Unlocking the Potential of AI in Hotel Management: A Study on Training,

Skills, and Acceptance in the Hospitality Industry

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Abstract

This study's main purpose is to investigate the current level of understanding, knowledge, and acceptance of artificial intelligence (AI) systems within the Hotel Management domain at Breda University of Applied Sciences (BUas). To achieve this, an interview with a faculty member of the domain was conducted, and an online survey was created. Descriptive statistics, inferential statistics, and hypothesis testing were performed based on the survey responses. In total, 588 participants took part in the survey, with 63 of them belonging to the Hotel Management domain. The hypothesis testing confirmed that students' knowledge has a statistically significant influence on their acceptance. However, in the sample of educators, the alternative hypothesis is rejected with p-values of 0.6938 and 0.094350. A multiple regression analysis confirmed which variables have the greatest statistical influence on acceptance. The findings indicate that both students and educators currently have a moderate interest in artificial intelligence tools. However, if presented in a tangible manner, they would be open to integrating it into their curriculum.

Keywords: Artificial intelligence, Hotel Management, Statistics, Hypothesis, Curriculum

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Introduction

Artificial intelligence is the fastest-evolving field in today's world. Its possibilities are extending into various aspects of human life. The term "Artificial intelligence" refers to the capability of machines to mimic human behavior and perform tasks that typically require human skills, such as visual perception, voice recognition, and decision-making. AI has found applications in various industries, from handling mundane tasks to performing complex surgeries.

With the integration of AI systems into the workplace, the next logical step is for higher educational institutions to incorporate basic AI education into their curricula for all students. These courses would provide students with a foundational understanding of how AI systems function and how to effectively implement them in their respective industries. This paper explores the current levels of knowledge, acceptance, and understanding of AI systems among students and educators in the Hotel Management domain at BUas and discusses potential enhancements to their work.

Literature review

There are multiple reasons why it is important for hotel management students and staff to have some kind of knowledge on AI systems. According to O'Hara, 2021, the integration of advanced technology and the Internet of Things (IoT) holds immense potential for enhancing workforce efficiency by relieving employees of routine tasks, thus affording them more time and resources to address more substantial responsibilities. Instead of harboring apprehension towards automation, it is prudent to view it as a valuable tool for empowering service-oriented workforces. The presence of robotic labor has its proven effectiveness upgrading operational efficiency, yet it also raises concerns among the uneducated human workers in an era marked by labor automation. As elucidated by Porter, Heppelmann, et al., 2014, the IoT represents a revolutionary force in the hospitality

industry, offering the capability to "control and monitor business."Automation, moreover, possesses the potential to revolutionize every facet of a hospitality operation, ranging from guest services and administrative tasks to maintenance and security, promising a comprehensive transformation that transcends traditional boundaries in the industry. According to the findings of Zhang and Jin, 2023, proved that positive (vs. negative) smart technology, automation, robotics, and algorithms (STAARA) awareness provokes lower levels of job insecurity and mobility. Also, hotel employees with low-level career progression, their negative (vs. positive) awareness of STAARA triggers higher levels of job insecurity and mobility. Therefore, i believe that with a proper education about the possibilities of the artificial intelligence tools, the workers in the hotel industry will feel much more confident in their job positions and also will be able to implement them with the aim of improving their work.

Method

The main research question of this paper is "How can we successfully introduce AI to the BUas Hotel Management program?" This question is of significant importance because the successful integration of AI in the Hotel Management program has the potential to enhance the quality of education and prepare students for the evolving demands of the industry.

In order to answer it, a mixed-method research was chosen. The first stage consisted of creating and distributing an online survey within BUas. The second stage consisted of conducting an interview with BUas teacher and discussing the current situation and the future of artificial intelligence systems within the Hotel Management curriculum and industry. I created four additional sub-questions to answer the main one (three quantitative and one qualitative). "What is the current level of interest towards AI skills within the Hotel Management students and teachers?" serves to gauge the initial interest in AI. Similarly, "What is the current level of usage of artificial intelligence systems among the students and the teachers of the Hotel Management domain?" helps us understand the

current state of AI implementation in the program. Additionally, "How does knowledge influence the acceptance of AI among the students/teachers in Hotel Management?" investigates the influence of knowledge on AI acceptance. The sub-qualitative question is "How is training and skill development necessary for hotel management professionals to effectively utilize AI tools and technologies?" and its purpose is to find in what way the students can gain valuable knowledge about AI systems.

This section explains the methodology of the project. The subjects discussed below are as follows: Survey design, Participants, Materials, Procedure.

Survey design

The survey used in this research was developed by second-year students from the Applied Data Science and Artificial Intelligence program and included a total of 419 questions, with 15 specific questions for Hotel management. These questions covered various aspects of AI, ranging from knowledge and attitudes to the usage of AI tools. The questions were predominantly closed-ended and structured as a Likert scale with responses ranging from 1 to 5. This scale choice was made to facilitate exploratory data analysis, making it convenient and efficient for data analysis. (The full list of Hotel management specified questions is shown in Appendix A.)

Since the survey was created with the online platform Qualtrics, the distribution was made possible by a unique link generated by the website. The link was converted into a QR code and it was shared online via social media platforms, study platforms (Brightspace and TeamsMS) and also by giving out flyers in all buildings of the university.

