

The role of tourism in national human resource development: a Jamaican perspective

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Research in the national human resource development (NHRD) field is increasingly considering unique cultural and economic conditions and the influence this may have on a number of employment-related indicators. To date, the NHRD literature has largely ignored issues related to skills training and workforce development in the tourism industry, despite the expanding nature of this dynamic service sector in many nations. This literature review study of NHRD in Jamaica examined ongoing national-level human resource development (HRD) initiatives with specific attention to the current and future impact of NHRD on the tourism industry. The results showed that governmental development plans clearly identified tourism as a key sector for economic growth to support larger economic and social development goals. Furthermore, the development of human resources in the tourism sector was seen as being of vital importance for tourism organizations and for the continued development of Jamaica. The existing NHRD literature has largely overlooked the potential influence and future role of the tourism industry to assist in education, training and development goals at the national level. Recommendations are made for additional research exploring connections between NHRD and tourism employment.

Keywords: national human resource development; tourism; workforce development; Jamaica

Among the earliest definitions of the term human resource development (HRD) was a holistic conceptualization of developing human resources for ‘increasing the knowledge, the skills, and the capacities of all the people in a society’ (Harbison and Myers 1964, 2). According to Harbison and Myers, ‘the goals of modern societies ... are political, cultural, and social as well as economic. Human resource development is a necessary condition for achieving all of them’ (13). Harbison and Myers further stated that, ‘if a country is unable to develop its human resources, it cannot develop much else, whether it be a modern political and social structure, a sense of national unity, or higher standards of material welfare’ (13). The expanding role of HRD in more recent times has provided an increased recognition and growing significance of HRD as the driving force for national development strategies (McLean 2004). Constant changes in technology, society, and the emergence of the global economy have created additional pressure to develop human resources at a national level. Globalization has led to significant changes in the economies of many nations (Moghaddam and Redzuan 2012) with Marquardt and Berger (2003) noting the

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opportunity, if not the imperative for HRD to play a key role to maximize the beneficial aspects of globalization and limit its dehumanizing elements. Additionally, many global issues such as poverty, illiteracy, healthcare, human rights, housing, water scarcity, climate change, as well as pressing concerns with human mobility and development support the rise and need for national human resource development (NHRD) (Cho and McLean 2004; Devadas et al. 2011; Lynham and Cunningham 2006). Furthermore, several developing countries have identified an increasing need for a coordinated plan for developing human resources to reduce unemployment, poverty, illiteracy, violence, and other social issues (Johnson et al. 2010; Rao 2004; Tynaliyev and McLean 2011; Wang and McLean 2007). Yet, to date, the literature on NHRD has tended to focus on countries or geographic regions without full consideration of the unique aspects of the economy and workplace. In this paper, we explored the links between NHRD and the tourism industry with an in-depth literature review case study of Jamaica.

The problem

Jamaica is largely known for its sun, sea, and sand. These natural resources blend together to attract millions of visitors to the country every year, supporting one of Jamaica's most important industries – tourism (Jayawardena 2002; Karagiannis 2003; Planning Institute of Jamaica 2008). Most visitors, as well as Jamaican citizens, are unaware of the role of human resources in the tourism industry and the potential role of tourism as a factor driving broader economic development for the country. Equally lacking is an acknowledgement in the human resource development (HRD) literature, especially in the growing number of studies on NHRD (Lynham and Cunningham 2006; McLean 2004) on the importance of the tourism sector for employment and as a driver of human capital development.

Jamaica's tourism industry has grown rapidly in recent decades, with significant implications for national development (Dodman 2009). However, while some Jamaicans prosper in many facets of life, the majority of the population is faced with challenges that impede personal and economic growth. These challenges in turn, affect the development of organizations, communities, and the nation as a whole. Examples of such factors are weaknesses in the education system, the widening poverty gap, population growth pressures, unemployment, economic and financial crises leading to high levels of national debt, and increasing crime levels (CIA World Fact Book 2012). In addition, international factors, such as globalization, free trade zones, technology, and environmental changes further complicate the situation by creating new and pressuring demands on the nation.

