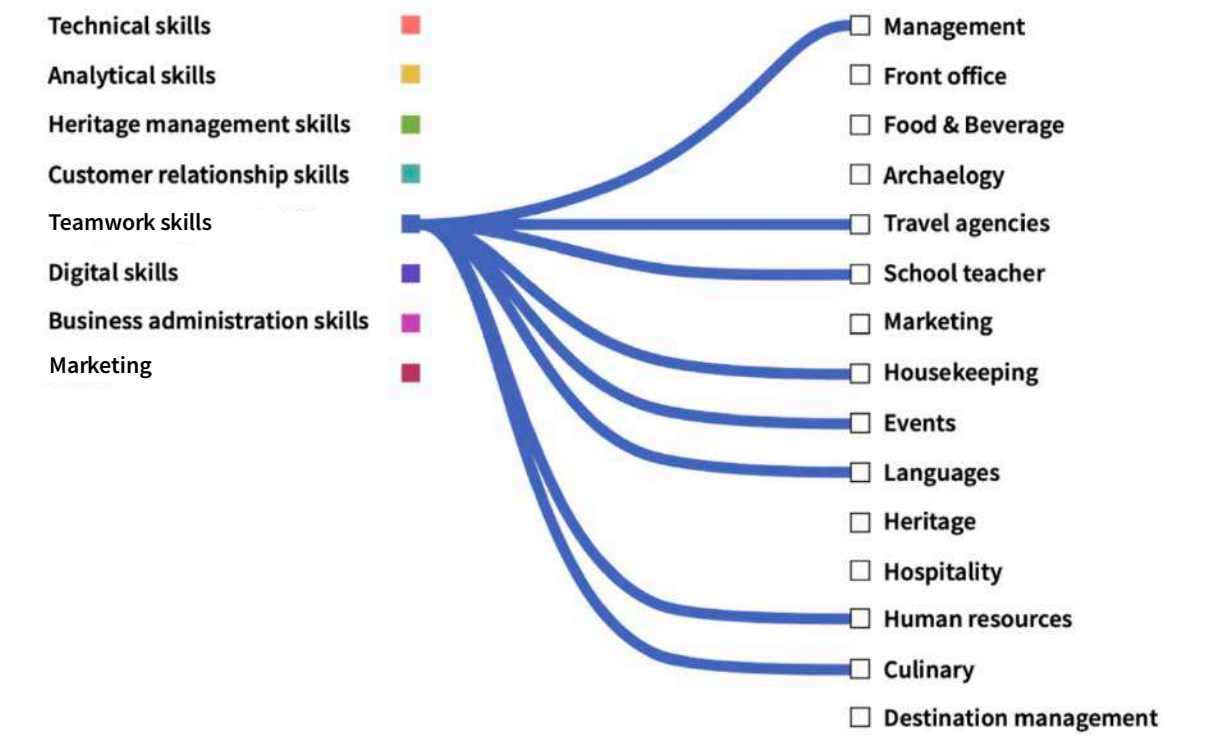
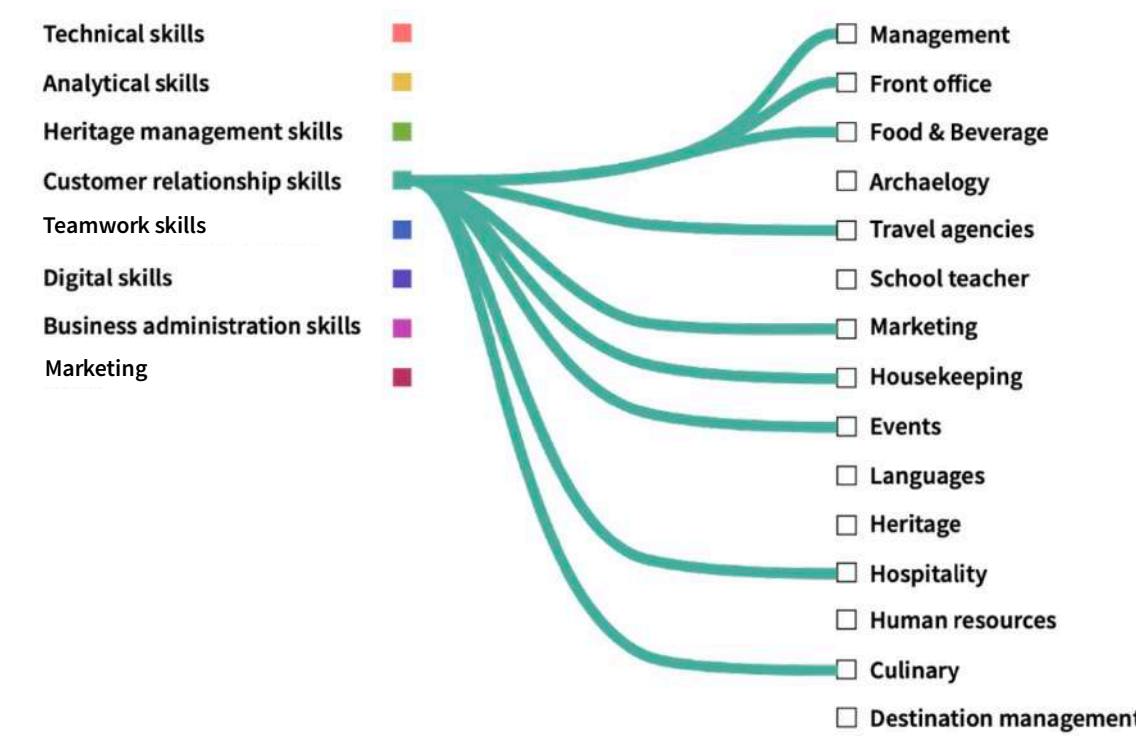
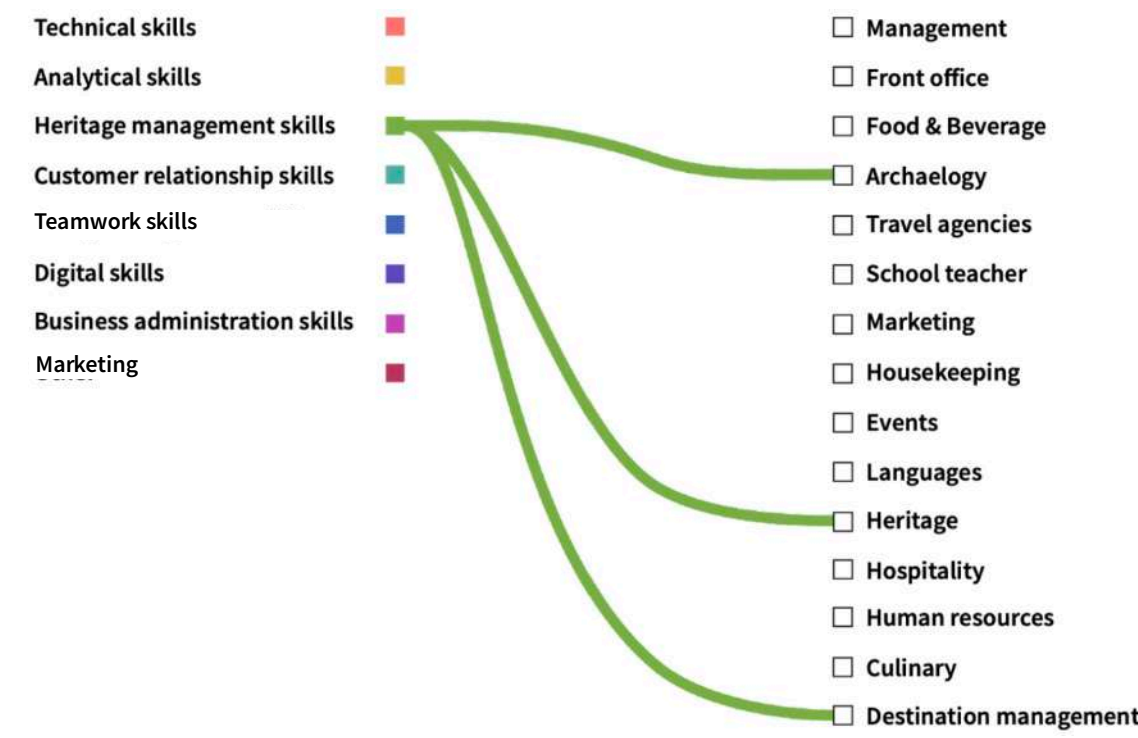
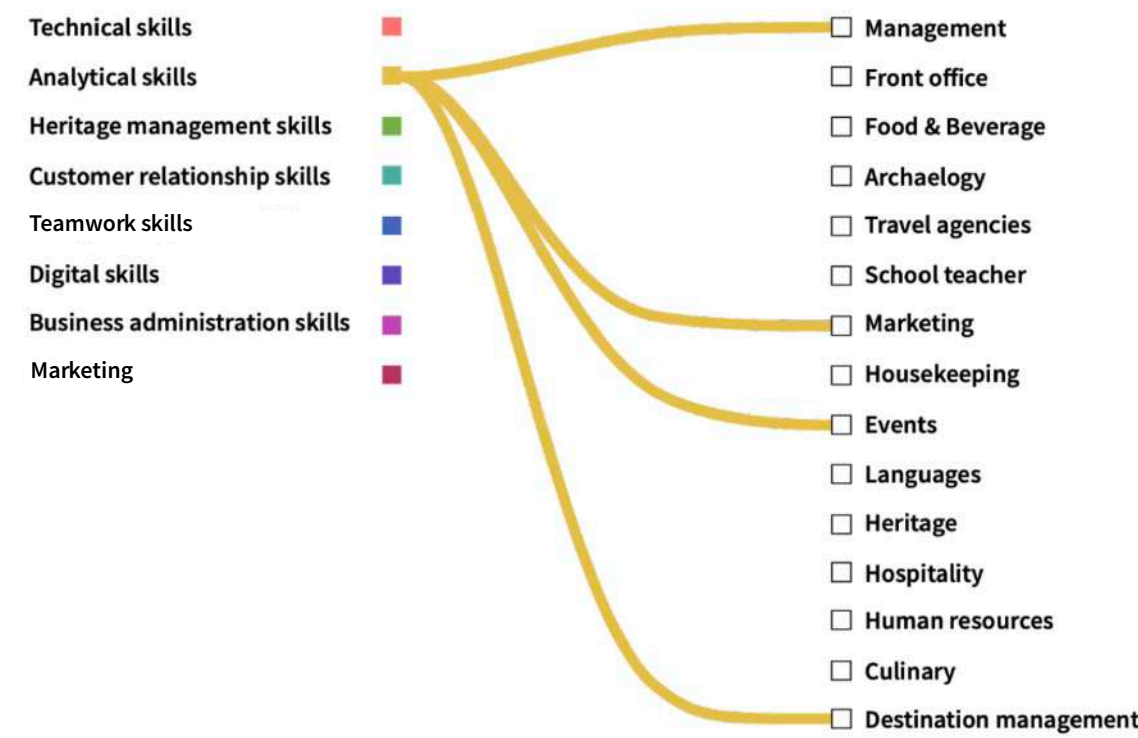
**FINAL CERTIFICATE**  
Diploma: **5%**  
Certificate: **5%**  
Bachelor degree: **42%**  
Master degree: **24%**  
PhD: **7%**  
BD & MD: **7%**  
BD & Diploma: **4%**  
BD, Diploma & Certificate: **2%**  
Other: **4%**