Participants

The survey was distributed to a diverse group of participants within the Breda university institution. A total of 588 responses were collected over two weeks, of which 75 respondents belonged to the Hotel Management domain. From these 75 respondents, 63 completed the questionnaire. The participants included 9 educators, 1 management staff member, 52 students, and 2 participants who didn't specify their role, providing a wide

range of perspectives. The age groups of the participants varied, ensuring diverse viewpoints. For more precise distribution of the participants, you can see Figure 1 and Figure 2 below.
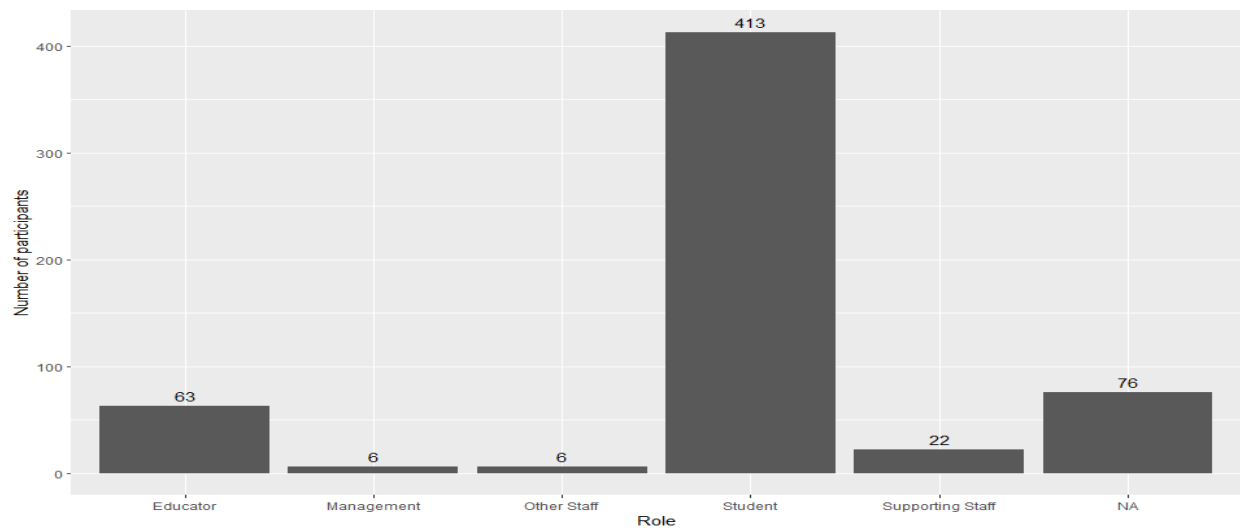

Figure 1
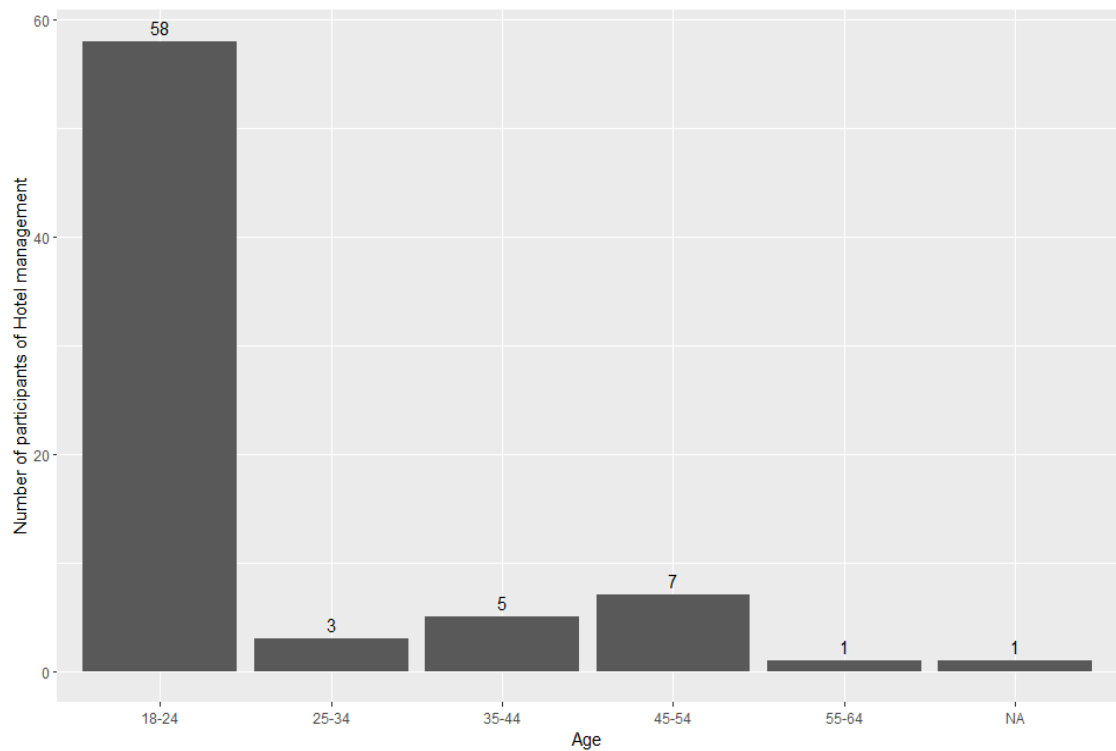
Distribution of all participants and their roles

Figure 2

Distribution of Hotel management participants and their age group

The participants were informed what kind of data will be collected from them and had the option of giving their consent and proceeding with the questionnaire or denying and finalizing their work on it. The participants for the interview were not chosen by random sampling, but instead careful criteria were set in place. In order to gain the most insight on the topics, I opted for teachers or students which are going to graduate in the current academic year. The target group for the interviews was chosen based on experience in the domain.

