

Employer Programme for Hospitality and Tourism



In partnership we shape the future
of Hospitality and Tourism

Partner: HHIC

Intellectual Output 4: Operational Manual

Coordinator:



Partners:



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Abbreviations

CY: Cyprus

EPHT: Employer Programme for Hospitality and Tourism

FIN: Finland

GR: Greece

H&T: Hospitality and Tourism

HEIs: Tertiary-Level Educational Institutions

HHIC: Higher Hotel Institute of Cyprus

TAMK: Tampere University of Applied Sciences

TEI: Higher Technological Educational Institute of Crete





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EXECUTIVE SUMMARY

Objectives of Manual

The manual aims to present the systematic methodology proposed by the Employer Programme for Hospitality and Tourism (EPHT) Project for the development, installation and monitoring of a successful employer programme for the hospitality and tourism industry.

System Description

The EPHT is approached as a holistic system, allowing for different types and levels of engagement. The system aims to contribute towards the incremental development of a ***new culture of strategic partnerships***, between academia and the hospitality and tourism industry, which will reap mutually beneficial results for all.

Employer engagement is approached as a ‘three-tiered ladder’ that hospitality and tourism businesses can climb. The EPHT will encourage employers to aspire to ascend from one level, or tier to the next. Each level will be characterised by a ‘*package*’, a combination of activities, increasing in commitment and engagement as the levels escalate. The three tiers/levels are “Basic Cooperation”, “Premium Cooperation” and “Partnership”. The higher up an employer climbs, the more the access to cooperation activities with Higher Education Institutions (HEIs), their students and graduates and the more the benefits from local and European collaboration.

Administration

EPHT is a voluntary system based on membership, allowing for various levels and forms of cooperation with employers and encouraging strategic partnerships. The application for membership will be submitted and processed using the platform. HEIs offering programmes in Hospitality and Tourism will be responsible for introducing the EPHT system. However, the management of the EPHT will be the responsibility of a **steering committee** where all stakeholders are represented (H&T industry representatives, HEIs, students/graduates). Specifically, the committee should be comprised of 5 elected members, 2 HEI representatives, 2 employers as well as a student representative. The chairperson must be a member of the top management team and the academic council of the HEI, whilst the second HEI member needs to be an elected representative of the faculty. The employer representatives should occupy a high level management position and be elected from the Partners’ category every two years. One of the two partner positions in the steering committee will be allocated to alumni Partners. Last, the student representative will be assigned by the student organisation and should be a student with proven excellent performance in the employer programme.

EPHT funding will derive from employer membership fees, contributions from HEIs, state and European funding, fees charged to other HEIs wishing to introduce the EPHT and use the platform for the management of their collaborative efforts, activity participation fees, donations from employers and H&T (Hospitality and Tourism) enterprises etc. Minimum employer membership fees are specified in the manual which can be increased by HEIs depending on the prevailing circumstances in a given country/industry.



The Planning Cycle

Each tertiary-level educational institution introducing the EPHT system will design its own tailor-made planning cycle, subject to its own specific needs and requirements.

The manual covers some basic parameters that need to be met. The planning cycle encompasses strategy formulation and yearly planning. A key activity for the Steering Committee is the preparation and approval of the EPHT Strategy and Yearly Plans as well as monitoring and relevant decision making for smooth implementation.

Activities to be offered

The employer programme system will focus on ‘**activities to do together**’ by system stakeholders, ultimately benefiting education as well as employment. Ten different groups of activities are discussed in the manual: industry internships and recruitment facilitation; industry visits and “open days”; mentoring and job shadowing; guest lectures/workshops/masterclasses/seminars; curricula design; consulting, training and research; student projects and competitions; personnel placements; joint events and projects; resource enhancement, awards and sponsorships. The individual circumstances of each participating HEI and the stakeholders in each country applying EPHT are taken into consideration, allowing for flexibility and incremental development of the system and the activities offered. Certain minimum standards are set in the manual that relate to the three employer engagement tiers, and HEIs are encouraged to maximise the cooperation activity options provided to employers.