**TYPE OF INSTITUTION**  
Public University: **80%**  
Private University: **9%**  
VTC: **5%**  
Public college: **4%**  
Public others: **2%**

**PUNCTUAL FIELD**  
Accommodation: **24%**  
Management: **17%**  
Food & Beverage: **12%**  
Tour operators & guides: **12%**  
Heritage: **12%**  
Marketing: **8%**  
Other: **15%**

**GENERAL FIELD**  
Tourism: **25%**  
Heritage: **34%**  
Management: **41%**

# 3.1 Academic survey



The diagrams show the **skills** (ordered by importance given by academic institutions) **required by the different sectors of the labour market.**



## 3.2 Focus group

The aim of the focus group has been to **understand the gap perceived by the labour market** regarding the skills acquired by students during their academic path.



10 Participants



**Representend establishments**

Jordan Society of Tourism & Travel Agents  
Jordan Hotel Association  
Jordan Restaurant Association  
Specialist Tourism Transport Association



**Activities**

Skills ranking  
Most required skills  
Lacking skills  
Junior and intern expertise

Matching lacking and required skills, it comes out that **answers are not homogeneous between associations.**

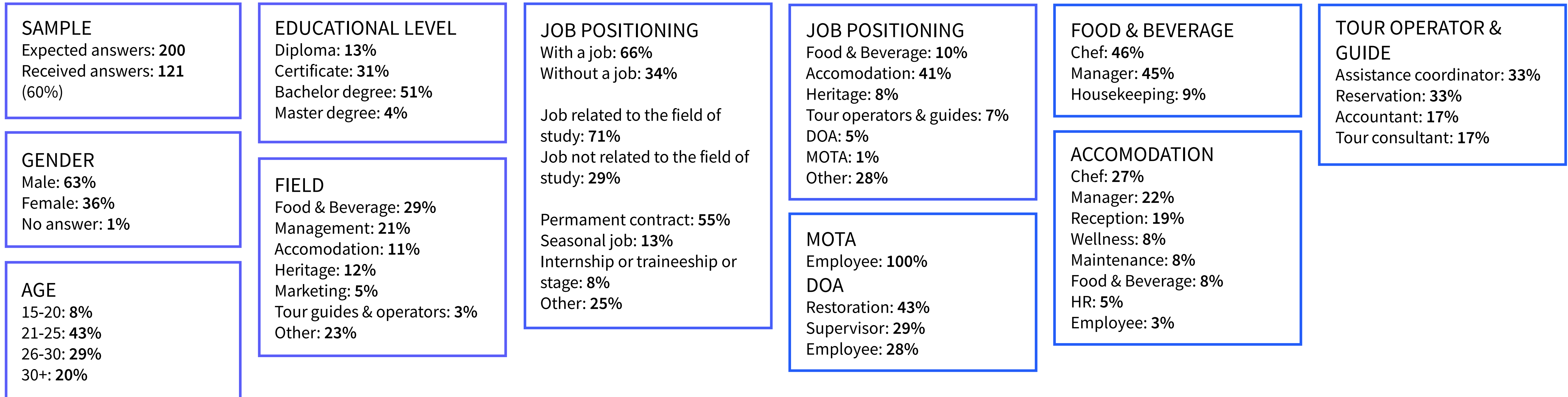
**The most required and lacking skills:**

1. **Communication\_Teamwork skills** (JSTTA, JRA, STTA)
2. **Statistics\_Analytical skills** (JSTTA, JHA, STTA)
3. **Accounting\_Business administration skills** (STTA, JRA)
4. **Promote tourism product and services\_Marketing skills** (JSTTA, STTA)
5. **Online marketing\_Marketing skills** (JHA, JRA)
6. **Creative thinking\_Analytical skills** (JHA, JRA)

Due to the **unexhaustive results** obtained during this step, it has been necessary to compare the outcomes with other similar researches, such as “**Labour market analysis in the tourism sector**” by GIZ (2021).

## 3.3 New graduates survey

The aim of this survey has been to highlight **current gaps from the perspective of new graduates and employees.**