Materials

Multiple materials were used in order to conduct this research.To ensure ethical research, we used informed consent forms in both the online survey and face-to-face interviews. Participants were presented with a research information letter that explained the purpose of the survey and how their anonymity would be maintained. They were given the option to provide consent or decline participation. In face-to-face interviews, a similar research information letter was presented, along with an informed consent form to be signed by both the participant and the interviewer.

Procedure

The quantitative data collection, conducted through the online survey, spanned approximately three weeks during October. We promoted the survey on various online platforms and distributed physical flyers across the BUas campus. After data collection, we used the programming language R for data cleaning, processing, and exploratory analysis. Entries without consent and incomplete surveys were excluded. The final dataset contained 376 responses, with 63 from the Hotel Management domain. We anonymized the data using an R script and performed descriptive analysis, inference statistics, and a linear regression(LM) model to test hypotheses. Since I am examining the influence of factors, I

have chosen to work with simple linear regression as well as linear regression with multiple predictors.

Results

Descriptive analysis

In order to determine the current interest in AI systems and tools among educators and students, I performed a descriptive analysis. All of my work was conducted using the RStudio platform and the R programming language.

I started by performing summary statistics on two questions that sought the opinions of the participants regarding the potential integration of AI within the Hotel management curriculum and their interest in learning how to utilize AI tools efficiently.

In the summary statistics of the student subgroup (52 in total), the mean and median scores suggest that students in Hotel management have a moderate interest in implementing AI in their university studies. The minimum value is 2, indicating that none of the students strongly oppose it, and the maximum is 5, meaning that some students strongly agree with the necessity of integrating AI lessons into their curriculum. For a full summary statistics of the "students" subset, refer to Table 1.

Min.	1st Q.	Median	Mean	3rd Q	Max.
2	3	4	3.968	5	5.000

Table 1

Summary statistics of students' interest in implementing AI in

Hotel management curricular

The bar plot distribution below illustrates the results from the summary statistics. We can see that more than half of the students have a moderate to high interest in having AI lessons implemented in their curriculum, 25 % don't have an opinion on the subject, and only 8% don't see a significant advantage in learning about artificial intelligence.
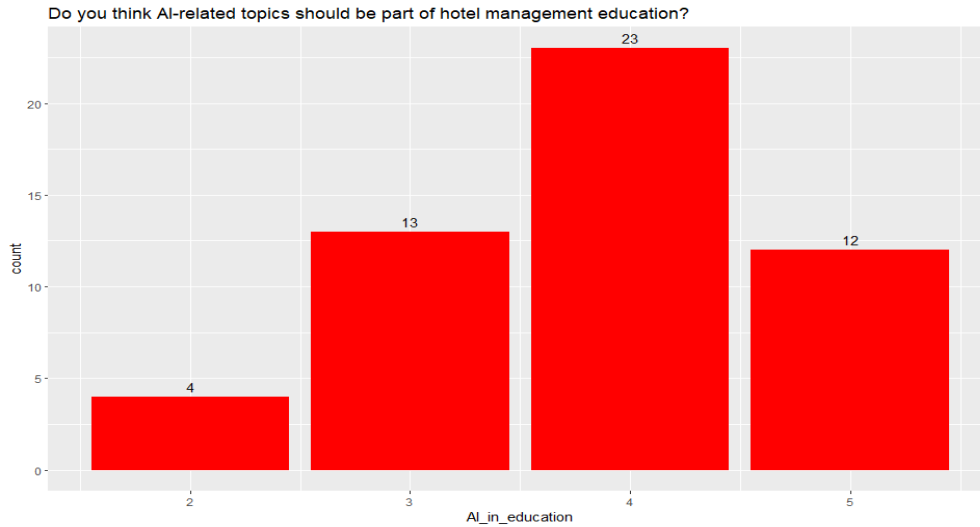
Figure 3

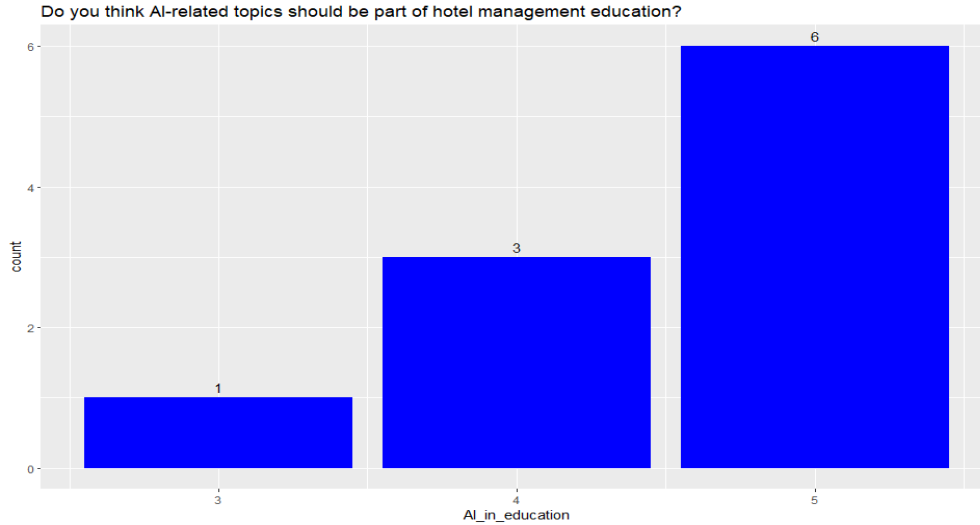*Distribution of interest towards AI education in Hotel management - students*

In the summary statistics of the "educators" subset (a total of 10), the mean and median scores are closer together than in the "students" subset. The median has a value of 5, indicating that 50 % of the educators strongly agree that AI topics should be included in their lessons. The mean, with a value of 4.5, suggests that, on average, BUas educators believe in the need for technological education for Hotel domain students. For a complete summary of statistics for the "educators" subset, see Table 2.

