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Codification of theories of organizational learning dimensions for further use in the VUCA hotel businesses environment evolving to BANI

Christos Kakarougkas*

Abstract

The recent consecutive crises and technological, geopolitical, and trade developments have forced the business environment in which hotel businesses operate to evolve from VUCA: Volatile, Uncertain, Complex, and Ambiguous to BANI: Brittle, Anxious, Non-Linear, Incomprehensible. To effectively respond to the impact of the VUCA to BANI evolution, hotel businesses need to adjust their operations. This adaptation requires human resources to acquire new knowledge and skills to help hotel businesses evolve in the BANI environment. This study, through qualitative latent content analysis of the findings of previous scientific research, synthesizes and highlights elements of organizational learning dimensions theories, which will help human resources of hotel businesses, respond to the challenges of the VUCA to BANI business environment on operational and strategic levels. The results of this study present original and valuable scientific and practical insights for further use by researchers and managers in the hospitality field.

JEL Classifications: M54

Keywords: organizational learning dimensions, hotels, VUCA to BANI, business environment evolution

* Department of Tourism Economics and Management, iTED Lab, University of the Aegean, Chios, Greece.
Email: ch.kakarougkas@aegean.gr

1 Introduction

The recent consecutive financial, immigration, and health crises, the wars in Ukraine and the Middle East, the trade war between the USA and China, and the advent of artificial intelligence have forced the business environment in which all types of businesses operate to evolve from VUCA: Volatile, Uncertain, Complex, Ambiguous to BANI: Brittle, Anxious, Non-Linear, Incomprehensible (Grant, 2023). For hotel businesses in particular, this development results in an increase in operating costs, the strengthening of the difficulty of retaining talent and finding new ones, the deterioration of labor relations, and others (Stavrinoudis et al., 2022). To effectively respond to the impact of the VUCA to BANI evolution, hotel businesses need to adjust their operations (Gläser, 2023). This adaptation requires human resources to acquire new knowledge and skills to help hotel businesses evolve at the short-term operational and long-term strategic levels (Kakarougkas et al., 2024). This study aims to highlight elements of essential organizational learning dimensions theories (Berraies et al., 2024), which will help hotel human resources respond to the challenges of the VUCA to BANI business environment on a short-term operational and long-term strategic level. To achieve this aim, the present study, through qualitative latent content analysis of the findings of previous scientific research (Kleinhekkel et al., 2020; Lindgren et al., 2020), will initially aim to present the central features of the VUCA to BANI evolution and record, model and synthesize the elements that comprise the main theories of organizational learning dimensions. Then, it will highlight operational and strategic policies that hotel business management should follow to help human resources respond to the challenges of the VUCA to BANI evolution. The results of this study present original and valuable scientific and practical insights since a corresponding attempt to record, model, and synthesize the elements of essential theories of organizational learning dimensions for further use in the VUCA hotel business environment evolving to BANI has not been identified yet.

2 Literature review

2.1 The VUCA to BANI hotel business environment

The modern business landscape constantly evolves, creating various challenges for hotel businesses. Two paradigms used to describe these challenges are the VUCA paradigm and its evolution, the BANI paradigm (Olkowicz et al., 2024). The VUCA paradigm, which stands for Volatility, Uncertainty, Complexity, and Ambiguity, focuses on the dynamic and intense changes in the external environment that affect businesses, including hotels and their human resources, at an operational and strategic level (Dziadkiewicz et al., 2023; Lubowiecki-Vikuk & Sousa, 2021). In this context, since the outbreak of COVID-19, the VUCA paradigm has gradually begun to be replaced

by the BANI paradigm, which focuses on the sphere of unpredictability and how it affects the business environment (Botea-Muntean & Constantinescu, 2024; Roblek et al., 2023). More specifically, the BANI paradigm, which stands for Brittle, Anxious, Nonlinear, and Incomprehensible, is a more complex one compared to the VUCA paradigm and argues that businesses and their human resources at the operational and strategic levels must develop a new way of thinking and innovative approaches to address the dynamic, intense and unpredictable challenges of the modern business landscape (Adzhienko et al., 2023).