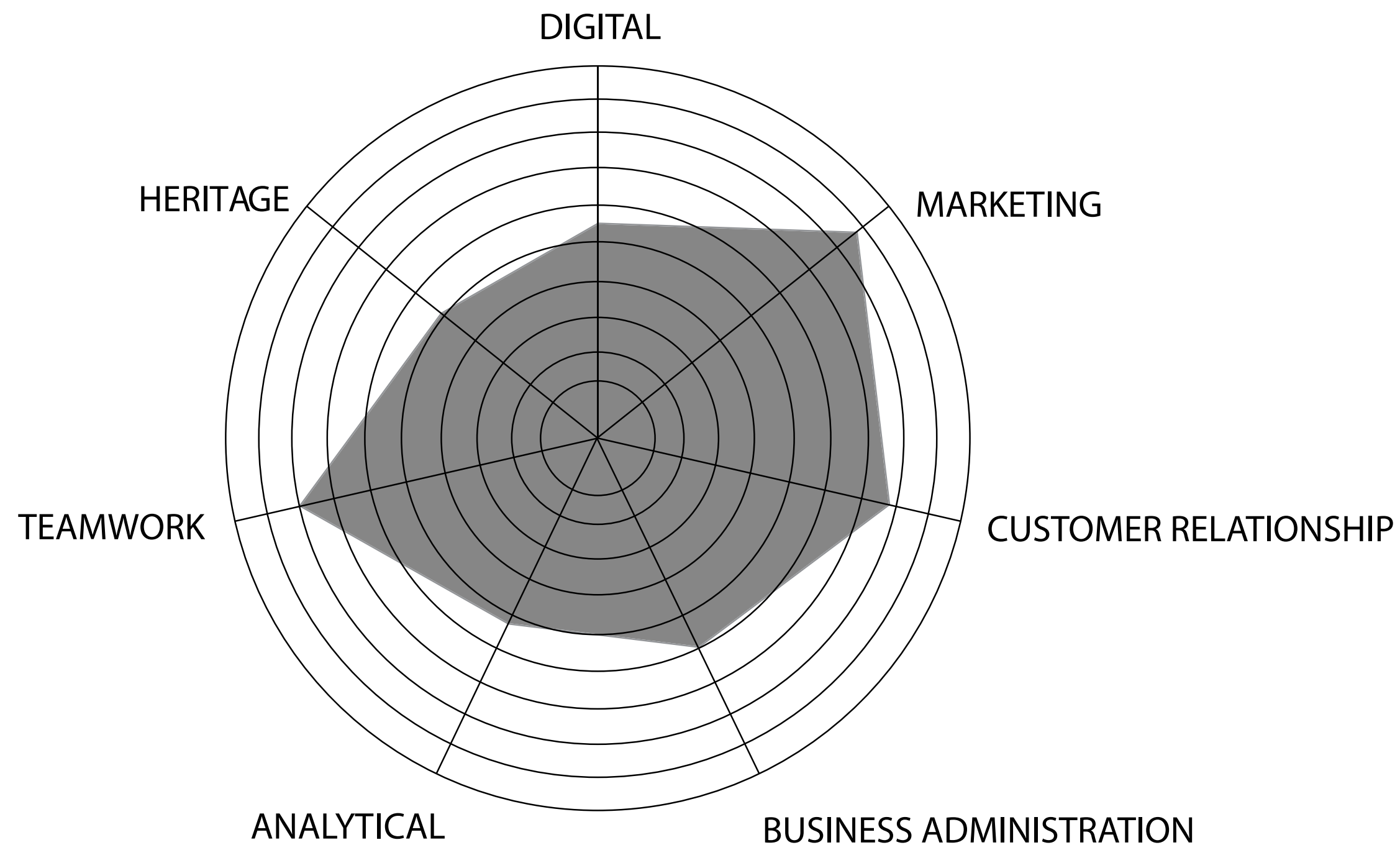
## 4. Skills Gaps



# 4.1 Conclusive process



## 4.2 General tourism skills gap analysis



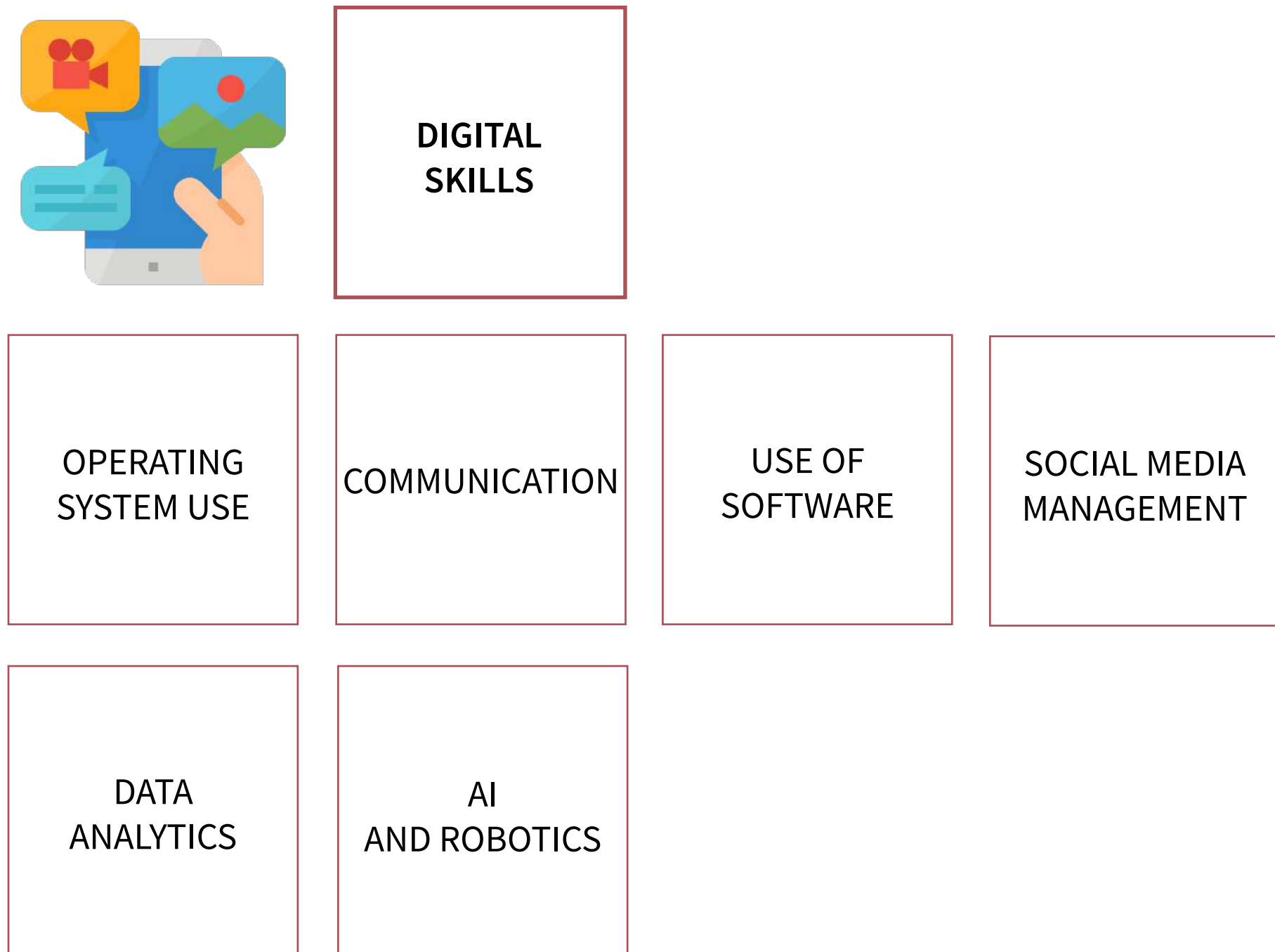
Digital: 5,5/10  
Marketing: 8,8/10  
Customer relationship: 7,8/10  
Business administration: 6/10  
Analytical: 5,2/10  
Teamwork: 8/10  
Heritage management: 5,1/10