Jamaica is not unique in that it represents a developing economy that is increasingly reliant on the tourism industry (Boxill 2004; Smith and Spencer 2011). Jamaica is also joining a growing number of countries that are embracing elements of NHRD as a mechanism to address a broad range of economic, educational, and social development goals for the nation. This provides an opportunity to explore the intersection of tourism and NHRD within the context of workforce, and economic and social development. Previous literature on NHRD has only alluded to the potential connection between employment and training in the tourism industry and the role this can play in broader NHRD efforts (Bartlett and Rodgers 2004; Scotland 2004). For the most part, the existing body of literature on NHRD has largely ignored the perspective of the tourism industry as a context and catalyst for national development of human resources through the provision of skill training and enhancement of employability.

In this paper, we argue that the recruitment, management, and especially the training and development of human resources are vital concerns for the continued successful

operation of the tourism industry as well as for the ongoing economic and social development of many nations. This argument is explored in the case of Jamaica, although we feel many parallels can be drawn to other tourism-dependent island nations where tourism provides a considerable focus of economic activity (Baum and Szivas 2008).

Purpose

The purpose of this paper was to conduct an exploration, through an integrative literature review (Torraco 2005), of the potential relationship between HRD in tourism with ongoing NHRD efforts in Jamaica. Further, we examined the potential role of tourism as a platform for supporting and advancing skill levels and overall workforce development at a national level. While specifically limiting our analysis to a single country, the discussion draws attention to the potential role of HRD related to tourism industry employment as a mechanism to address skill and workforce employability at a larger national level. The absence of literature on the role and possible impact of the tourism industry on NHRD promoted the following research questions.

Research questions

What is the evidence for the application of NHRD and national economic development theory in Jamaica?

What role does the tourism industry play in addressing NHRD issues in Jamaica?

Background

Before describing the method, we provide a brief historical background to Jamaica, drawing largely from Bayer (1993). As part of the Greater Antilles, Jamaica is the third largest in size and the largest English-speaking island in the Caribbean. The Arawak, or more commonly known Taíno Indians, were the first inhabitants who settled on the island hundreds of years ago. The name Jamaica originated from the Arawak word Xaymaca meaning, 'land of wood and water'. The arrival of Christopher Columbus in 1494 ushered in an era of colonialism that led to the extinction of the indigenous peoples just over a century later. Jamaica was captured by the British to thwart Caribbean expansion by Spain with the island formally ceded to Great Britain in 1670 (Black 1965). British colonial control saw the development of a slave-based plantation economy, which established a pattern of economic and social history that lasted until Independence on 6 August 1962. It is important to note that, although slavery was abolished in 1838, elements of the plantation economy and society survived for much longer (Shepherd and Beckles 2000). Some have noted that Jamaica's pattern of development is best explained in the context of the persistent vestiges of the plantation economy (Beckford 1972). The country currently has an approximate population of 2.7 million (Statistical Institute of Jamaica 2011). Based on current estimates, the 0–14 age cohort represents 30.1% of the population, while the 15–64 age group, which includes most of the workforce, comprises 62.3% of the population (CIA World Factbook 2012).

While the origins of the development of Jamaica's tourism industry have been traced to the late seventeenth century (Stupart and Shipley 2012), the most significant expansion occurred during the 1960s with the opening of new airports and direct connect commercial air travel. In a short time, the tourism sector emerged to be the dominant sector of the economy (Davies 1994). In the early 1990s, Jamaica recognized that it was rapidly

shifting from an economy driven 'by the export of natural resource based goods to one that is increasingly human resource and technology driven' (Planning Institute of Jamaica 1993, 11). Today, Jamaica has a mixed free market economy comprising of state-owned enterprises and privately owned businesses with tourism and bauxite/alumina production the two sectors currently generating the largest foreign exchange earnings (Baker 2012; CIA World Fact Book 2012).

Despite the economic changes in recent years, there is widespread recognition that every sector of the economy suffers a shortage of sufficiently skilled human resources needed to keep the economy growing. As stated in the Jamaica Five-Year Development Plan 1990–1995 (Planning Institute of Jamaica 1993), it is a contradiction that a shortage of skilled workers has coincided with a high unemployment rate. The current unemployment rate for Jamaica is approximately 14.1% (Statistical Institute of Jamaica 2012). Levels of unemployment are not uniform across the various regions, especially for tourism employment where jobs are clustered along the north and west coasts where the major resorts and hotels are located, although this is far from the largest population centres (Dodman 2009).