Reward Mechanisms

The EPHT is designed on the basis of the needs and rewards pursued by all three stakeholder categories. The rewards offered to employers are embedded in the membership packages, inducing the ability for employers to invest in more cooperation. Rewards are also embedded in other elements of the EPHT such as the operation of the platform, the evaluation and reward mechanisms employed, which address the needs of employers as well as the other stakeholders (i.e. HEIs, faculty and students). Finally, the HEIs are called upon to align their evaluation and rewarding systems for both faculty, administration and students to the requirements of EPHT.

Communication and Marketing

Strategies for both communication and marketing for EPHT need to be developed and monitored by the Steering Committee within the framework of strategy formulation. The platform will be used as a key tool to facilitate and enhance their implementation and monitoring.

The Platform

The platform of the EPHT (Xenios Zeus) will reflect the system online and facilitate its operation, fostering cooperation across national and European boundaries. Accordingly, it will bear the identity and the characteristics of the system and be constructed in a user-friendly manner (taking into consideration the different types of users involved). It will have a clear educational orientation, focusing on the educational



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activities that stakeholders can do together and encouraging increased cooperation and the formation of strategic partnerships with employers in hospitality and tourism.

Quality Assurance/Evaluation

Quality assurance is necessary to ensure that all qualitative and quantitative objectives of EPHT are met. Quality Assurance Mechanisms are proposed both for the system as well as for the collaboration activities.

Addressing the Challenges and Critical Success factors

The key challenges and success factors identified through the research are analysed in the manual in order to be given due consideration in the implementation of the EPHT.



1. Introduction

On September 1st 2016, work began on the project 'Employer Programme for Hospitality and Tourism' (EPHT) which was approved within the framework of the Erasmus+ Programme Key Action 2 for Higher Education. The consortium consists of seven partners from five countries across Europe, namely, Cyprus, Greece, Finland, Spain and Italy, with the project being coordinated by the Higher Hotel Institute Cyprus (HHIC). The originally submitted project had a duration span of three years, which upon approval was reduced to two years and a budget of € 242,617 was allocated for its completion.

The project aims to deliver the following:

1. Undertake research of stakeholder needs on a national and European level in order to unveil the needs and development specifications for the development of the system.
2. Undertake research on available best practices in Europe and internationally in order to utilise them in the design of the employer programme.
3. Design a systematic methodology for the development, installation and monitoring of a successful employer programme. This methodology is presented in this operational manual and is pilot tested within the framework of the project.
4. Design and develop an electronic platform as a tool to facilitate the above-mentioned methodology.
5. Develop a best practices guide presenting best practices identified in Europe and the rest of the world as well as the best practices developed through the project.

This Operational Manual describes in detail the processes and systems that will be employed to successfully activate the Employer Programme, thus linking hospitality and tourism enterprises, tertiary-level educational institutions offering programmes of study in hospitality and tourism and their students. The benefits are manifold and directed to all three main stakeholders, namely hospitality and tourism industry enterprises; tertiary-level educational institutions; students and graduates of tertiary-level educational institutions.

Following a brief overview of the main results of the European Needs Analysis Report and the Best Practices Guide-Part A, the Operational Manual covers the following areas:

- system description
- administration
- planning
- activities to be offered
- reward mechanisms
- communication and marketing
- the platform
- quality assurance/evaluation
- addressing the challenges and critical success factors.

1.1. Main results of the European Needs Analysis Report

During the first phase of the project, a European Needs Analysis Report was developed, which sought to investigate the needs of key stakeholders of an employer programme for hospitality and tourism (i.e. hospitality and tourism industry representatives; academics and tertiary-level educational institutions; students and graduates of tertiary-level educational institutions).