**MAIN CHALLENGES** (highlighted by the new graduates survey):

Job related: **34%**  
Teamwork: **24%**  
Customer relationship: **13%**

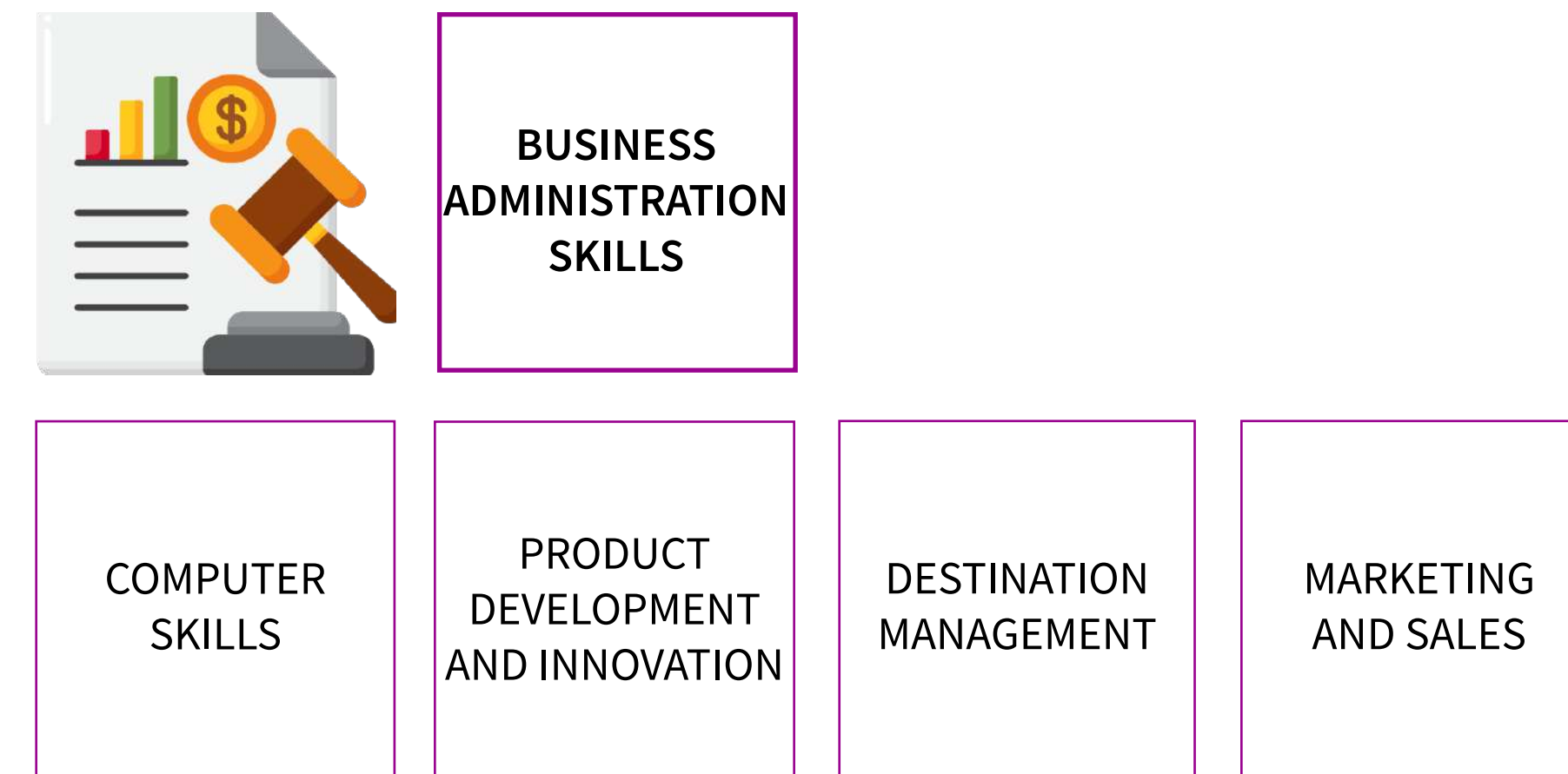
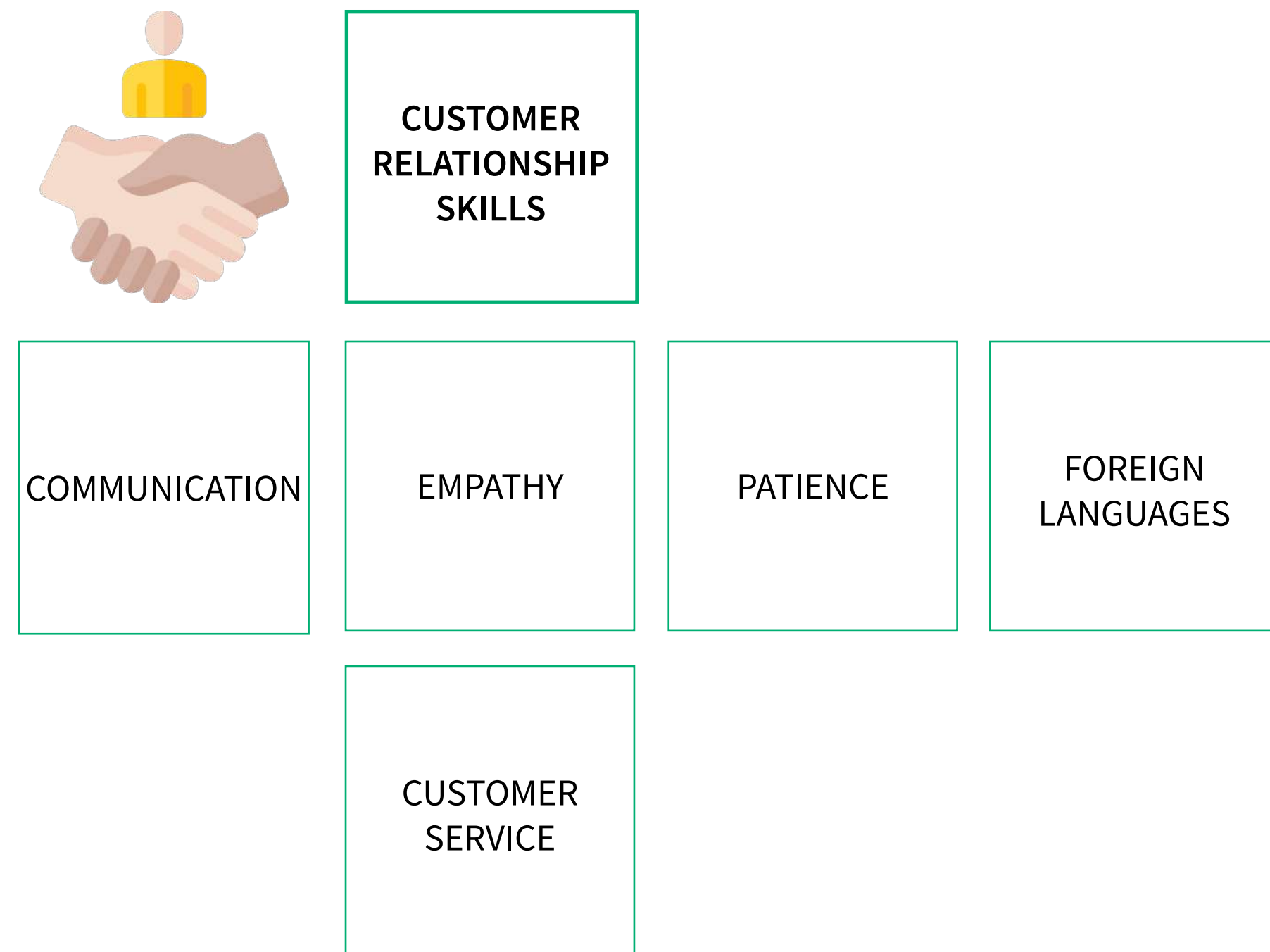
By highlighting the results obtained on the **average of the sector** taken into consideration and the **main challenges** faced in the transition from study to work, the skill sets to be strengthened the most are: **marketing skills, teamwork skills and customer relationship skills.**