The importance of tourism to the Jamaican economy is confirmed by statistics from a variety of sources. The World Travel and Tourism Council (2011) reported that the travel and tourism sector accounted for 25.6% of Jamaica's Gross Domestic Product (GDP) in 2011 and was forecasted to rise by 2.7% in 2012. In 2011, the total contribution of travel and tourism to employment, including jobs indirectly supported by the industry was 24.0% of total employment (278,500 jobs). This was expected to rise by 2.3% in 2012 to 285,000 jobs and to rise by 2.3% per annum to 359,000 jobs in 2022. Tourism primarily provides employment for people in the accommodation (hotel) sector, but other prominent tourism-related occupations include tour guides, airline personnel, taxi drivers, restaurant and bar workers, art and craft vendors, retail and store personnel, casino workers, hair braiders, security personnel, and public servants employed in the relevant government tourism ministries. Tourism also generates employment for industries that are indirectly related. These sectors include agriculture, manufacturing, banking and finance, construction and engineering, environment and conservation, as well as other services (Hall and Jayawardena 2002; Ramphal 1993;). Hall and Jayawardena described Jamaica's tourism industry as having an important multiplier effect on the economy, and consequently many Jamaicans are either directly or indirectly dependent on the industry for their livelihood (Charles 1997).

The potential link between NHRD and the tourism industry deserves specific focus and attention as tourism-related employment is an increasing important factor in the labour market of many nations. As noted by Barnett (2008) and Honey (1999), tourism could be considered the world's largest employer by many metrics. Baum and Szivas (2008) suggested that governments around the world have substantially neglected their role in 'creating an enabling environment for effective HRD within tourism, through policy and planning as well as the delivery of actual HRD initiatives' (783). Yet, to date few HRD studies have focused on the context, impact, and potential of the tourism industry, its effect on national-level education, training, skill development, and workforce development and how this impacts NHRD efforts. This study sought to provide a preliminary examination of these issues and their possible intersection with a detailed study in Jamaica.

Method

The emerging nature of NHRD, the lack of empirical research, and the exploratory nature of this study to examine the possible connections between NHRD and tourism supported the

appropriateness of a literature review for the research method. Furthermore, the selection of a single setting, Jamaica, allowed an in-depth examination while also considering the unique historical, economic and sociocultural context that influence the relationship between national development and tourism. The case study method, as described by Yin (2003), is well suited to extending existing theory. This research is intended to extend HRD theories in an attempt to explore connections and relationships between NHRD and tourism. This study used an integrative literature review method as described by Torraco (2005) framed from a critical viewpoint (Fenwick 2004). The critical perspective seemed appropriate given that erroneous data, myths, and misquoted statements are said to characterize much of the information related to tourism employment (Leiper 1999).

Data collection

For this study, we reviewed existing literature on NHRD theory, as well as studies describing HRD at the national level in Jamaica and other tourism-dependent island nations. We also reviewed literature on the current practices, future needs, and the outcomes of training, HRD, career development, workforce development, skill development, and post-secondary education for tourism employment in Jamaica and the Caribbean Region. Literature included published journal articles, chapters, and books as well as reports and research studies prepared by the Jamaican government, regional organizations in the Caribbean, and various international agencies.

The procedure to generate a data set relevant to this case relied on major academic databases, such as Academic Search Premier, EBSCO, and Education Resources Information Center (ERIC) to identify relevant published refereed research that would inform the study. The search engine, Google, was also used to locate secondary sources that included government reports, briefing papers, and various statistics. A variety of keywords and keyword combinations were used including 'NHRD', 'regional HRD', 'developing nations', 'tourism', 'Jamaica', 'Caribbean', 'workforce development', and 'training'. Several books, reports, and research studies on Jamaican national development plans were obtained from the Office of the Planning Institute of Jamaica for inclusion in the review. Over 100 documents were included for analysis.