The main results derived were as follows:



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- There is an urgent need for an up-to-date, modern, efficient and effective employer programme in the H&T sector.
- All stakeholders seem to favour a full partnership between the H&T industry and tertiary-level educational institutions.
- The H&T industry should be more holistically involved in H&T education.
- Presently, tertiary-level educational institutions are more actively involved in managing activities with the H&T industry.
- Internships and practical exercise are the most common forms of cooperation between HEIs and the H&T industry.
- The employer programme should be visible to all stakeholders, who should be made aware of its benefits.
- All stakeholders should be aware of the benefits, gains and rewards derived from participation in an employer programme.
- For the H&T industry, the main incentive is access to highly skilled students and graduates.
- Cooperation needs to be upgraded and enriched with other activities, such as involvement of the H&T industry in education, curricula planning and in the delivery of lectures.
- The lack of sufficient and effective communication hinders successful partnerships.
- The best way to achieve efficient communication and mutual understanding between partners of an employer programme is the organisation of meetings/fora.
- Constant updating of the industry needs, leads to more relevant teaching and research by tertiary-level educational institutions.
- The majority of stakeholders suggested that the employer programme be sustained through regular funding by tertiary-level with “donations by employers”.
- Management should be trusted to “a steering committee with representatives from all stakeholders that will have a decision making/strategy setting role”.
- All stakeholders preferably trust the coordination of an employer programme to tertiary-level educational institutions.

1.2. Main results of the Best Practices Guide – Part A

The purpose of the Best Practices Guide was to take into due consideration existing good practices in order to establish successful partnerships through the examination of a number of employer programmes in Europe and internationally. The examination and analyses of these employer programmes could reveal best practices and approaches to adapt to existing conditions and predicaments.

- There is a continuum with respect to the type of employer programmes currently in operation.
- The employer programme can take a number of different forms. Most often, these are grouped into the following categories: certification schemes; advisory-placement schemes and strategic partnerships.
- There are holistic or strategic employer programmes, *successful systems* that serve to cultivate long-term relationships between the H&T industry and HEIs.
- Other employer programmes are classified as *successful activities* since they incorporate a set of activities that are loosely connected to each other, offering piece-meal solutions and short-term focus.
- A list of activities that are more popular and appear more frequently among employer programmes (either holistic or activity based), were identified.
- Tertiary-level educational institutions have been revealed as the most appropriate partner/body for the coordination of the EP.
- The Careers Office has been identified as the preferred hub for the coordination of all activities relating to employer engagement.
- An annual forum should be organised by the HEIs, where employers from the H&T industry meet with programme leaders, plan EP activities and discuss current and future trends and needs of the industry.



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- The report stresses the importance of communication, which emerged as one of the most important gaps in collaborations between tertiary-level educational institutions and the H&T industry.
- Stakeholders take up a number of activities both structured (annual events and conferences), as well as unstructured (emails and phone calls) to improve communication channels.
- Incentives for H&T professionals, academia and students were identified.
- Additional funding should be sought through European Funds and tertiary-level educational institution budgets. Contribution from local companies, as well as state funding can also serve as alternative sources of financing.

1.3. Aims and objectives of the current manual in response to the identified needs

The manual's objective is to present the systematic methodology for the development, installation and monitoring of a successful employer programme for the hospitality and tourism industry. This manual will be publicly available, thus enabling organisations, enterprises and tertiary-level educational institutions, not currently participating in the project, to use it in order to develop their own employer programme.

The aims of the current manual are the following:

- facilitate the development, installation and monitoring of a successful employer programme in the H&T sector
- compile clear procedures with all necessary documentation for the application of the system
- outline the necessary administration mechanisms and procedures, funding and provision of resources; allocate and analyse roles and contributions of partners
- describe the planning cycle that needs to be adopted for the optimum operation of the system
- specify and describe activity tasks and procedures thus enabling other forms of cooperation between tertiary-level educational institutions and the hospitality and tourism industry, besides the 'traditional' methods
- ensure that the reward mechanisms of the employer programme are visible to all stakeholders, thus enticing them to participate in the programme
- support the design and development of an electronic platform for the EPHT
- assist in the development and implementation of a communication strategy in order to ensure effective communication between partners, thus building towards mutual trust between all partners
- assist in the development and implementation of a marketing strategy in order to ensure the effective marketing of the employer programme for continuous growth and sustainability
- establish quality assurance and evaluation methods to safeguard that the objectives of the EP are met
- provide for key success factors, anticipate challenges to be encountered and specify ways of addressing them.