## 4.3 Shared missing and underdeveloped skills





## 4.3 Shared missing and underdeveloped skills



# 4.3 Shared missing and underdeveloped skills



ANALYTICAL SKILLS

PROBLEM SOLVING

CREATIVITY

DECISION MAKING

TIME MANAGEMENT



TEAMWORK SKILLS

COMMUNICATION

EMOTIONAL INTELLIGENCE

ORGANIZATION

DELEGATE

PROBLEM SOLVING

LEADERSHIP

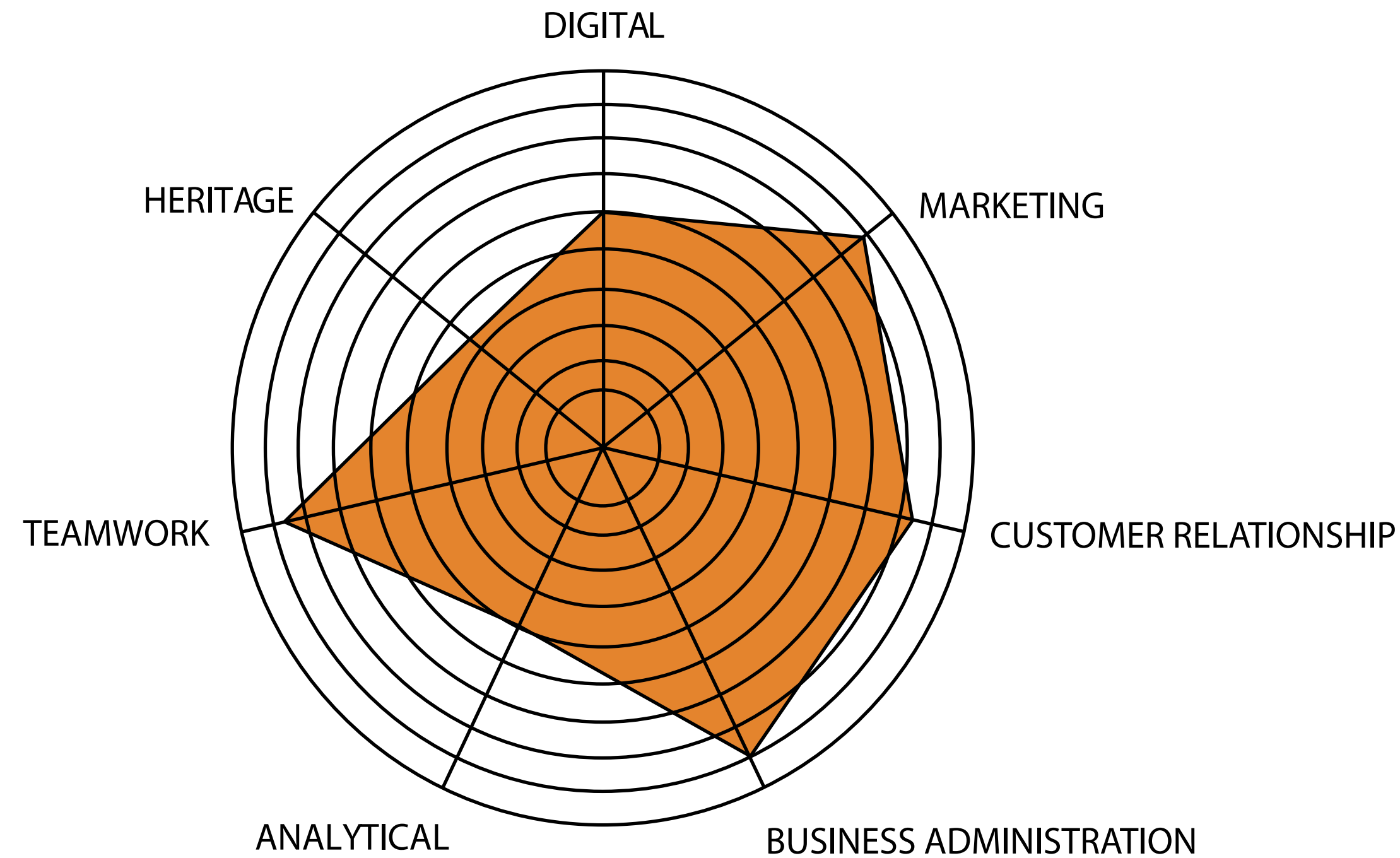
TEAM MANAGEMENT

## 4.3 Shared missing and underdeveloped skills

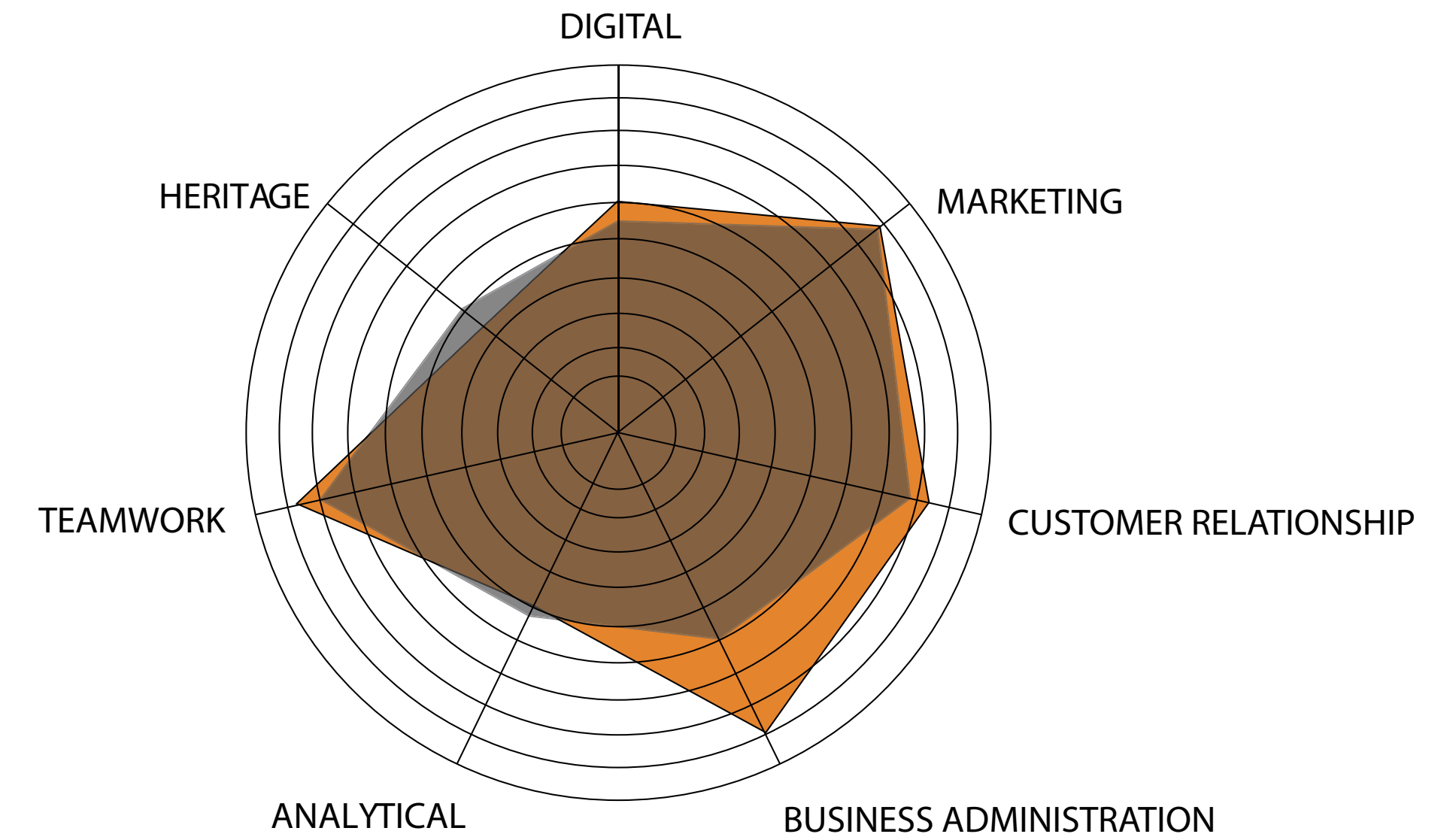




## 4.4 Food & Beverage\_Overview

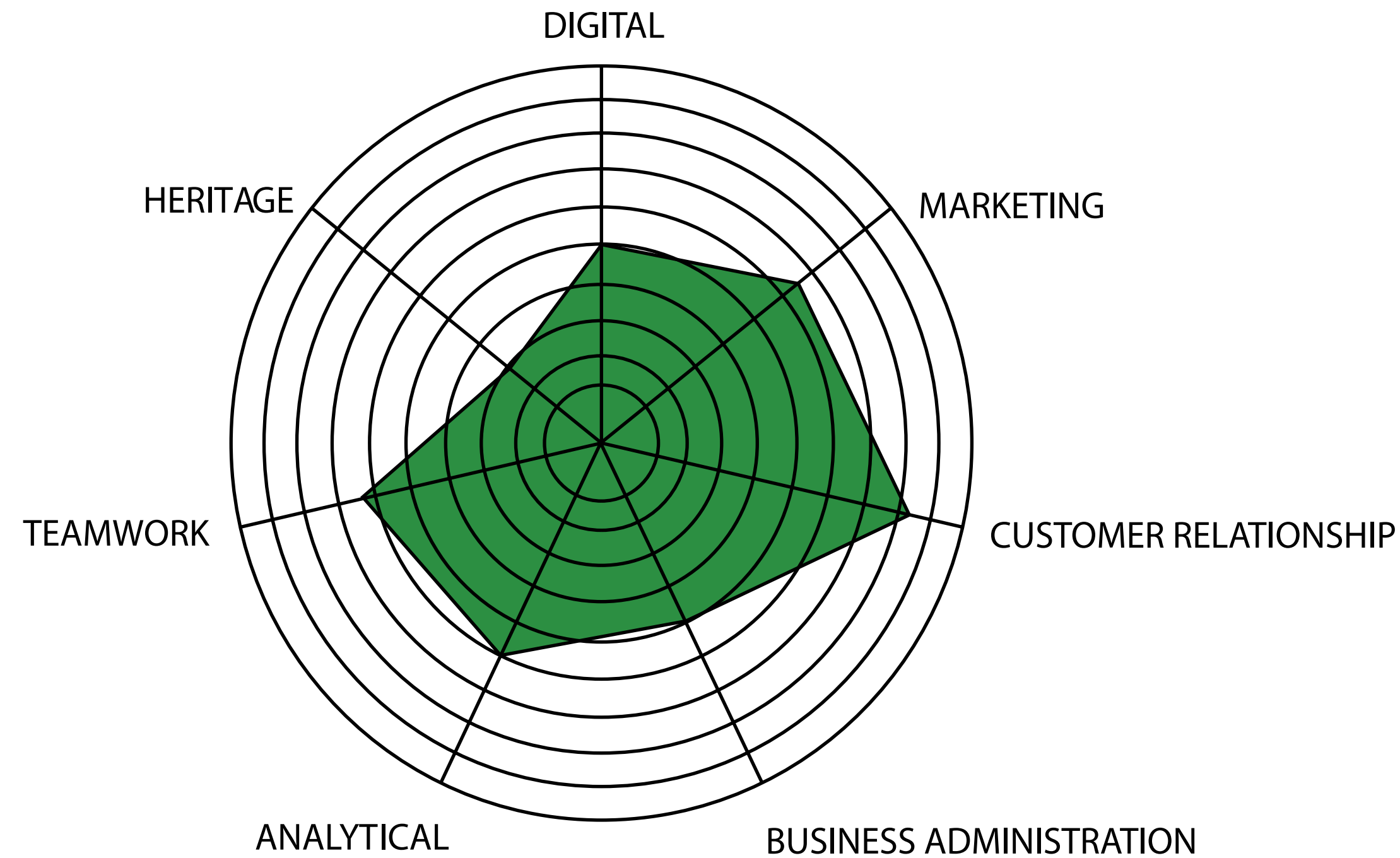


Digital: 6/10  
Marketing: 8,9/10  
Customer relationship: 8,3/10  
Business administration: 9/10  
Analytical: 5/10  
Teamwork: 8,7/10  
Heritage management: 4,4/10