Based on a preliminary scan of the literature, we identified three categories of literature:

- (1) *Literature related to NHRD and national economic development theory.* These articles, case studies, and reports presented in-depth overview and analysis of various theories of NHRD as well as in-depth analysis of NHRD initiatives in different countries spanning developing, transitioning, and developed nations.
- (2) *Literature related to NHRD, workforce development, and skill enhancement activity in Jamaica.* This broad and largest category of literature was dominated by reports published by the Jamaican government and other public service agencies. Additional sources included reports, reviews, and studies by a wide variety of international funding agencies (such as the World Bank and the Caribbean Development Bank), regional governmental agencies such as the Caribbean Community and Common Market (CARICOM), and the Caribbean Single Market and Economy (CSME).
- (3) *Literature on Jamaican tourism and HRD within the tourism sector.* Given the high profile of the Jamaican tourism industry, this category included both scholarly research as well as a variety of government reports. Additionally, statistics

and descriptions of best practices were reviewed from the Planning Institute of Jamaica, Jamaica Tourist Board, the Caribbean Tourism Organization, and the World Travel and Tourism Council.

Data analysis

We followed a deductive approach to data analysis also called the analytic induction method developed by Patton (2001) and recently applied to NHRD research by Tynaliiev and McLean (2011). Patton described analytic induction as a ‘specific form of inductive analysis that begins deductively, by formulating propositions and hypotheses, and then examines a particular case in depth to determine if the facts of the case support the hypothesis’ (94).

We followed this method by examining each piece of literature for evidence that would suggest links between overall NHRD efforts in Jamaica and connection to HRD and workforce development efforts in the tourism industry. Each piece of literature was then coded to one of our three categories of literature: literature related to NHRD and national economic development theory; literature related to NHRD, workforce development, and skill enhancement activity in Jamaica; and literature on Jamaican tourism and HRD within the tourism sector. Once each piece of literature was assigned to one of these categories, each category was then examined to determine if themes emerged that may provide evidence to support potential connections between NHRD and tourism.

Findings

The findings from each of the three categories of literature are presented. Major themes identified within each category along with supporting examples from the analyzed literature are provided.

Findings from literature review related to NHRD and national economic development theory

The concept of NHRD is one lens through which the development of human resources can be examined at a national level. Even critics of NHRD have noted that ‘the NHRD literature has attempted to expand the HRD discipline beyond established boundaries into national sociocultural contexts based on broad issues such as national economic performance and national health issues’ (Wang and Swanson 2008, 79). The increased interest in NHRD reflects the growing acceptance of developing the skill level and furthering the levels of employability of human resources as a significant driving force for national development. In earlier years, what is now referred to as NHRD reflected a broad portfolio of policy and activity in areas including manpower planning, human capital investment, and 5-year development planning. Although, some expressed concern that these terms were not broad enough to address problems or concerns that extend ‘beyond employment and preparation for employment issues to include health, culture, safety, community, and a host of other considerations’ (McLean 2004, 269). Consequently, a growing body of evidence and case studies seems to suggest that NHRD is evident in an increasing number of countries (Lynham et al. 2006).

Some authors have challenged the credibility of NHRD from a theory-development perspective (Wang and Swanson 2008) with a key aspect of this critique focused on

definitions and foundational economic theories. While a well-agreed-upon definition is lacking for NHRD, although some advocate that the absence of a definition is desirable (McLean 2004), a general description of the scope of activity encompassing HRD at the national level is emerging. Wang and Swanson argued that incomplete and overlapping definitions of NHRD and HRD challenge the existence of the NHRD concept, yet, the broad level of scope, as well as the unique cultural setting for many emerging NHRD definitions, seems to suggest that perhaps HRD and NHRD can exist with similar definitions. For example, Bartlett and Rodgers (2004) noted that in the Pacific Islands, intergovernmental agencies have simply defined HRD as those processes that equip people with relevant skills to have a healthy and satisfying life. The other chief criticism advanced by Wang and Swanson (2008) was that the existing literature on NHRD has 'overlooked a significant body of development literature from international and country-specific development agencies and communities' (82). This is potentially a valuable observation that a broader view of component factors and influences to national economies would enhance the case by case understanding of HRD at a national level, and consequently, further development of NHRD theory.