Following the above, Volatility in the VUCA paradigm describes the uncertainty surrounding the magnitude of changes in the business environment (Mack & Khare, 2016). An example of a change in the business environment with uncertain (at the time) consequences for the hotel businesses can be the effects of the Thomas Cook bankruptcy (Akbulaev et al., 2020). Corresponding to the BANI paradigm, Brittle indicates the fragility of businesses and their systems after significant changes (Menaria, 2024). For example, the spread of COVID-19, in many cases, led to a drastic reduction in the demand for hospitality services worldwide and the shutdown of hotels (Kakarougkas & Stavrinoudis, 2021).

Uncertainty can be defined as the need for more clarity of outcome, often due to a reduced ability to assess a situation, resulting in a lack of identification of challenges and opportunities (Mack & Khare, 2016). An example of an event with an uncertain outcome is the terrorist attack of 9/11, whose consequences could not be calculated with certainty for hotel businesses (Kosová & Enz, 2012). According to the BANI paradigm, the Anxious concept suggests that any action does not simply lead to an uncertain outcome but to a possible negative outcome (Menaria, 2024). For example, the imposition of containment measures for COVID-19 resulted in the departure of business hotels from their established mode of operation since the contacts between human resources and guests were reduced to a minimum (Kakarougkas et al., 2024).

The Complexity concept of the VUCA paradigm describes a business environment in which it is difficult to connect cause and effect. Mack and Khare (2016) argue that the complexity of interconnected systems often leads to results that were not initially foreseen. An example of the Complexity of interconnected systems can be the applications of information and communication technologies, which, through the complex interconnections they create, often lead to the creation of relationships between stakeholders and hotel businesses that were initially difficult to foresee (Zsarnoczky, 2018). The Nonlinear concept in the BANI paradigm wants to indicate that cause and effect are seemingly disconnected and disproportionate in the modern business environment. In other words, an action or decision in a nonlinear world can lead to predictable events with unpredictable consequences (Menaria, 2024). For example, the advent of robotics combined with

artificial intelligence can lead to small-scale actions or decisions to bring about substantial and unpredictable changes in how hotel businesses interact with customers and employees (Li et al., 2021).

Ambiguity in the VUCA paradigm suggests that business decisions are becoming increasingly ambiguous, as there are many possible solutions to a problem, but there is no established process to decide which one to implement (Mack & Khare, 2016). For example, significant changes in customer preferences can create ambiguous situations for hotel companies that are trying to create new products or enter new markets (Lubowiecki-Vikuk et al., 2023). In the BANI paradigm, Incomprehensible indicates that the solutions presented as answers to business environment challenges often do not make sense according to the established way of thinking (Menaria, 2024). For example, the trade war between the USA and China is drastically changing how all businesses, including hotels, operate in the internationalized environment, resulting in given and tested solutions to problems losing meaning (Ortega, 2020).

Following the above analysis, Table 1 below compares the main characteristics of the VUCA and BANI paradigms.

Table 1: The main characteristics of the VUCA and BANI paradigms

VUCA paradigm	BANI paradigm
Volatility: uncertainty around the magnitude of changes in the business environment.	Brittle: the fragility of businesses and their systems.
Uncertainty: lack of clarity of outcome is often due to reduced possibilities of evaluating a situation.	Anxious: any action leads to uncertain and possibly adverse outcomes.
Complexity: lack of connection between cause and effect in the interconnected business environment.	Nonlinear: cause and effect are seemingly disconnected and disproportionate.
Ambiguity: ambiguous business decisions as there is often more than one possible solution to a problem.	Incomprehensible: solutions presented as answers to business environment challenges often do not make sense according to the established way of thinking.