Min.	1st Q.	Median	Mean	3rd Q	Max.
3	4	5	4.4	5	5

Table 2

Summary statistics of educators' interest in implementing AI in Hotel management curricular

In Figure 4 below, the summary statistics of the "teachers" subset is visually illustrated. 90% of the educators from Hotel management believe in the importance of keeping their lessons up-to-date with the world industry requirements and are highly interested in integrating basic-level AI topics into their lessons. Only one of the educators who filled out the online survey does not have an opinion on the subject.

Figure 4

*Distribution of interest towards AI education in Hotel management - teachers*

When examining the current interest in learning how to use AI tools within the student group, I noticed that the summary statistics are very similar to those for the interest in implementing AI in the Hotel management curriculum. The minimum and maximum values stand at 2 and 5, which shows us that none of the students find learning about AI tools completely uninteresting. With the mean standing at 3.885, we can conclude that the overall interest in learning how to use artificial tools effectively is moderate to high. The median value of 4 points indicates that 50 % of the students are very interested in the topic.

Min.	1st Q.	Median	Mean	3rd Q	Max.
2	3	4	3.885	5	5

Table 3

Summary statistics of students' interest in learning how to use
AI tools effectively

In Figure 5 you can see a more precise distribution of the survey answers.

How interested would you be in learning how to use AI tools (eg. ChatGPT) more effectively?
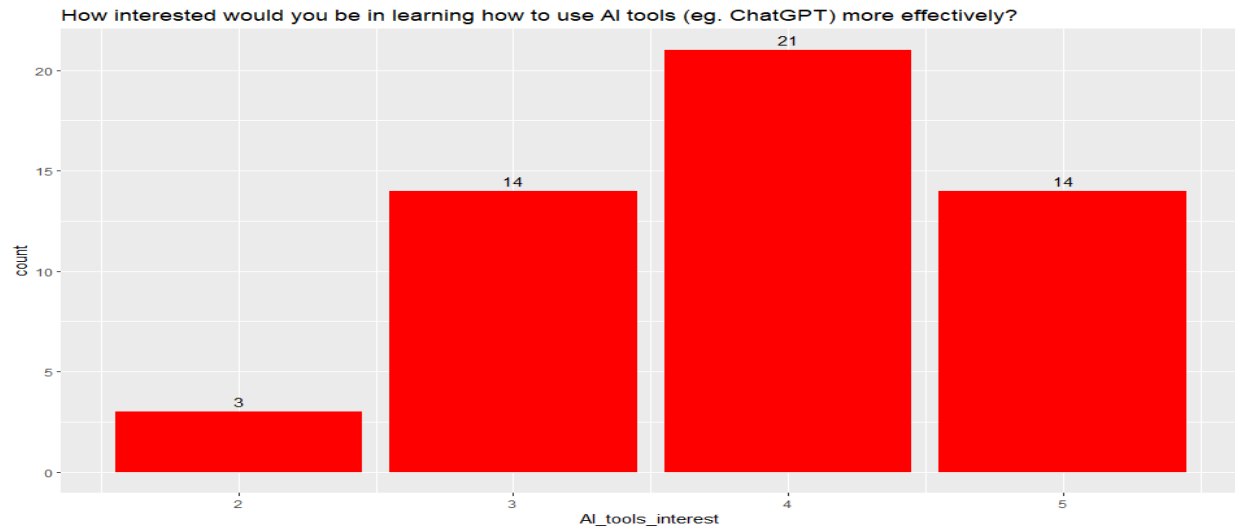
Figure 5

How interested would you be in learning how to use AI tools (eg. ChatGPT) more effectively?

Finally, when looking at the summary statistics of the educators on the same topic we can see that it has the same values as the summary statistics of the educators for the previous question.

Min.	1st Q.	Median	Mean	3rd Q	Max.
3	4	5	4.4	5	5

Table 4

Summary statistics of educators' interest in learning how to use AI tools effectively

In Figure 6 you can see the exact distribution of the answers. More than half of the educators are extremely interested in learning how to utilize AI tools more effectively and 40% of them have moderate to high interest.

How interested would you be in learning how to use AI tools (eg. ChatGPT) more effectively?
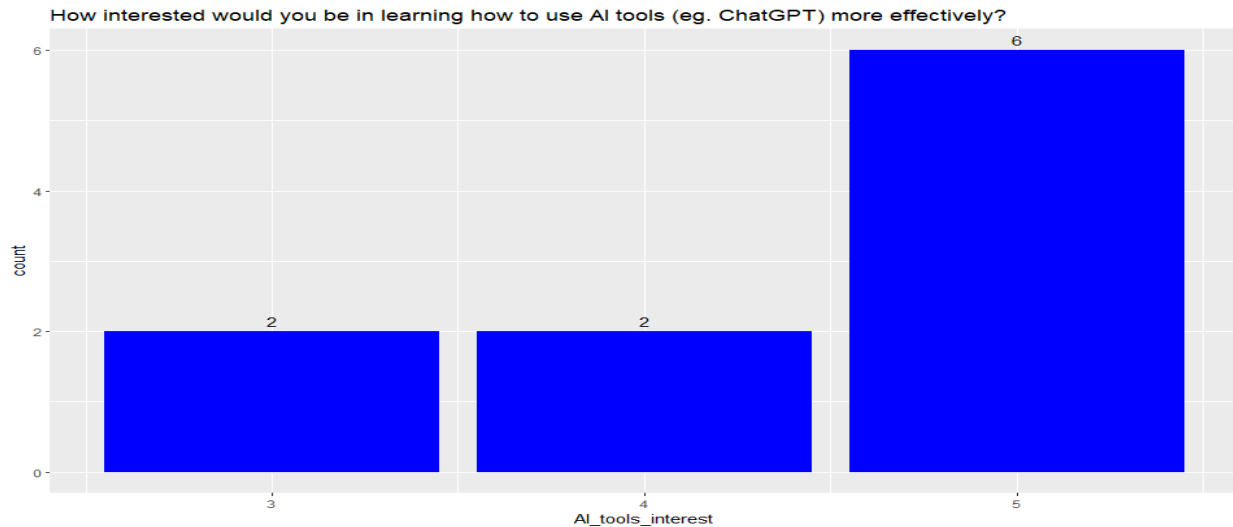
Figure 6