The potential roles of government in the HRD domain are broad and diverse. Baum and Szivas (2008) noted that the roles of the state include the following:

policy and operational direction for the education process from pre-school to vocational, higher and lifelong learning provision; facilitating access for the private and public sectors to the quantity and quality of skills required for economic development and growth; encouraging skills enhancement as a tool within economic restructuring; recalibration and inward investment attraction through moves to stimulate a high skills and/or knowledge-based economy, and putting in place policies and programs that maximize employment opportunity and minimize unemployment and under-employment within the economy and, thus, enhance social inclusion. (785)

Our review of existing literature found no explicit development of an NHRD plan in Jamaica and no evidence of a national economic development theory, although there are studies on the application of western economic theories for development in Jamaica (Honig 1996; Tidrick 1975) despite concern raised by Mehmet (1995) at the tradition of applying western economic theories to developing nations.

Findings from literature review related to NHRD, workforce development, and skill enhancement activity in Jamaica

The Jamaican government appears to have recognized that aspects of a core NHRD philosophy in continued national development will be largely dependent on ensuring that sufficient numbers of talented individuals are in the workforce who can 'provide the necessary dynamism to move the economy on the path of progress' (Planning Institute of Jamaica 1993, 1). This recognition of the vital role of human capital, the need for efforts to improve workplace skills, and the overall employability of the workforce resulted in HRD being the first of four major social and economic imperatives of the government's Five-Year Development Plan 1990–1995 (Planning Institute of Jamaica 1993). This planning document detailed that both the government and the private sector had separate histories of involvement in training within the different sectors of the economy. Subsequent planning efforts (Planning Institute of Jamaica 2005, 2008) have identified the need to develop a unified plan for training and workforce development to address the needs of the various economic sectors to ensure the best use of available resources.

The most recent national development plan aimed to position Jamaica to achieve developed country status by 2030 (Planning Institute of Jamaica 2008). Similar to the earlier plans, the 2008 National Development Plan placed HRD as the priority activity to empower Jamaicans to achieve their fullest potential through education, training and development. National strategies to achieve this goal were identified to ensure that every age group has increased access to education, training, and/or work while also promoting a culture of learning among the general populace and strengthened mechanisms to align training with demands of the labour market.

When reviewing the literature, we identified numerous references, reports, and plans for development that included Jamaica as part of a broader Caribbean region. As Ahn and McLean (2006) noted, international organizations, such as the World Bank, Organization for Economic Co-operation and Development (OECD), and the United Nations Educational Scientific and Cultural Organization (UNESCO) have suggested that regional human resource development (RHRD) will be necessary to enhance regional development strategies. Ahn and McLean, citing the Korean researcher Baek (2002) defined RHRD as 'all efforts by regional agencies to acquire efficient development, utilization, inflow, and management of regional human resources to increase the quality of life in the region and regional competitiveness' (262). Their study of RHRD focused on a region within a single country, whereas, we apply the concept to the Caribbean region.

Geopolitically, the Caribbean region is organized into 30 territories, including sovereign states, overseas departments, and dependencies. As Gowricharn (2006) described, Caribbean societies are very different from other Western societies in terms of size, culture, and degree of mobility of their citizens. The current economic and political problems which the individual nations face tend to be fairly common to all Caribbean states. Consequently, regional development has emerged as an effective mechanism to address current issues and avoid projected problems. Axline (1979) concluded that from a political economic perspective, regionalism has served to make Caribbean states active participants in current international affairs through collective coalitions.

Our review of the literature focused on the region, as opposed to exclusively on Jamaica, showed more evidence that NHRD was recognized as important to economic and social development for the Caribbean. This was especially evident in the work of CARICOM. Formed in 1973 by the Heads of Government within the region, this organization, currently with 15 full member states, has focused on policymaking in areas such as healthcare, education, and employment (Bayer 1993). Reports published by CARICOM indicated that emphasis has been placed on HRD as a preferred mechanism to further develop member nations. For example, the communiqué issued at the conclusion of the 18th meeting of the conference of Heads of Government of CARICOM (Caribbean Community Secretariat 1997) included a commitment to the implementation of specific measures related to HRD at a national level. In preparation for this meeting, a number of key reports were requested. We found clear reference to HRD at a broad society level in each of these reports, and since 1997 the resulting communiqués published following each annual meeting has continued the trend where HRD is linked to issues of health, housing, and education to advance a broad development agenda for both the Caribbean region and the individual CARICOM Member States, including Jamaica.