2.2 Theories of Organizational Learning Dimensions

Del Pilar Barrera-Ortegon et al. (2024) argue that modern businesses must implement organizational learning processes to respond to the challenges that the VUCA to BANI transformation of the external environment creates. Organizational learning through formal management initiatives (formal learning) or informal social interactions between employees (informal learning) leads to the creation of Organizational Knowledge (Kakarougkas & Papageorgakis, 2023). Muhammed and Zaim (2020) suggest that Organizational Knowledge is a dynamic combination of norms, behavioral patterns, experiences, and values, often embodied in

organizational documentation, processes, and procedures. Following these, Berraies et al. (2024) and Van Grinsven and Visser (2011) promote the view that the transmission of knowledge through learning in a business can be studied through the prism of theories of organizational learning dimensions, where most of them present a circular and evolutionary form according to which a basic and a higher level of learning succeed each other continuously. Specifically, Berraies et al. (2024) and Van Grinsven and Visser (2011) argue that a) at the basic level, learning is fundamental and oriented towards everyday action and routine, while it occurs within the context of existing mental models, values, standards, policies, and subjective assumptions, b) at the higher-level learning involves changing the mental models, values, standards, policies and subjective assumptions on which daily actions and routines are based. Below, the central elements that make up the most important theories about learning in the business context will be analyzed and synthesized.

Following the above, Argyris and Schon (1974) and Buckell and Macintyre (2021) supported the existence of single and double-loop learning within businesses. In detail, single-loop learning detects and corrects errors based on existing organizational norms and values. The learning mechanism is derived from the experience of the individuals and groups that make up an organization through iterative reinforcement to identify problems and correct errors. Double-loop learning builds on single-loop learning, specifically after identifying organizational processes that deviate from established values and standards (single-loop), then the second loop challenges the standards and values on which organizational processes are based (Argyris & Schon, 1974; Buckell & Macintyre, 2021). Fahrenbach and Kragulj (2022) supported the existence of triple-loop learning, which is based on double-loop learning and aims to make those involved in the learning process not only change the standards and values on which the organizational processes are based but also learn how to learn so that learning and rethinking processes, values, and standards is a continuous process without end

Senge (1990) presented the concepts of adaptive and generative learning. Senge (1990) and Chiva and Habib (2015) argued that adaptive learning focuses on solving problems on current knowledge without examining its suitability while relying on repeating routine procedures. In contrast to adaptive learning, generative learning questions the norms and values on which organizational processes are based and tries to create new knowledge by creating new mental models, standards, policies, and assumptions on which daily actions and routines are based. According to Senge (1990) and Chiva et al. (2010), productive learning is based on five central rules: systems thinking, personal mastery, mental models, shared vision, and team learning. More specifically, the rule of "systems thinking" asserts that both individuals and their groups must

acquire the ability to understand how a single action can have multiple effects on reality. "Personal mastery" is the second rule whereby individuals must acquire the values of self-awareness and the desire to see and face reality clearly and without fear or prejudice. The following rule is that of "mental models," according to which it is wrong to adopt a single way of thinking. Mental models must be pluralistic, based on dialogue and honesty, and free from a single dogmatic truth. The "shared vision" principle holds that management and all employees must support an organization's goals. Finally, the "team learning" principle is aligning and developing the team's ability to create the outcomes that team members' desire based on their shared vision (Senge, 1990; Chiva et al., 2010).

Fiol and Lyles (1985) and Jost and Bauer (2003) support the idea that learning is divided into low and high levels. At the low level, learning occurs within the framework of a specific organizational structure and its rules. This results in a rudimentary association of behavior with the outcome, leading to short-term problem-solving and affecting only a small part of the organism. Learning at this level relies on repetition and routine and involves connecting people and situations. Finally, low-level learning aims to influence the daily life and work of an organization and its members, bringing specific and measurable results both in the behavior of individuals and in organizational results. In contrast to low-level learning, high-level learning aims at the general adaptation and change of rules and norms rather than specific rules and individual behaviors. This results in high-level learning lasting longer and affecting an organization. Learning at this level stems from developing skills and ideas and is a cognitive process. Fiol and Lyles (1985) and Jost and Bauer (2003) argue that for high-level learning to develop, an organizational crisis or shock must precede it; this will lead to creating not of a specific behavior but a new framework of rules and reference point.