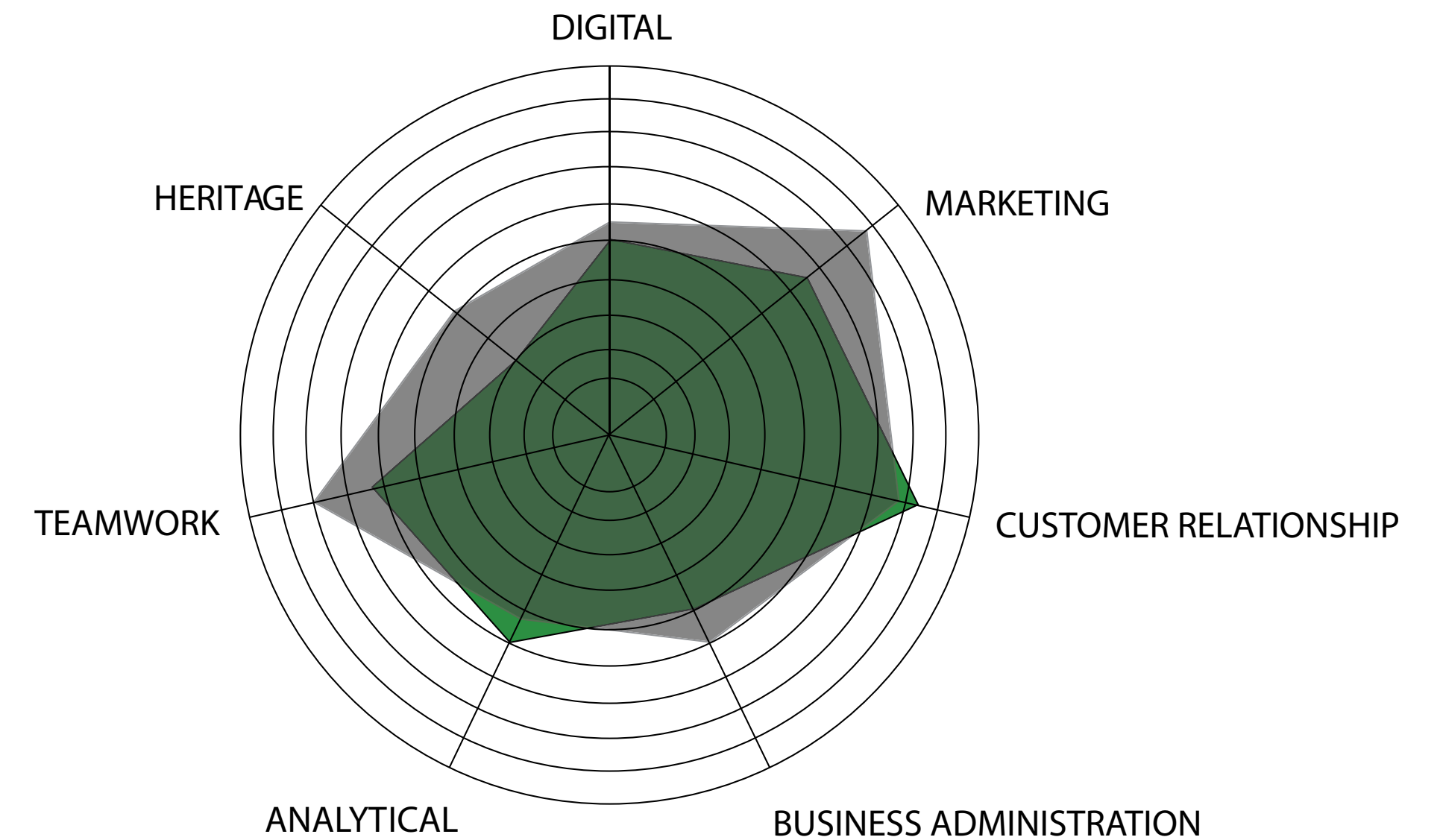


By comparing the overall scores of the Food & Beverage field with the average of the Tourism sector, the main skills set to strengthen are: **business administration skills, teamwork skills and customer relationship skills.**

## 4.5 Accomodation\_Overview

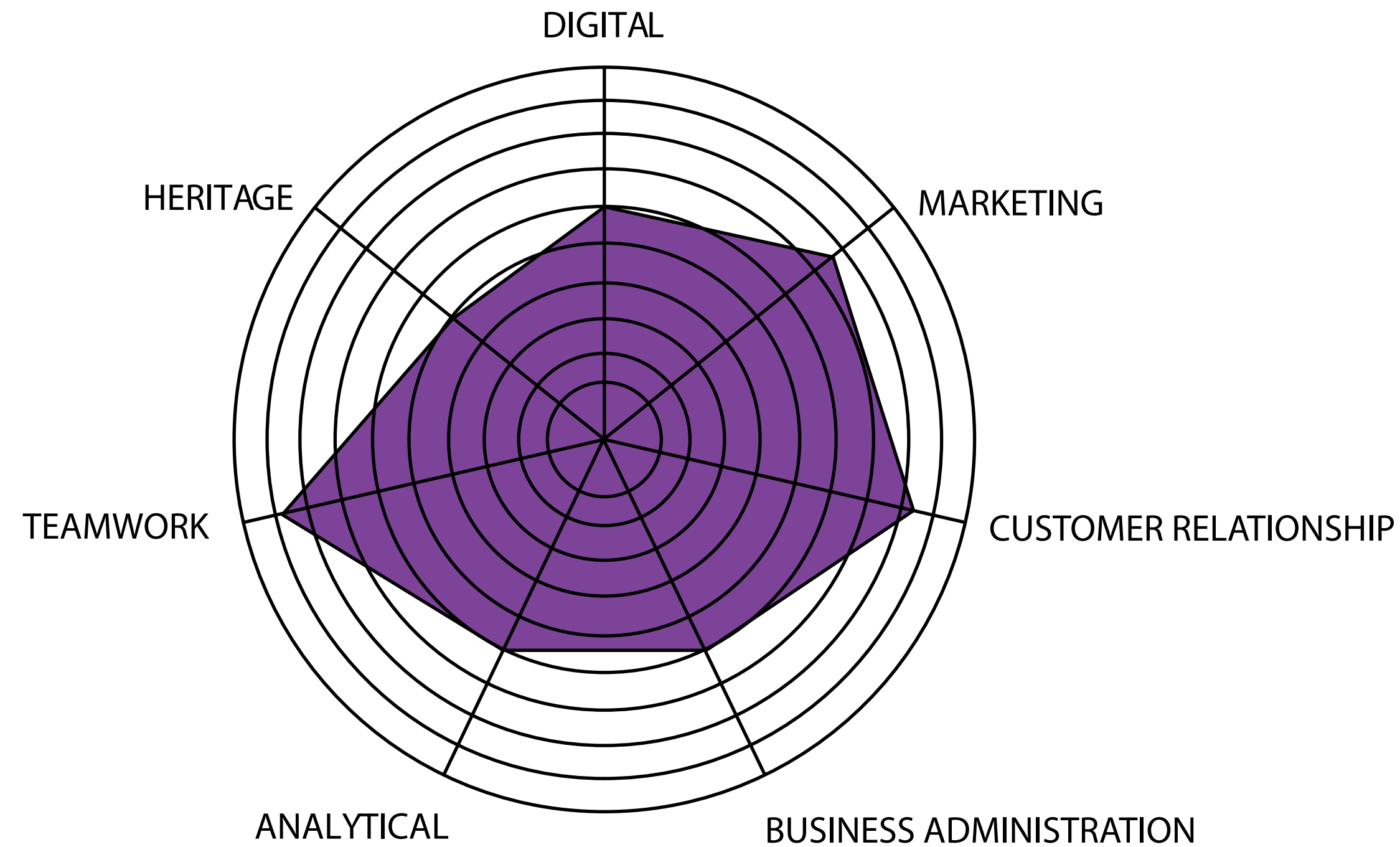


Digital: 5/10  
Marketing: 6,6/10  
Customer relationship: 8,3/10  
Business administration: 5/10  
Analytical: 6/10  
Teamwork: 6,2/10  
Heritage management: 3/10