Despite the lack of specific mention of NHRD, the provision of HRD at a national level is clearly recognized as an imperative to the growth and development of Jamaica and indeed the Caribbean region. Connecting our findings back to existing literature, we found that Jamaica is perhaps not unique in adopting the characteristic components of NHRD into their national planning without specifically mentioning NHRD. For example, a recent

NHRD study in Puerto Rico (which has observer status and not full membership in CARICOM) used the term ‘human capital development’ to describe programmes with an emphasis on training and development carried out to support national development (Griffin et al. 2011).

Findings from literature review on Jamaican tourism and HRD in the tourism sector

The literature reviewed for this study provided clear evidence that both the private and public sectors throughout the Caribbean recognize tourism as occupying a strategic position in the region. Furthermore, tourism is viewed as a key aspect of a development strategy in keeping with the observation by Liu and Wall (2006) that, tourism is often ‘promoted in policy agendas on the grounds that it will enhance the lives of local people and, as such, tourism planning should be as much about planning for residents as planning for visitors’ (160). However, as noted by Baum (1994) the human resource dimension has been largely neglected from national level tourism development and policy.

The earliest government policies for tourism predated Independence and included the Tourist Board Act of 1955, which established the Jamaica Tourist Board as a statutory body responsible for destination promotions and product development. By the mid-1970s one of the specific goals of tourism policy planning was to increase employment. Following elections in 1980, Jamaica experienced deep economic, social, and political shifts with the government actively adopting a strong development model (Chambers and Airey 2001). The establishment of a separate Ministry with the sole focus on tourism was seen as a reflection of the vital importance to economic and national development despite the absence of an overarching plan to shape the government’s policy for the industry. In February 1992, the then Prime Minister, Michael Manley, successfully initiated a CARICOM Tourism Summit, to concentrate on the interests of regional tourism (Ramphal 1993). An outcome of this meeting was the establishment of a training and development fund for Caribbean people which was officially launched at the 18th meeting with CARICOM Heads of Government meeting held 2 July 1997. The purpose of the fund was to develop Caribbean people for work within the tourism sector.

In 2000, the Jamaican Government Ministry of Industry and Tourism developed a 10-year master plan that focused on expanding the tourism sector (Government of Jamaica 2000). The draft plan was revised after considerable feedback from local communities across the island, and the final version of Jamaica’s first Tourism Master Plan was released late in 2002 (Commonwealth Secretariat 2002). The purpose of this comprehensive plan, spanning the 10-year period 2000–2010, was to further guide the development of the tourism sector to create a strategic vision for growth and to move the industry on a path of sustainability. Highlighted in this plan was the key idea that the industry’s success must be measured not only by the amount of GDP, foreign exchange, and jobs it provides but more importantly by the extent to which the industry serves as a vehicle for providing economic and social opportunities for the Jamaican people (Commonwealth Secretariat 2002, vi). The goals of the plan were for tourism to focus on sustainability while creating an industry in which all citizens would play a role in bottom-up planning for creating opportunities to participate and benefit. A research study by Kennett-Hensel et al. (2010) conducted a survey of managers’ assessment of the effectiveness of this 10-year master plan with findings that the plan was rated very high for addressing the key concerns, yet, the record of achievement of the goals was viewed less positively.

The tourism industry in Jamaica continues to position itself as a lead growth sector for economic and social development. As previously stated, the last national development

plan was published in 2008 to build on and extend previous planning strategies. In this plan, tourism was highlighted as one of the strategic priority sector areas of the future vision for Jamaica (Planning Institute of Jamaica 2008). The tourism industry was identified as 'one of the key industrial clusters deemed capable of driving sustainable economic growth in the long term' (3). As such, government participation and intervention in the tourism industry was seen as crucial for overall national development (Planning Institute of Jamaica 2008).