Along the same lines, Lant and Mezias (1992) and Piranfar (2007) argued that learning is divided into first and second levels. More specifically, first-level learning is a process that aims to maintain stable relationships and rules within an organization that operates in an environment that is constantly changing. Lant and Mezias (1992) and Piranfar (2007) explain that learning at this level is how people and their groups acquire competence and knowledge in an activity, routine, or technology. Second-level learning is defined as exploring alternative rules, routines, technology, goals, and purposes. It contrasts with first-level learning, which, through repetition, aims to carry out specific tasks more efficiently. Learning at this level is based on the finding that specific and given experiences and knowledge no longer respond to the changing environment. This results in people and their groups experimenting to find new experiences and knowledge to better respond to the new conditions.

Holmqvisth (2004) and Raisch et al. (2009) agree with the above theories but emphasize a different parameter regarding learning dimensions in an organization's context. In more detail, they argue that learning can be exploitative on the one hand and explorative on the other. Exploitative learning coincides with the basic level of learning, which aims to improve specific tasks and procedures through repetition. Explorative learning coincides with the higher level of learning, which aims, through exploration and reflection, to change an organization's or social group's norms and values to better respond to changes in the social and competitive environment in the long term. Holmqvisth (2004) and Raisch et al. (2009) argue that between exploitative and explorative learning, there is a dilemma and a compromise. That is, if a person or a group of people decide to dedicate themselves to exploitative learning, ignoring explorative learning, then they have the possibility in the short term to become very productive and competitive since all the resources and energy of the person or group are allocated and specialized in specific routine tasks. The same can happen but with the opposite effect in the case where a person or a group of people decides to channel all their energy into explorative learning while ignoring the exploitative learning, resulting in the long-term creating suitable conditions for better adaptation to an environment that is changing but in the short-term becoming less competitive. As a result, a person or a group of people must compromise between exploitative and explorative learning.

Sørensen (2002) and Verworn et al. (2008) suggest that learning is divided into evolutionary and revolutionary. In detail, Sørensen (2002) and Verworn et al. (2008) consider that learning is directly linked to an organization's culture change and argue that organizations, over time, are forced to adapt to their internal and external environment. This change can take two forms: on the one hand, the evolutionary one, i.e., small changes in the daily functioning of an organization over time, and on the other, the revolutionary one, i.e., changes of great importance in a relatively short period (Carlström, 2012).

Sadler-Smith et al. (2001) and Haidet et al. (2004), in agreement with the above theories, argue that organizational learning is linked to change within an organization, but they emphasize how different organizations respond to change and learning. Specifically, Sadler-Smith et al. (2001) argue that organizational learning can have a passive and an active orientation. More specifically, in the passive orientation of organizational learning, organizations respond passively to the changes that occur in their internal and external environment; that is, they do not try to change the mental models, norms, policies, and assumptions on which daily actions are based and routines, but they adapt to them and passively follow them, improving through repetition their daily functions and actions. On the other hand, active learning orientation tries to change an organization's mental models, standards, policies, and assumptions to adapt dynamically to the

dictates of both the internal and external environment. The above analysis shows that passive learning is linked to the basic level of learning, while active learning is linked to the higher level of learning.

Wong (2001) agrees with the existence and characteristics of a basic and a higher level of learning as expressed by the above theories, with the difference that he identifies four levels of learning. Specifically, at level "zero", people and their groups receive information from the environment but do not know what to do with it. In contrast to level "zero" in level "one" learning, people and their groups respond and make use of the information they receive from the environment but in a passive way, as a result of which level "one" learning goes hand in hand with single-loop learning by Argyris and Schon (1974). At level two, people and their groups receive information from the environment and react actively to it. That is, they do not respond to everyday life with routine actions but try to change everyday life by changing the values and standards that shape it, as a result of which the level "two" learning goes hand in hand with the double-loop learning of Argyris and Schon (1974). The third level of learning is the most complex since it goes hand in hand with triple-loop learning, where people and their groups learn how to learn as a result of responding and adapting to changes in everyday life in a dynamic way (Fahrenbach & Kragulj, 2022; Wong, 2001).