Summary statistics of teachers' interest in learning how to use AI tools effectively
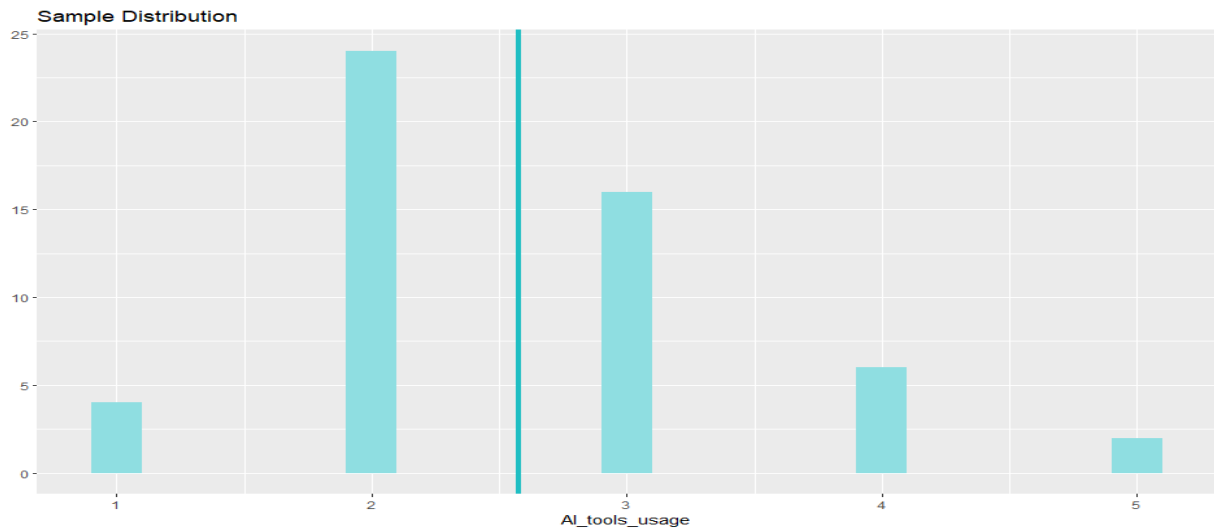
Inference

To identify the current average usage of artificial tools and systems among students and teachers in Hotel management, I conducted inferential statistics. A fundamental concept in inferential statistics is confidence intervals. They provide a range of values within which a population parameter, like the population mean or proportion, is expected to fall with a reasonable level of certainty. In other words, confidence intervals offer both an estimate of the population parameter and a measure of the associated uncertainty. It's essential to select a confidence level before constructing a confidence interval. This level is commonly represented as $(1 - \alpha)$, where α is the significance level (alpha), which is usually set at 0.05 or 0.01. For this research I have used the 95% interval and 0.05 confidence level.

The predicted average score for the usage of artificial tools between the students in the sample is 2.5769, which is the sample mean. The 95% confidence interval [2.3163, 2.8375] tells us that the genuine population mean AI tool utilization score falls within this range with a 95% confide.

N.	y-bar.	s	95% CI
52	2.5769	0.9361	(2.3163, 2.8889)

Table 5

Inference statistics students' usage of artificial tools and systems

Figure 7

Sample distribution of inference statistics - students' usage of artificial tools and systems

In the sample of the educators the mean is calculated at 2.3, which is a bit lower than the one of the students. There is a 95% confidence that the true population mean for educators' use of AI tools falls between 1.7111 and 2.8889, based on the sample of 10 educators.