2. System Description

2.1. System Overview – Background

European Needs Analysis Report:

The needs analysis conducted indicated that there is an imminent need for an up-to-date, modern, effective and efficient system of strategic partnership and systematic cooperation between the hospitality and tourism industry and tertiary-level educational institutions offering programmes for the vibrant and people-oriented H&T industry. This partnership should produce highly employable graduates with the relevant knowledge, skills and competences needed by the H&T industry. As is evident from the result of the research conducted, presently there are gaps in cooperation between HEIs and the H&T industry. Piecemeal, haphazard cooperation is implemented especially in the form of industrial placement. It is crucial to identify and apply best practices in employer engagement and partnership, in order for all parties to benefit in various ways.

Best Practices Guide Part A:

The best practices guide has indicated that strategic linkages between higher education and industry are essential especially in cases where businesses are increasingly dependent on properly trained human resources.

Employer Engagement can and should be more than merely a set of activities usually based on one-way communication. In order for such cooperation to be effective, employers and HEIs should view each other as **strategic** partners, as opposed to two parties exchanging views, ideas and services.

The system should combine different activities, monitoring and evaluation methodologies.

The employment programme proposed is approached as a holistic system, allowing for different types and levels of engagement. The system will contribute to the incremental development of a **new culture** – a joint, active and close relationship, a **holistic strategic partnership**, between academia and industry, which will reap mutually beneficial results for all three types of stakeholders, i.e. employers, HEIs and their students/graduates. This strategic partnership will result from continuous incremental growth of the system in a dynamic environment, securing the provision of incentives that will prevent its stagnation. The system is not meant to be characterised by short-term fixes but rather by the development of **long-term relationships**.

There is no ‘one size fits all’ system. Responsiveness and flexibility are the key factors, but they are dependent on an appropriate support infrastructure and a culture supportive of collaboration and partnership. HEIs’ employer engagement is fundamentally relational and, as such, requires opportunities for the various partners to get to know one another, develop a mutual understanding, trust and respect, and explore the practicalities of working together.

The proposed system of employer engagement in hospitality and tourism is approached holistically. However, the individual circumstances of each participating HEI and the stakeholders in each country applying the employer programme for hospitality and tourism, need to be taken into consideration, allowing for incremental development of the system. In the manual all major areas of cooperation are outlined. Yet each institution will be able to proceed with the features that they can manage and incrementally build the holistic system, considering the givens and prevailing circumstances of each country and HEIs. This incremental process, however, should unmistakably aim and ultimately result in the completion of the holistic system, which will secure all possible benefits to its stakeholders.

Acknowledging the circumstances and the time constraints posed by the decrease of the duration of the given project, some of the features exposed by the research and outlined in the manual will be designed and pilot tested using the platform to initiate the collaboration of the stakeholders in the participating countries, within the time frame of the project. However, the project revealed ample scope for future



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development and elaboration to assist in the incremental development of a holistic employer engagement programme for hospitality and tourism.