Based on the above analysis, "Table 2 Synthesis of different organizational learning dimensions" combines the different learning dimension theories, aiming to highlight the unique characteristics of the basic and higher learning levels (Berriaies et al., 2024; Van Grinsven & Visser, 2011), in specific areas. All the fields of Table 2, in a comparative way, demarcate the two levels of learning, while the fields Origin and Possible End further emphasize the two-way and circular connection between them through the recording of the origin but also the possible end and continuation of the basic and higher level of learning.

Table 2: Synthesis of different organizational learning dimensions

Basic level of learning	Higher level of learning
<p>Origin:</p> <ul style="list-style-type: none"> • Existing knowledge where people and their teams receive information from the business environment but do not know what to do with it. • The existing regulatory framework and benchmark. 	<p>Origin:</p> <ul style="list-style-type: none"> • The basic level of learning. • It originates through developing skills and ideas and is a cognitive process.
<p>Cause:</p> <ul style="list-style-type: none"> • Passive adaptation to environmental changes. 	<p>Cause:</p> <ul style="list-style-type: none"> • Active adaptation to environmental changes. • Finding that specific and given experiences and knowledge no longer correspond to the

changing environment.

- Challenging the standards and values on which organizational processes are based.

Field of application:

- The context of a particular organizational structure and the rules that govern it.
- Daily and frequently repeated routine tasks and procedures.
- Specific activities, routines, or technology.

Field of application:

- The mental models, values, norms, policies, and assumptions on which daily actions and routines are based.

Background:

- The present knowledge without considering its suitability.

Background:

- It is based on:
 - Systems thinking
 - Models of thought
 - Common vision
 - Team learning
- An organizational crisis or shock to create a new framework of rules and reference.
- Experimentation to find knowledge that will better respond to new conditions.

Aim:

- Identifying and correcting errors based on existing organizational rules and values.
- To keep stable relationships and rules within an organization.

Aim:

- The creation of new knowledge through the creation of new mental models, values, standards, policies, and assumptions on which daily actions and routines are based.

Time range:

- Short-term and short-term impact on productivity and competitiveness.

Time range:

- Long-term and long-lasting impact on productivity and competitiveness.

Results:

- Basic association of behavior with the outcome.
- Measurable results in both individual behavior and organizational results.
- Ability and knowledge of a particular activity, routine, or technology.
- It affects only a small part of the organization.

Results:

- It affects an organization as a whole.
- The general adaptation and change of rules and norms.
- It does not directly affect specific rules and individual behaviors
- The creation of a new framework of rules and a point of reference on which the daily actions and routines will be based.

Possible outcome:

- Staying at the same level of learning.
- The higher level of learning

Possible outcome:

- Staying at the same level of learning.
- The highest level of learning is where people and their groups learn how to learn so that learning and rethinking processes, values, and standards are ongoing and without end.

3 Methodology

This study followed the qualitative latent content analysis method (Kleinheksel et al., 2020). This method is based on the assumption that texts contain valuable information about specific phenomena. Based on this assumption, qualitative latent content analysis seeks to analyze texts to reveal and categorize the similarities, differences, patterns, and implied associations that these texts analyze for the phenomenon under study (Lindgren et al., 2020). In other words, qualitative latent content analysis is often defined as interpreting what is hidden deep within a text (Kleinheksel et al., 2020).

Following the above, this study was carried out in two stages. In the first stage, the author studied the findings of previous scientific research on the evolution of the business environment from VUCA to BANI and Organizational learning dimensions theories to identify units of meaning and label them with codes. The codes were then semantically sorted into categories, which can provide structure to the data (Kleinheksel et al., 2020). This procedure led to the creation of "Table 1", which presents the main characteristics of the VUCA and BANI paradigms, and "Table 2", which synthesizes the central elements that comprise the main theories of organizational learning dimensions. In the second stage, the findings of the first stage were unified and synthesized semantically, resulting in the creation of "Figure 1: Conceptual model, Codification of theories of organizational learning dimensions in the VUCA to BANI businesses environment", the study of which led to valuable conclusions.