N.	y-bar.	s	95% CI
10	2.3	0.8233	(1.7111 , 2.8889)

Table 6

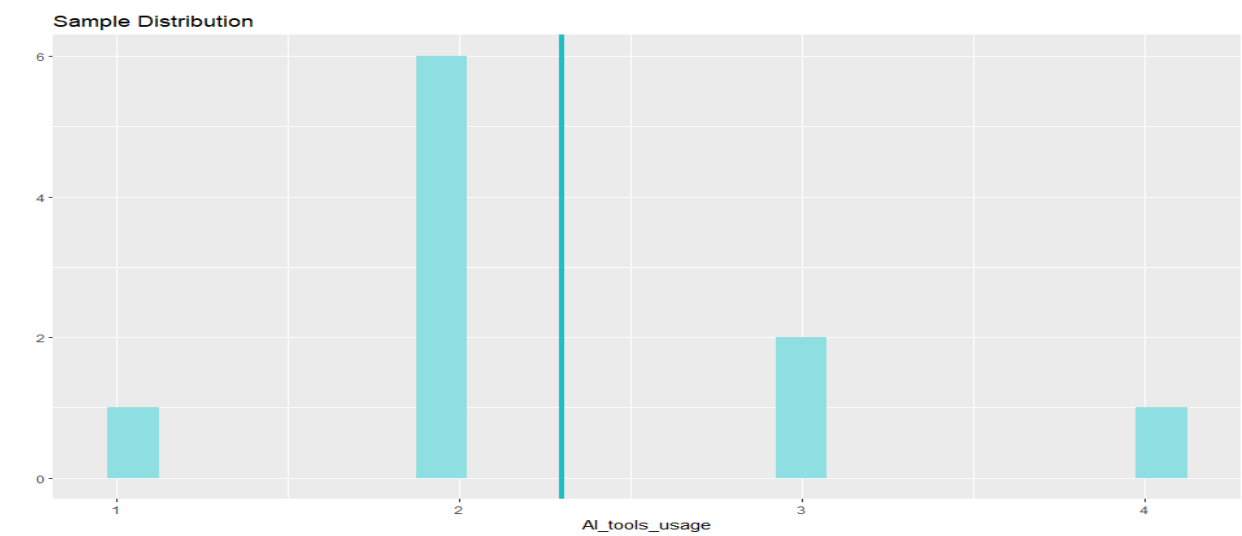*Inference statistics educators' usage of artificial tools and systems*

Figure 8

Sample distribution of inference statistics - educators' usage of artificial tools and systems

Lastly, I performed the inferential statistics on both samples to determine if there is a significant difference between the usage of AI systems among students and teachers. The confidence interval for the equation ranged from -0.3812 to 0.935.
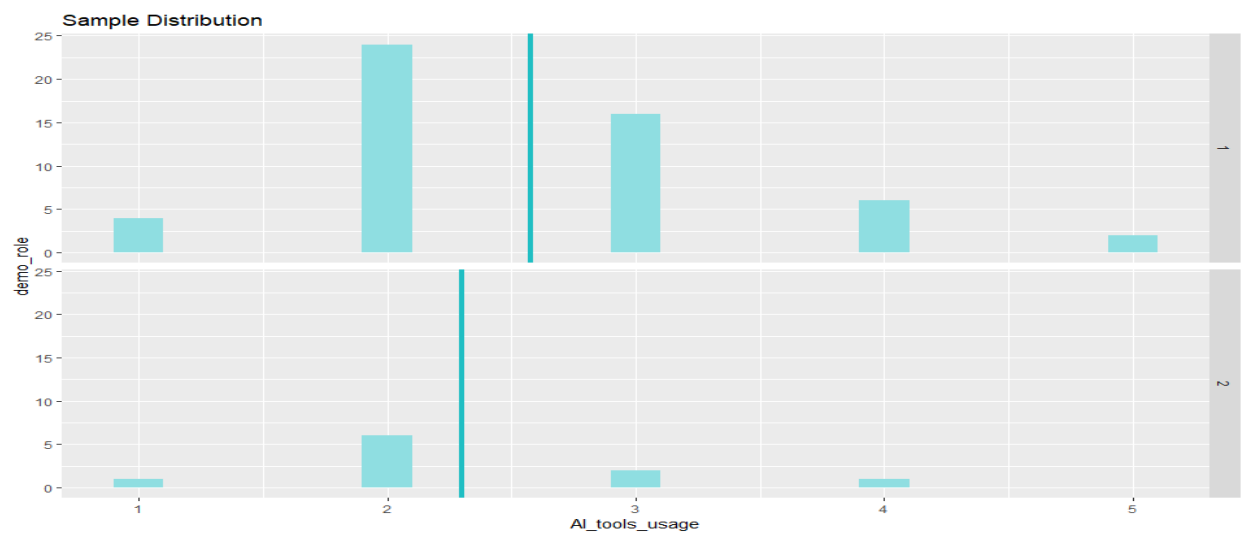

Figure 9

Sample distribution of inference statistics - difference

Hypothesis testing

In order to test my hypothesis, I used linear regression models to determine whether independent and dependent variables have a statistically significant connection. Two hypotheses were first formulated: the alternative hypothesis (Ha), which proposes a substantial association, and the null hypothesis (H0), which assumes no significant relationship.

Null hypothesis: The level of knowledge does not influence the acceptance of AI among the students/teachers in hotel management.

Alternative hypothesis: The level of knowledge influences the acceptance of AI among the students/teachers in hotel management.

I tested this hypothesis, both for educators and for students using two different dependent variables - one which checks the acceptance of AI in the current workflow (referred to as VAR-A) and one for the acceptance and usage of it in learning activities (referred to as VAR-B). In the sample of the students, the p-value for knowledge is calculated at 0.0114, indicating statistical significance on the dependent variable. When performing the same test on VAR-B, the p-value is calculated at 0.0484, showing a smaller, but still significant influence.

After testing the sample of the students, my next step was testing the sample of the educators. The linear regression model showed that there isn't a significant relationship between the knowledge the teachers have about AI systems and the acceptance they have towards it in their workflow. The p-value is 0.6938 and shows that there is not enough evidence to reject the null hypothesis. When performing the same linear regression on the second question, for the educators' sample, the p-value is even higher, 0.094350. This is another confirmation of the rejection of the alternative hypothesis.