2.1.1. Levels and types of engagement

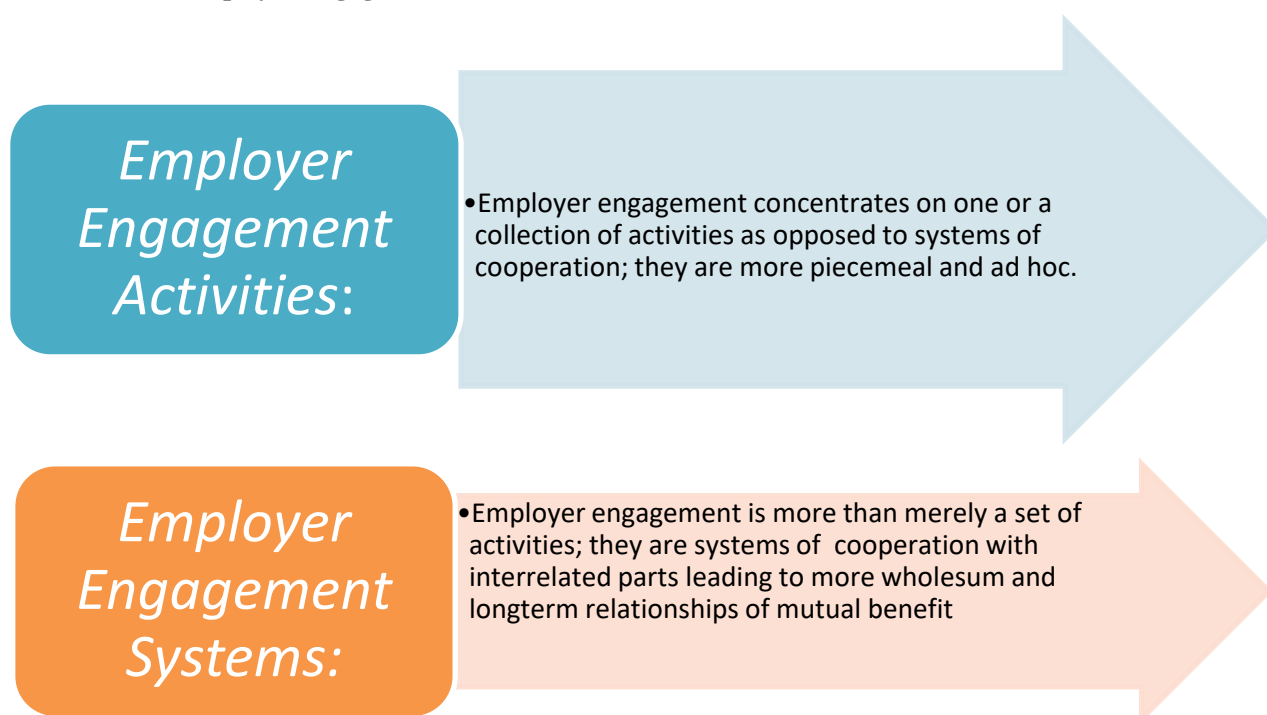
Currently, as proven by the findings of the European Needs Analysis Report, the H&T industry and employers have limited engagement with tertiary-level educational institutions, and consequently limited influence on the training that young people receive.

There is, therefore, an urgent need to bring employers of the H&T industry closer to the planning and delivery of educational modules, to help make the H&T programmes of study demand-driven and, at the same time, more flexible and adaptable.

To this end, the employer programme system will focus on **‘activities to do together’** by system stakeholders, ultimately benefiting education as well as employment. A main drive of this collective effort is the improvement and relevance of graduates’ knowledge and skills which will enhance their employability and enable them to integrate into the workforce.

The research undertaken during this project revealed that employer engagement falls into two main categories outlined in the figure that follows:

Figure 1: Forms of Employer Engagement:



In this project employer engagement is approached as a system aiming to produce comprehensive, long-term relationships of mutual benefit and lead to the construction of strategic partnerships between the three types of stakeholders. Employer engagement is also approached as a ‘three-tiered ladder’ that hospitality and tourism businesses can gradually climb, with the lowest tier representing a basic relationship and the top tier a strategic partnership. Incentives will be given to enhance and strengthen these new partnerships.

The EPHT will encourage participants to aspire to ascend from one level, or tier to the next. Each level will be characterised by *‘packages’*, combinations of activities, increasing in commitment and engagement as



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the levels escalate. This ‘three-tier ladder’ or continuum of employer engagement is not meant to be followed rigidly, but there should be ample scope for progression from less intensive forms of engagement—such as practical training—to more intensive ones, such as ensuring the validity, currency and relevance of the curriculum.

The continuum of engagement aims to drive relationships and cooperation towards the formulation of effective strategic partnerships.

Different levels/models of Employer Engagement: Tertiary-level educational institutions are well aware that not all H&T industries are equal in what they can offer. The scale and intensity varies in terms of the duration and depth of mutual programmes and relationships. Some enterprises are more financially capable of offering at a larger scale in comparison with smaller businesses and the needs and constraints of small firms are different from those of larger employers.