4 Results

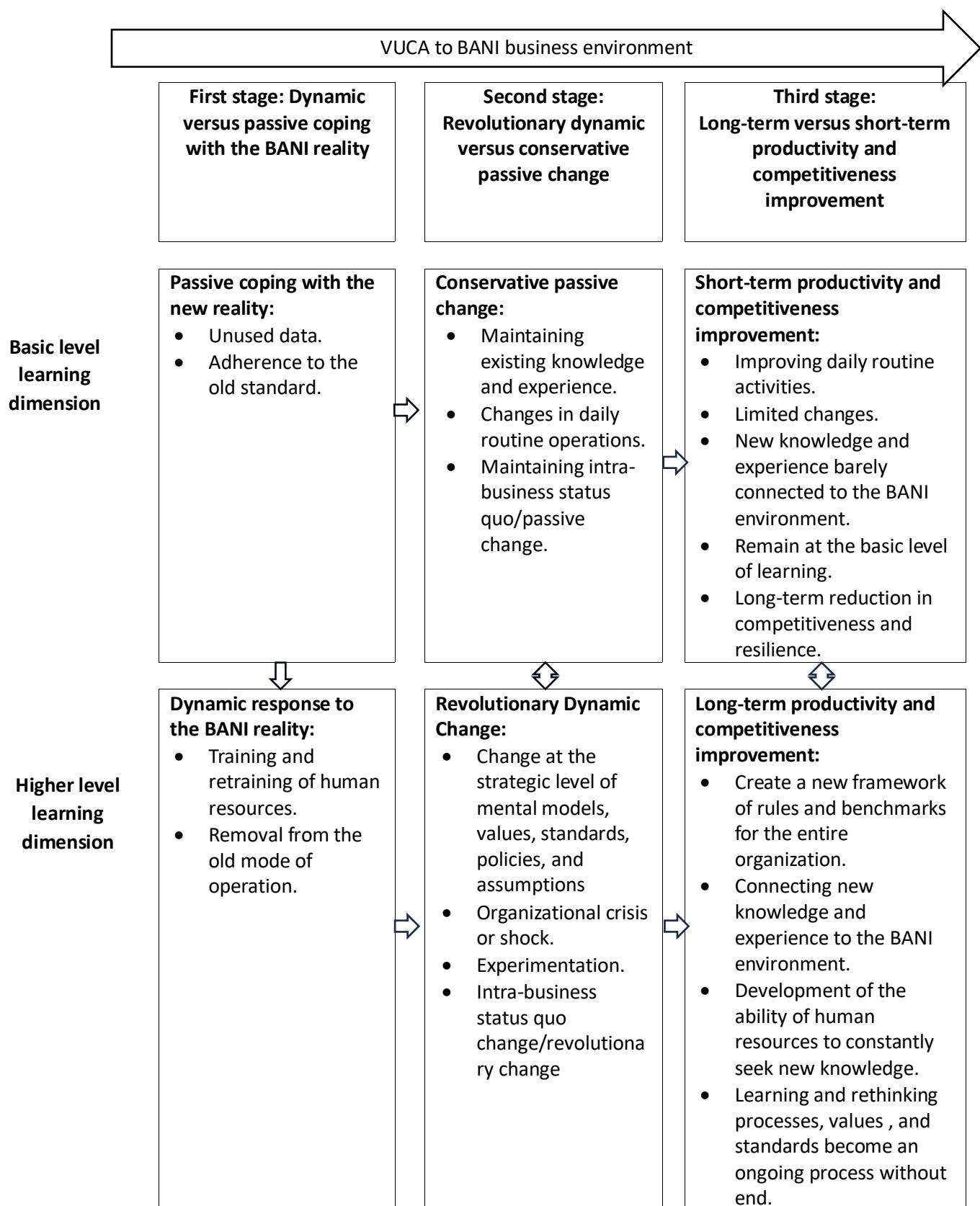
The business environment is evolving from VUCA (Volatile, Uncertain, Complex, Ambiguous) to BANI (Brittle, Anxious, Non-Linear, Incomprehensible). This evolution has created significant challenges for hotel businesses (Table 1), which require learning new knowledge and skills from human resources to develop appropriate business policies at a short-term operational and long-term strategic level. The examination of the theories of organizational learning dimensions revealed that organizational learning and knowledge take on a continuous, circular, and evolutionary form, which involves two levels of learning, basic and higher, which have particular characteristics in various fields of interest, such as Origin, Cause, Field of application and others (Table 2). Based on the semantic synthesis of the special characteristics of the two levels of learning in the different fields of interest (Table 2), "Figure 1: Conceptual Model, Codification of theories of Organizational Learning Dimensions in the VUCA to BANI businesses environment" was designed, which includes three interrelated stages with different special characteristics per learning level: Dynamic versus