Literature and studies examining HRD in tourism organizations in Jamaica are limited. While research identified challenges that inhibit employee training and development in small hotels (Hinds 2002), the greatest numbers are employed in large hotels and resorts which tend to have comprehensive approaches to HRD. For example, Kingsbury (2011) provided an in-depth analysis of training and development in Sandals Resorts International, which is one of the largest hotel chains in Jamaica. He noted that each year, all employees are required to complete a minimum of 120 hours of training related to their particular job function with additional programmes for supervisors and managers, which was considered 'one of the most comprehensive HRD programs of any corporate entity in the Caribbean' (655). A recent study of expatriate hotel general managers in Jamaica found concerns at the lack of quality training in hospitality and training as well as apprehension of failing aspects of the education system (Adler and Rigg 2012). A clear role for linking NHRD to HRD in the tourism sectors in Jamaica exists as Jenkins and Henry (1982) suggested over 30 years ago in their observation that far greater government involvement is needed in training for tourism in developing countries.

Further evidence linking HRD to tourism employment was noted in reports and published studies that explored links between formal education and opportunities for entry and advancement across a broad range of occupations in tourism (Commonwealth Secretariat 2002; Planning Institute of Jamaica 2008). A range of education programmes have been developed to assist the tourism sector gain access to employees with the needed skills to operate within a dynamic service industry with responsibility of providing HRD for current and future tourism employees placed on an integrated system of public and private education providers. The public post-secondary education system as well as leading providers of nonformal training such as the Human Employment and Resource Training/National Training Agency (HEART/NTA) clearly play a key role in providing HRD. In addition, a number of private corporate universities (e.g., Sandals University) and private tourism organizations also provide tourism education and workforce development (Jayawardena 2002). It was evident from the literature review that education, training and development of human resources entering the tourism industry, as well as for employees already in the industry is viewed as critical for the overall development of Jamaica. This would support the notion that tourism has a clear role in NHRD in Jamaica although the existing literature would also suggest that this is not occurring to the fullest extent possible. In summary, the review of literature confirmed that HRD within the tourism sector is well established and governmental development plans clearly identified tourism as a key sector for economic growth to support larger economic and social development goals.

Conclusions and recommendations

A history of struggle and hardship has to a great extent characterized and shaped the Jamaican nation (Mordecai and Mordecai 2001). In this regard, Jamaica shares many, but not all, aspects of social history and current economic development with other countries in

the Caribbean region. However, a new approach to HRD at a national level that leverages existing skill training programmes is offering a new way forward for workforce training and development in Jamaica and throughout the Caribbean. In this paper, we reviewed literature related to three broad areas linked to NHRD theory, NHRD in Jamaica, and HRD within the tourism sector. It is important to note that the literature we reviewed was not specially designed to discuss or address NHRD issues; rather, we adopted this lens to examine the extent to which these themes were represented within the existing literature.

Our research showed that an increased recognition for a national approach to developing human resources has not yet been manifested in the use of the term NHRD in Jamaica. Indeed, we could find no definition or reference to NHRD in Jamaica within the literature we reviewed. However, our analysis of themes for this category of literature indicated that clearly there are aspects of national development policy and planning that would fit emerging definitions and descriptions of NHRD (McLean 2004; McLean and McLean 2001).

Our review of secondary sources found strong evidence that the emerging construct of NHRD appeared to be more developed at a regional level in the Caribbean than specifically in Jamaica. This was clearly revealed in the reports and documents published by CARICOM. Perhaps it is not surprising that a regional HRD approach is favoured as this allows each Member State to achieve larger and more impactful strategies, policy recommendations, and research resulting from pooled resources focused on common issues and development goals. We saw clear evidence that Jamaica is increasingly adopting a philosophy to workforce education and skill development that acknowledges the vital role of HRD for the achievement of a broad range of social and economic goals. In answering our research questions, we concluded that there is strong evidence in existing literature that the important role of the tourism sector in Jamaica is influencing HRD policies, practices, and attitudes at the national level. Yet, our review of existing NHRD literature showed very little acknowledgement of the potential influence and future role for the unique aspects of the tourism industry to assist in education, training and development goals at a national level.