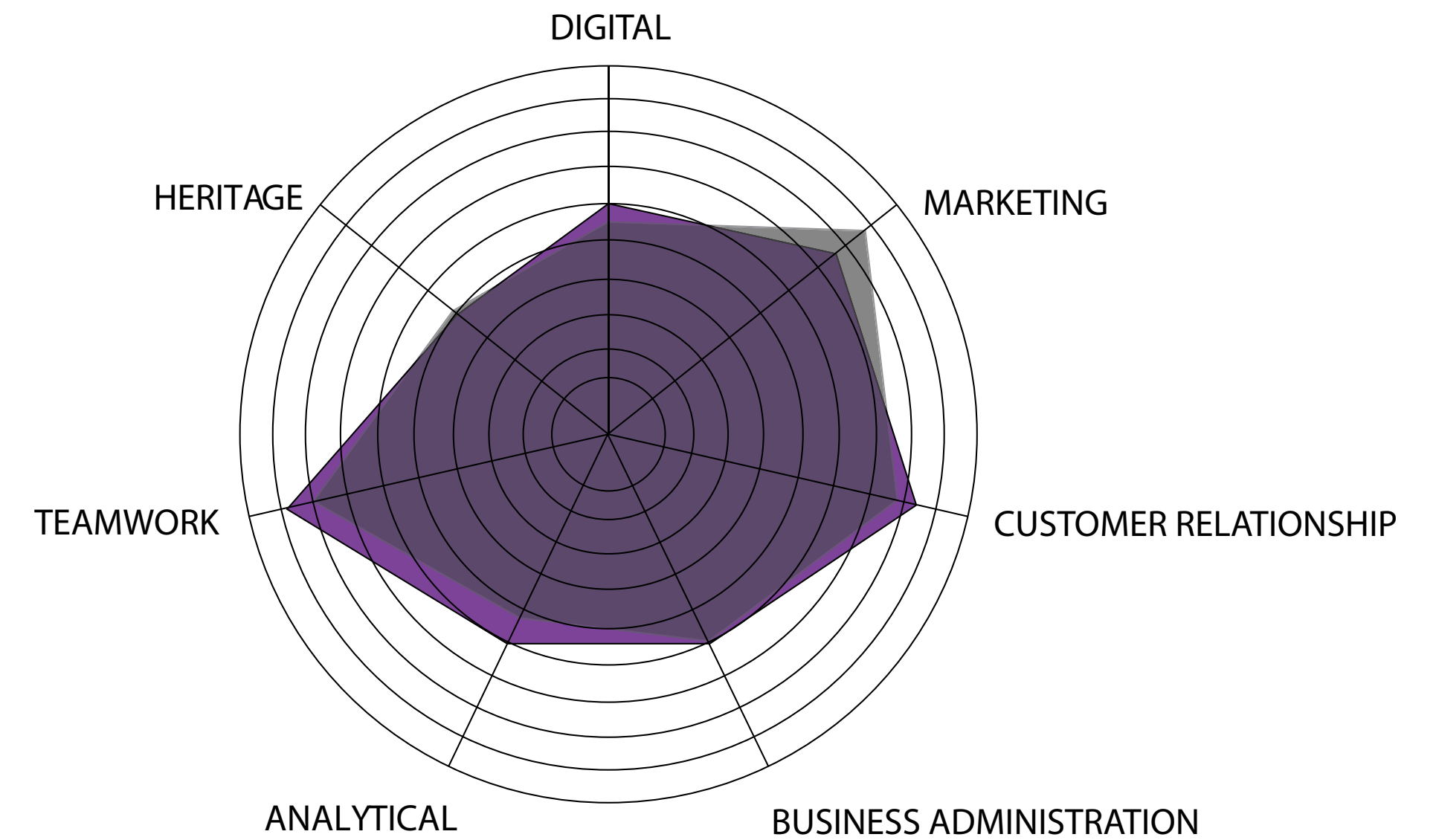


By comparing the overall scores of the Accommodation field with the average of the Tourism sector, the main skills set to strengthen are: **analytical skills** and **customer relationship skills**.

## 4.6 Tour Operators & Guides\_Overview



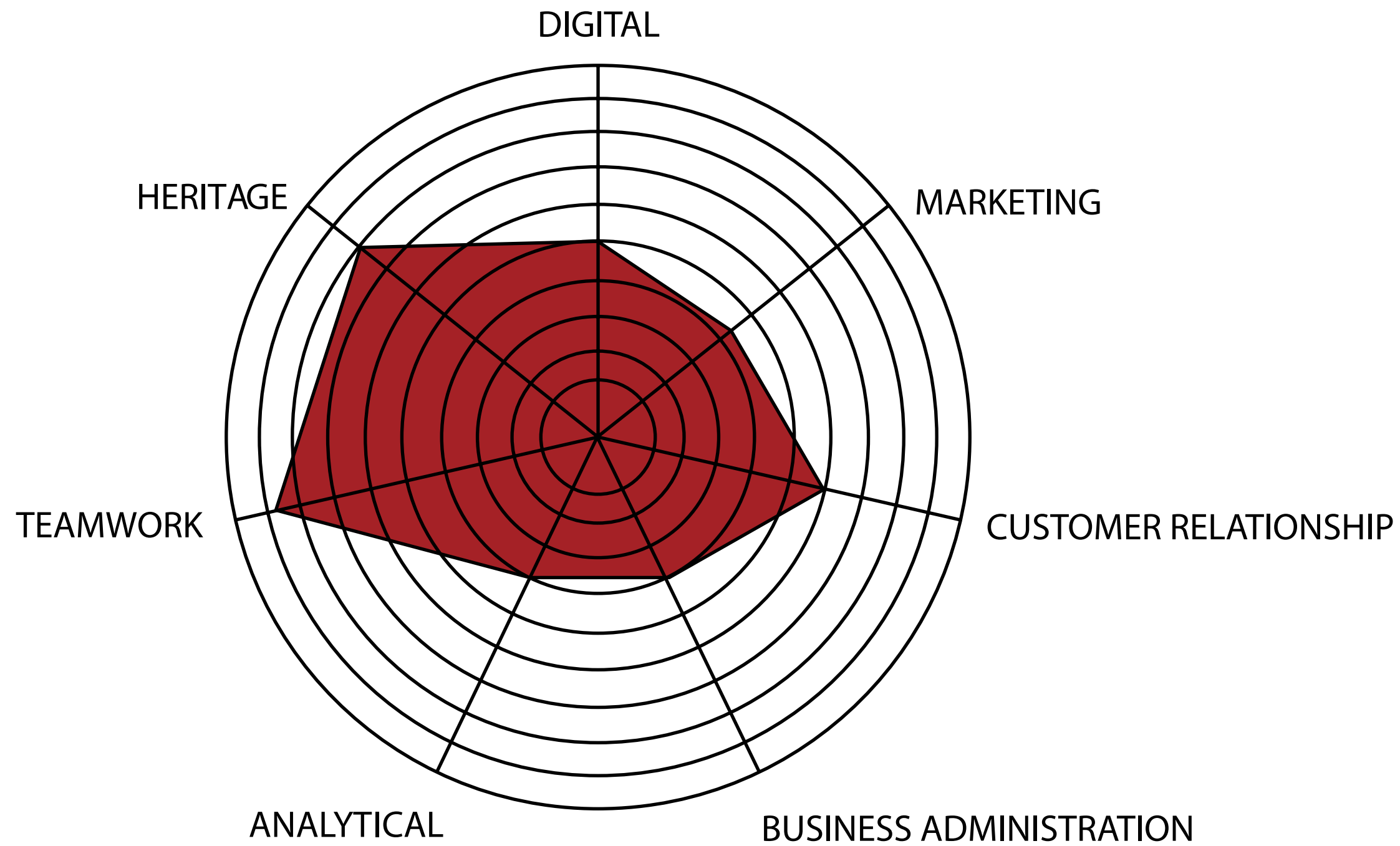
Digital: 6/10  
Marketing: 7,7/10  
Customer relationship: 8,3/10  
Business administration: 6/10  
Analytical: 6/10  
Teamwork: 8,7/10  
Heritage management: 5/10