passive coping with the BANI reality, Revolutionary dynamic versus conservative passive change and Long-term versus short-term productivity and competitiveness improvement.

The first stage, "Dynamic versus passive coping with the BANI reality", has been based on the areas of interest: Origin and Cause of Table 2. In the first stage of the basic level of learning, the challenges that the BANI business environment creates are most likely to be faced by hotel businesses in a passive way since their human resources, while receiving information and data from the business environment, do not know how to utilize them due to their attachment to the existing framework of rules and reference point. Based on these, in this first stage, hotel businesses need to question the standards and values based on their organizational processes. To achieve this, hotel businesses must implement formal and informal learning policies to help their human resources a) accept that the knowledge they possess is no longer enough to face the challenges of the BANI business environment and b) acquire new appropriate knowledge that will enhance the innovation and adaptation of the way the hotel operates to the new BANI reality.

The second stage, "Revolutionary dynamic versus conservative passive change," has been based on the areas of interest: Field of application, Background, and Aim of Table 2. Based on this and as a continuation of the first stage of the lower level of learning, hotel businesses will likely continue to deal passively with the challenges that the transition from VUCA to BANI creates. In this context, hotel businesses will try to adapt their operations to the new reality by maintaining the existing knowledge and experience of their human resources without examining its degree of appropriateness. This at the operational level will result in any changes made in the way hotel businesses operate to focus on their daily routine operations, aiming to address the challenges of the transition from VUCA to BANI business environment within the existing operational framework (maintaining intra-business status quo/conservative change). However, to respond to the challenges that the new BANI reality imposes, the hotel businesses, in addition to operational changes, should also dynamically change at a strategic level the mental models, values, standards, policies, and assumptions on which daily actions and routines are based (change of intra-business status quo/revolutionary change). To achieve a change in the intra-business status quo, hotel businesses need to break away from the existing framework of organizational norms and values, either through an organizational crisis or shock or through experimentation, group learning, and the creation of a shared positive vision for the future, or a combination of these (crisis/shock and experimentation).

Figure 1: Conceptual Model, Codification of theories of organizational learning dimensions in the VUCA to BANI businesses environment



The third stage, "Long-term versus short-term productivity and competitiveness improvement," is based on the areas of interest: Time range, results, and possible outcome of Table 2. At this stage, if hotel businesses are limited to "Conservative passive change", then they will likely achieve minimal results in competitiveness and adaptation to the BANI business environment. More specifically, if hotel businesses fail to implement "Revolutionary dynamic change," they will achieve positive results in productivity and competitiveness in the short term. The results in question will have these characteristics as they will be limited to the improvement of daily routine activities, which will affect a small part of the operations of each hotel business and, by extension, will create new knowledge and experience for the human resources of the business which will be little connected with the new BANI business reality. This is likely to result in the hotel businesses in question remaining at the basic level of learning. To avoid this, hotel businesses need to implement "Revolutionary Dynamic Change," as this will allow them to create for the entire organization a new dynamically developing framework of rules and reference points that will lead to the development of better adapted to the BANI business environment daily operations and routines. This will likely create an organizational framework of continuous learning and adaptation. The above analysis is summarized in Figure 1.