Although some have challenged the negative aspects from tourism development (Sharpley 2002; Singh 2003), it is generally agreed that planned and controlled growth of the tourism sector can lead to improved and desired economic and social outcomes (Clayton 2002). As such, the tourism sector can play a major role in training and workforce development programmes and future policies related to employability at a national level. Despite the fact that tourism is a major source of employment and income in Jamaica, as well as being the main source of foreign exchange earnings, the existing research on skills training and workforce development in this sector is limited highlighting a potential area for future research.

Boxill (2002) identified the need to develop a body of research on tourism in the Caribbean. Tourism studies in general, and especially those on workforce planning, human resource issues, and the connection to national development conducted in other areas of the world may simply not reflect the somewhat unique context of Jamaica and the Caribbean. More clarification of NHRD policies for tourism and future studies to support the ability of training and development in the tourism sector to assist the overall employability is needed.

The need to develop an applied research agenda that monitors and evaluates the role of government in HRD within tourism in a variety of national and local contexts, both in developed and less developed countries was raised by Baum and Szivas (2008). More research that specifically addresses HRD and tourism in Jamaica may lead to a new

understanding of key theories, practices, and issues. For example, the often reported high turnover of many tourism occupations (Hughes and Rog 2008) could be viewed from a different perspective when the potential role of tourism in supporting NHRD is considered. Currently, many adopt the view that high turnover in tourism is negatively impacting organizations (Chikwe 2009; Davidson and Ying 2011), whereas, an alternative perspective could recognize tourism employment as providing a portal to the workforce in which highly transferrable skills can benefit both the individual worker and the service economy as a whole. This suggests a range of opportunities for skills training in tourism sector jobs that could be linked to organizational training and development as well as the formal education system. Tourism could be integrated in the curricula for primary and secondary schools as a way of promoting the industry 'as a viable career option for workers and at an early age to help to develop the right skills and attitude in the future labor force' (Hinds et al. 2004, 417). Efforts to broaden education and skills training for both entry and advancement in tourism while also allowing transfer of highly relevant skills to other occupations would support both individuals and the country. For an industry that is consistently viewed by the government as being the engine of economic development, tourism could adopt new approaches to HRD that would support the ambitious national development goals.

Limitations of the study

Although the study contributes new knowledge of the application of NHRD and the role of tourism as a possible influence for HRD at a national level, several limitations must be acknowledged. First, the study relied on data collected on a single country with a unique cultural and tourism industry context. Against this historical backdrop, and in reflection of the challenges now faced in the region, much effort in Jamaica and the Caribbean is now directed towards development of human resources. However, the existing literature that describes this activity is not framed specifically from an NHRD perspective, and the adoption of this as the analytical lens for this study introduces potential bias as a limitation. An additional limitation was the method to identify secondary sources. While every effort was expended to identify all published reports, it is possible that additional literature was not available electronically and that direct requests to individual agencies, governments departments, and regional organizations may have produced further relevant sources for analysis. Thus, care must be taken to interpret the results and avoid generalizing the findings beyond the setting.

The review of literature for this research leads us to suggest that tourism can play a significant role in driving NHRD, especially in tourism-dependent economies seeking to achieve broad economic and social development goals. However, there are implications for the HRD professionals and policy makers both in Jamaica and beyond. There appears to be an opportunity for HRD professionals and government policy makers in Jamaica to coordinate their efforts with leaders in the tourism industry. This will help ensure that human resources are developed to effectively and efficiently move the tourism industry over the long term while acknowledging that tourism also serves as a powerful force for overall growth and development of the nation. The Jamaican experience with tourism and its role in NHRD may be most useful for other small island nations. As Bartlett and Rodgers (2004, 313) noted, 'small island nations face many challenges in the development of their human resources, yet they appear to be keenly aware of the consequences of a lack of HRD'. The end result may be that Jamaica, long known for its sun, sea and sand, may soon add another dimension – being known as a world leader in integrating tourism development with NHRD efforts.

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