After creating the linear regression model with one predictor, I opted for a second hypothesis. I wanted to check which independent variables are influencing VAR-A and VAR-B and how much. For this purpose, I built a linear regression model with multiple

predictors, which I iterated over 8 times for VAR-A and 10 times for VAR-B. After finalizing all necessary iterations, the conclusions were as follows:

In the case of VAR-A, the independent variables influencing it are the familiarity of AI systems within the industry (p-value of 0.000555), the fear of AI taking over future specialists' jobs (p-value of 0.009524), the ease of studying with artificial help (p-value of 0.030958), the usage of AI tools (p-value of 0.009310), and the opinion on whether or not AI training is crucial (p-value of 1.62e-10).

```
Call:
lm(formula = acc_5 ~ AI_hotel_industry + AI_fear_jobtakeover +
    AI_teach_student + AI_tools_usage + AI_training_curcial,
    data = students)

Residuals:
     Min      1Q   Median      3Q      Max
-1.35276 -0.41968 -0.00975  0.48448  1.27532

Coefficients:
                     Estimate Std. Error t value Pr(>|t|)
(Intercept)           5.53925    0.57533   9.628 1.34e-12 ***
AI_hotel_industry     0.37061    0.09986   3.711 0.000555 ***
AI_fear_jobtakeover   0.16215    0.05993   2.706 0.009524 **
AI_teach_student     -0.25091    0.11272  -2.226 0.030958 *
AI_tools_usage        0.31398    0.11566   2.715 0.009310 **
AI_training_curcial  -0.81593    0.09977  -8.178 1.62e-10 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.6392 on 46 degrees of freedom
Multiple R-squared:  0.6788,    Adjusted R-squared:  0.6439
F-statistic: 19.44 on 5 and 46 DF,  p-value: 2.343e-10
```

Figure 10

Linear regression model with multiple predictors - acceptance and implementing AI in workflow

In the case of VAR-B, the independent variables which are influencing it are the usage of AI systems (p-value of 0.000147), the interest towards artificial tools and systems(p-value of 2.30e-06) and the fear of AI taking over future specialists jobs (p-value of 0.001361).

```
Call:
lm(formula = acc_3 ~ AI_fear_jobtakeover + used_ai + AI_tools_interest,
     data = students)

Residuals:
     Min      1Q   Median      3Q      Max
-1.85467 -0.19074  0.02231  0.34539  1.24687

Coefficients:
                     Estimate Std. Error t value Pr(>|t|)
(Intercept)           4.13848    0.48779   8.484 4.12e-11 ***
AI_fear_jobtakeover   0.19896    0.05850   3.401 0.001361 **
used_ai               0.30049    0.07285   4.125 0.000147 ***
AI_tools_interest    -0.53613    0.09993  -5.365 2.30e-06 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.626 on 48 degrees of freedom
Multiple R-squared:  0.5593,    Adjusted R-squared:  0.5317
F-statistic:  20.3 on 3 and 48 DF,  p-value: 1.23e-08
```

Figure 11

Linear regression model with multiple predictors - acceptance and implementing AI in study process

When i tried to perform the same linear regression with multiple predictors for the educators sample I encountered a problem. Since the sample was too small and the correlations too close to each other, running the same model threw error in the form of NaN values for all p-values, t-values and standard errors.

Discussion

My findings from the descriptive analysis are that students in the Hotel Management domain have a moderate interest in the topics. More than 50% of the sample are interested in learning about artificial systems and their possible implementation in the industry, while around 32% are uninterested or believe it is not necessary. Similar results are visible in Figure 6, where I examined the interest of young professionals towards learning how to utilize AI tools more effectively.

When turning our focus to the sample of educators, we can see that 90% of them think that it is important to implement AI lessons in the curriculum they are teaching. For the utilization of tools, more than 50% of the teachers are very interested in taking a step in that direction, and only 20% are moderately enthusiastic about the topic.

After performing the inference statistics on the student sample, I found the mean, standard deviation, and confidence intervals for the current average usage of artificial systems. The mean value of 2.5769 shows us that the average usage of students is moderate, and they tend to do it about half of the time they are studying. The confidence interval values of 2.3163 and 2.8889 confirm the results of the mean.

The sample of teachers has slightly lower values than that of the students. The mean value is estimated at 2.3, which tells us that, on average, teachers tend to use AI tools less often when dealing with university tasks. The 95% confidence interval in this sample is more spread out, indicating a bigger uncertainty in the estimate.

In my final usage of the inference statistics, I checked whether there is a significant difference in the average current AI usage between students and teachers. The confidence interval is calculated as -0.3812 and 0.935. This means that we cannot be 95% sure that there is a significant difference, and we do not have enough evidence to reject the alternative hypothesis. Therefore, we can conclude that the average usage of AI tools between students and teachers is the same.

For the student sample, the output of the first simple linear regression model shows us that the level of knowledge about AI statistically influences the acceptance of artificial tools. The variable representing knowledge about AI has a coefficient of -0.4921. That points us towards the fact that most likely, there is a strong negative relationship between knowledge and the acceptance of AI in the workflow. The output of the second linear regression with multiple predictors for this sample shows that there is a strong statistical influence between these variables as well. The p-value has a slightly higher number (0.0484), but it still classifies as a strong relationship. Similarly to the previous example, the coefficient value is a negative number (-0.3320), indicating a second negative relationship between the variables.

Moving on to the educators' sample, the p-values of both LM models were higher than 0.05 (0.06938 for VAR-A and 0.09435 for VAR-B). This immediately rejects the

alternative hypothesis and confirms that there isn't a statistically significant relationship between the knowledge of AI systems and the acceptance of the educators.