5 Conclusions

From the study of Figure 4, the following key conclusions emerge:

- The two levels of learning (basic and higher) following the theories of organizational learning dimensions coexist in the context of businesses, including hotels. However, to maintain a long-term improvement in productivity and competitiveness, the dimension of higher learning must prevail over the basic one. For this reason, hotel management should analyze and strengthen the internal forces that help develop higher learning versus basic learning at each stage of Figure 1.
- The first stage is crucial for developing higher learning since "dynamic coping with the new reality" should prevail over "passive coping with the new reality" for the following two stages to develop higher learning. In other words, the prevalence of "passive coping with the new reality" will impede each hotel company's efforts to cope with the challenges of the BANI business environment in the long term.
- For the "dynamic response to the new reality" to prevail over the "passive response to the new reality", it is vital to combat the forces that keep each hotel business clinging to its old operating model. To achieve this, new knowledge suitable for dealing with the challenges of the BANI business environment should be developed. Therefore, organizational learning in

the context of the hotel business should be strengthened through policies of a) training and retraining of human resources (formal learning) and b) strengthening of informal social interactions between employees of independent hierarchical level (informal learning).

- In the second stage of Figure 1, for revolutionary dynamic change to prevail over conservative passive change, it is crucial to maintain the momentum that the dynamic response to the new reality (Stage One) has created. To achieve this, it is permeated in Figure 1 that the management of a hotel can rely on the organizational shock or the organizational crisis that the transition from VUCA to BANI business environment creates or b) on experimentation, group learning and the creation of a shared positive vision for the future, or c) in the combination of the two (shock-experimentation). At this point, it is essential to point out that organizational crisis or shock as a source of change may bring immediate results, but it is also likely to affect the morale of human resources negatively. In contrast, experimentation, group learning, and creating a shared positive vision will rarely bring immediate results, but usually, it will positively affect employees' morale. For this reason, it is proposed that the adaptation of hotel businesses be based on a balanced policy, which will, on the one hand, emphasize the need for rapid change and, on the other hand, allow human resources through continuous learning and experimentation processes to smoothly adapt to the new BANI reality.
- If "passive coping with the new reality" and "conservative passive change" prevail over "dynamic coping with the new reality" and "revolutionary dynamic change", then it is very likely that the hotel business will be trapped in the basic level of learning that leads to a long-term reduction in competitiveness and resilience in the BANI business environment. However, if the dimension of higher learning prevails over the basic one, then the respective hotel business is very likely to achieve a) the creation of new knowledge and new experiences for its human resources as well as a new operating framework better connected to the requirements of BANI business environment and b) the development of the capacity of human resources to constantly seek new knowledge so that learning and re-examination of processes, values, and standards is a continuous process without end.

The present study, through the presentation of the central features of the VUCA to BANI evolution (Table 1) and the analytical presentation and synthesis of the central elements that comprise the main theories of organizational learning dimensions (Table 2), managed to create a prototype codification with scientific and practical value of theories of organizational learning dimensions in the VUCA to BANI businesses environment (Figure 1). The scientific value of Figure 1 lies in the fact that it can be a stepping stone for further research in the hotel sector. Its practical value is based on

the valuable conclusions drawn based on it, which highlighted operational and strategic policies that hotel business management could follow to respond to the challenges that the VUCA to BANI business environment development causes. The findings and results of this study were based exclusively on qualitative latent content analysis (Lindgren et al., 2020) of the results of previously published research. Therefore, the findings and results of the study cannot be generalized to all hotel businesses. For this reason, it is proposed that a similar study be conducted in the future; including bibliographic analysis (Donthu et al., 2021) and field research (Pandey & Pandey, 2021). The synthesis of the present study's findings with the results of the bibliographic analysis will lead to a deeper understanding of the theoretical framework regarding the theories of organizational learning dimensions in the VUCA hotel business environment evolving to BANI. This understanding will allow the design of qualitative and/or quantitative field research exploring the views of hotel employees and managers, which will lead to results representative of the hotel industry.

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