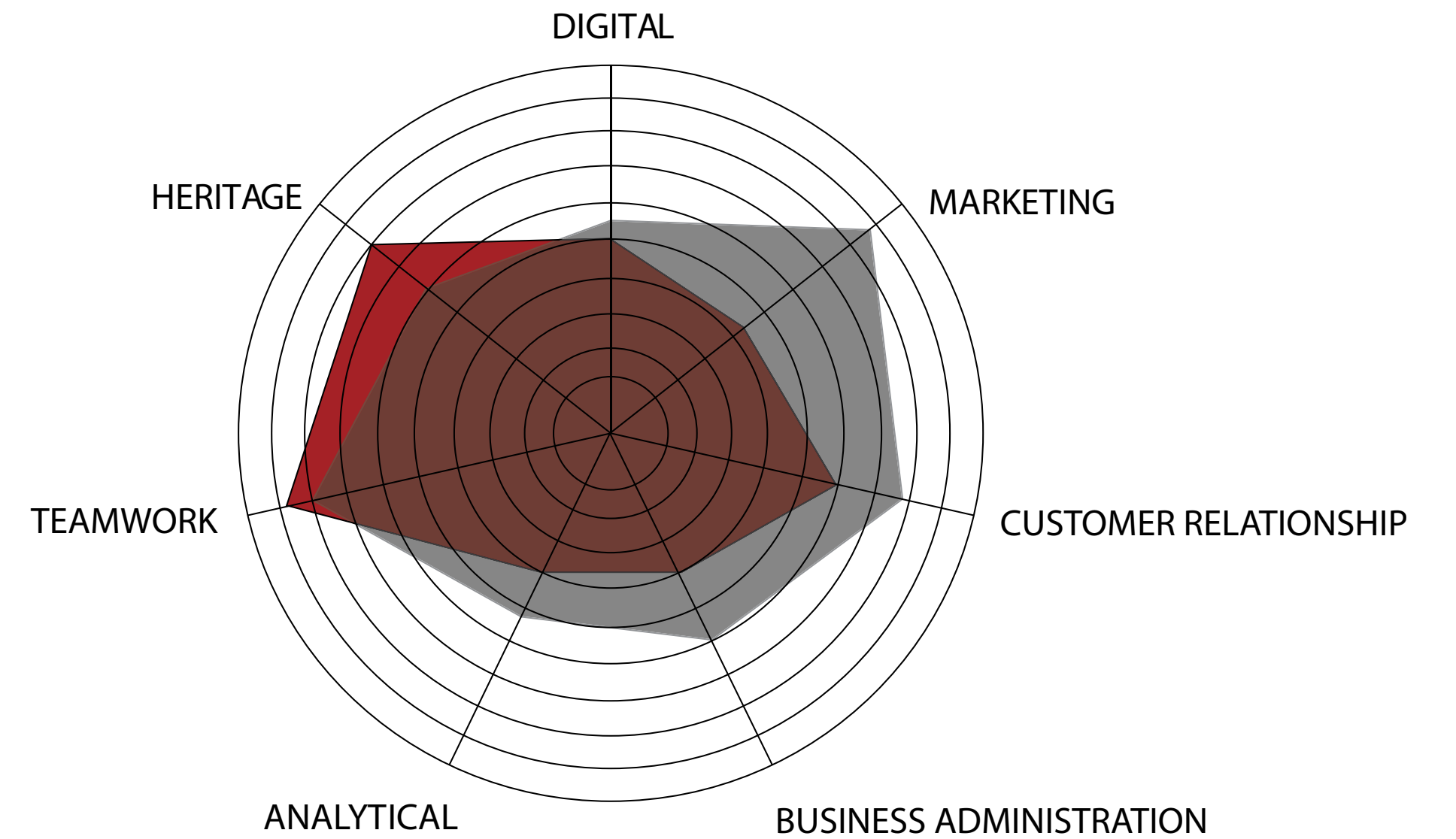
By comparing the overall scores of the Tour Operator and Guides field with the average of the Tourism sector, the main skills set to strengthen are: **analytical skills, teamwork skills, digital skills, and customer relationship skills.**



# 4.7 Heritage management\_Overview

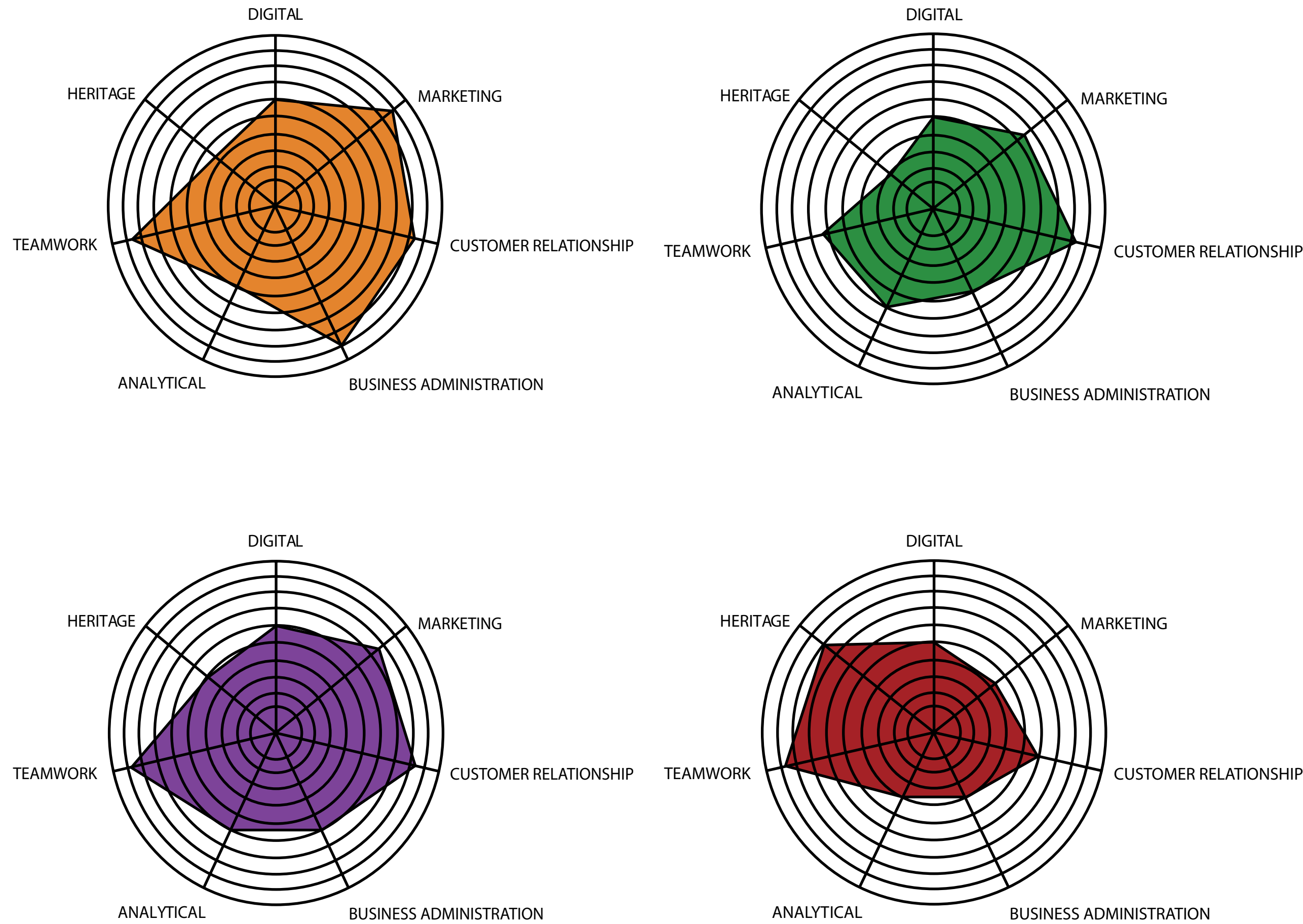


Digital: 5/10  
Marketing: 4,4/10  
Customer relationship: 6,6/10  
Business administration: 4/10  
Analytical: 4/10  
Teamwork: 8,7/10  
Heritage management: 8/10



By comparing the overall scores of the Heritage Management field with the average of the Tourism sector, the main skills set to strengthen are: **heritage skills** and **teamwork skills**.

# 4.8 Comparison



By comparing the overall scores of the four fields taken into consideration throughout the analysis, it appears that the **Food & Beverage** and the **Tour Operators & Guides** sectors are those that need the most strengthening.





## 5. Conclusion & Next steps



## 5.1 Conclusion

From the research carried out, it is clear that the most prominent gap is to be found in the following skill sets: **marketing skills, teamwork skills, and customer relationship skills.**

The sectors that perceive the greatest difficulties are **Food & Beverage** (especially in business administration skills, teamwork skills, and customer relationship skills) and **Tour Operators & Guides** (especially in analytical skills, teamwork skills, digital skills, and customer relationship skills).

Other notable elements produced by the research concern the **lack of a strong link between the academic and professional worlds**, which translates into the **lack of available data regarding the study-work transition**; and the need to **integrate further educational tools to facilitate learning by doing processes** and to enable students to mature the skills required by the labour market.

Furthermore, one other noticeable evidence that has been highlighted by comparing the final results with part of the one obtained during the academic survey is the **mismatch between the perceived importance (and the level of teaching) of digital skills and the real requests of an evolving labour market.**



After the identification of the skills sets and the skills gap for each subfield, it is possible to define different **professions** that should be **updated with new skills** or that should **completely invented and designed** from new.

By highlighting integrated or new needed professions it is necessary to define the **academic paths** through which students should obtain the needed skills.

Finally, in order to validate the highlighted skills, the defined job profiles and the related training paths, they need to be assessed and included in the **National Qualification Framework**.

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