Finally, I made two linear regression models with multiple predictors to find out which of the independent predictors have the biggest influence on the acceptance. The model for VAR-A shows that there are four independent variables strongly influencing the acceptance of AI in the workflow. Those who have more knowledge about the usage of AI tools in the industry tend to want to work with AI more. The same goes for the people who use artificial tools more often and those who have a bigger fear of the possibility of AI taking over some of their jobs. On the other hand, the people who believe that training is crucial for the effective utilization of AI tools don't have a big acceptance towards them and don't intend to use them in their work. A similar result is shown for the people who find it easier to study with artificial help.

The second LM with multiple predictors showed which factors influence the acceptance of AI systems in the learning process. In this model, only three variables have a significant influence, two of which are positive and one is negative. Those who fear that AI could take over potential jobs in the industry tend to use AI tools in their learning process. The same goes for those with a higher level of AI knowledge. Lastly, the students who are showing interest in learning how to effectively utilize AI systems don't show a big intention of implementing it in their studies.

I attempted to fit the same models on the educators' sample, but the sample size was too small, which resulted in all NaN values.

For my qualitative research, I conducted an interview with a teacher from the Hotel Management domain (transcription of the interview in Appendix B). The topics of discussion were two - AI in the hotel industry and AI in the education of future hotel management professionals. My findings show that the students from the Hotel Management domain have very little familiarity with the basics of artificial intelligence. My interviewee explained that, in his opinion, the integration of AI in all industries is

unavoidable and could be beneficial for the hospitality industry, but only to a certain extent. He said that the hotel industry is lacking staff members, and he has some hopes that in future collaboration with artificial intelligence systems, their problem could be solved. He believes that teaching AI to all students is crucial for their future careers and thinks that if the idea is presented in a tangible way, then both the students and the educators of the domain will get on board.

Implications

The findings of this research paper have several implications for both the field of Hotel Management and the broader realm of education. Firstly, it's noteworthy that over 50% of the students in this domain expressed moderate interest in learning about artificial systems and their potential implementation in the industry. This suggests a growing awareness and openness to integrating AI technologies in the hospitality sector. Given the ongoing challenges in the industry, such as labor shortages, these findings imply that embracing AI could help address these issues.

Secondly, the strong interest among educators (90%) in incorporating AI lessons into their curricula is a positive development. It implies that there is a receptive audience among educators who see the value of AI education for future Hotel management professionals. This finding underscores the importance of equipping students with AI knowledge to better prepare them for the evolving demands of the industry. It also indicates that there may be a willingness among educators to adapt their teaching methods to include AI-related content.

Further research

First, investigating the specific content and teaching methods that would be most effective in incorporating AI into the curriculum is an important area for future research. Understanding how to make AI education engaging and relevant to students is crucial to ensure successful implementation.

Further research can explore the impact of AI education on the actual workplace

performance of Hotel management professionals. Long-term studies can track students who received AI education to assess whether their skills and knowledge in this area enhance their career prospects and contributions to the industry.

Lastly, it would be valuable to investigate the reasons behind the observed negative relationship between knowledge about AI and acceptance of AI tools among students. This could provide insights into potential barriers to AI adoption in hotel management education and how to overcome them.

Conclusion

In conclusion, our study revealed varying levels of interest and engagement with AI knowledge and skills among students and educators in Hotel Management. While over 50% of students displayed moderate interest in AI, some of the educators support the introduction of AI into the curriculum.

Current AI tool usage was found to be moderate among students and lower among educators. The statistical analysis didn't detect a significant difference between the two groups, indicating similar AI adoption levels.

Regression analysis showed a strong negative relationship between AI knowledge and acceptance among both students and educators. Multiple predictors highlighted the importance of AI knowledge, usage, and concerns about job displacement in influencing AI acceptance among students.

To introduce AI successfully into the curriculum, it's crucial to address these findings. Tailored, practical AI education should be implemented, emphasizing real-world applications and benefits, such as addressing staffing challenges in the hotel industry. This approach can prepare the next generation of hotel management professionals for the evolving industry landscape.

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Appendix A

Survey questions for Hotel management

Q1 (AI-in-education):

Do you think AI-related topics should be part of the hotel management education?

Q2 (AI-tools-interest):

How interested would you be in learning how to use AI tools (eg. ChatGPT) more effectively?

Q3 (AI-tools-usage):

How often do you use AI tools (as in ChatGPT) in your study?

Q4 (AI-teach/student):

Do you find studying/teaching easier using AI tools?

Q5 (AI-fear-jobtakeover):

I am afraid that AI might take over my future/current job.

Q6 (AI-hotel-industry):

How familiar are you with the usage of AI tools in the hotel industry?

Q7 (AI-assistant):

How comfortable are you with the idea of having an AI assistant which automatizes repetitive and monotonous tasks?

Q8 (AI-job-requirement):

The job requirements in the hotel industry are going to be higher with the introduction of AI tools.

Q9 (AI-confident):

The more I know about AI, the more confident I am in using it in hotel management.

Q10 (AI-competitive):

I believe that having AI knowledge will give me a competitive edge in the job market for hotel management roles.

Q11 (AI-training-crucial):

Training and skill development are crucial for hotel management professionals to effectively utilize AI tools and technologies?

Q12 (AI-teaching):

Do you include AI-related topics in your teaching materials or curriculum?

Q13 (AI-imp-hotel):

How much potential do you believe AI has in improving the efficiency of traditional hotel management systems?

Q14 (Chatbot-imp-hotel):

AI chatbots and virtual assistants that can provide 24/7 customer support can improve hotels.

Q15 (Pers-guest-exp):

Personalized guest experience can improve hotels.

Appendix B

Transcript of the interview can be found here.