Most small businesses need considerable support and tailoring and are also the least likely to be able to fund the real cost of the EPHT. Unless realistic and sustainable funding and delivery mechanisms are put in place, it is highly likely that small firms will remain somewhat excluded from access to higher levels of cooperation. However, the EPHT will not exclude anyone and everyone’s services will be welcome. Inclusion will be flexible and smaller enterprises will be driven to participate knowing that the gains they will derive will allow them to grow in time. The approach needs to be adapted to the context and success is determined by a wide range of factors.

The system is oriented towards the building of effective relationships allowing for the realisation of strategic partnerships between employers, HEIs and their students/graduates. It is characterised by **empowering** all partners and aiding them in their path of achieving their ultimate goals. This partnership will be continuous, cultivating long-term relationships, rather than one time, or short-term transactions in a piecemeal haphazard manner.

The various levels of engagement in the system are approached as a ‘continuum’. Stakeholders will be able and encouraged to increase (or decrease) their level of engagement as their needs and resources change over time.

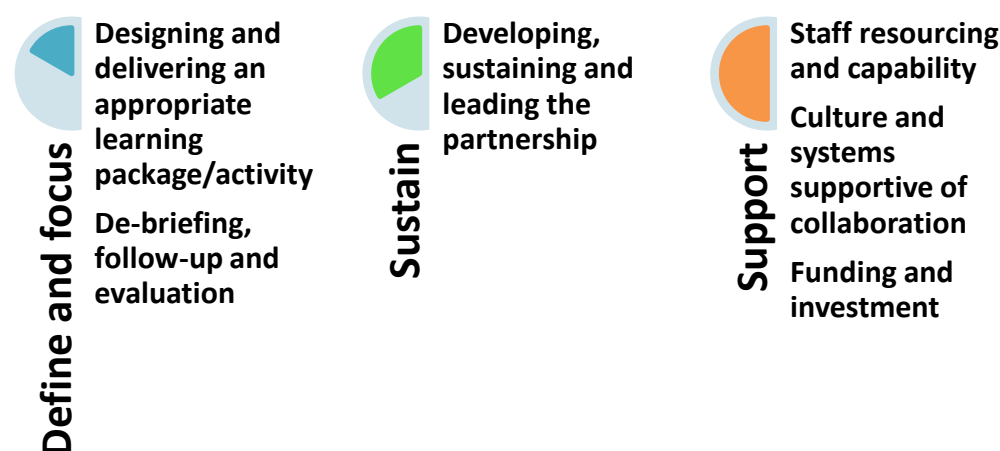
How will H&T employment engagement be implemented?

A number of facilitators to effective H&T employer engagement are identified:

- **Firstly**, there is a need to **define and focus** the engagement activity.
- **Secondly**, the partnership should be constantly developing, the collaboration effort should be **sustained** and management of the partnership should be upheld continuously ensuring that all participants deliver on their commitment.
- **Thirdly**, the engagement needs to be **supported**. Capable, trained staff has to be resourced with funding, investment and resources being provided and a new culture and systems developed.



Figure 2: Facilitators to effective H&T employer engagement



2.1.2. Building a new culture – a strategic partnership

From the research undertaken within the framework of the project, it was made evident that currently collaboration between employers, HEIs and their students is mainly piecemeal and focused on the exchange of services. In order to realise strategic partnerships between the stakeholders in the hospitality and tourism industry, a change of culture is required.

The EPHT is approached as a system which will incrementally build a new culture of collaboration and partnership in hospitality and tourism. The system will:

- **cultivate** long-term relationships, rather than one-time, or short-term transactions on an as-needed basis.
- **approach** employers in the context of specific plans, opportunities, and objectives, rather than on a spot basis, when the tertiary-level educational institutions need assistance.
- **solve** problems together and create value for both sides of the workforce market—employers (the demand side) and education and training providers and learners (the supply side).
- **engage** a variety of employers rather than relying on one or a few of “the usual” representatives.
- **engage** employers in a variety of issues and activities ranging from curriculum development to student industrial placement.
- **engage** employers substantively and in depth, moving the conversations from a high level (“we need higher-skilled candidates”) to an in-depth dialogue about specific skill sets, long-term economic needs, and strengths and weaknesses of educational programs in meeting them.
- **Encourage** employers to develop and assume leadership roles in pathway development and other initiatives; approaching potential partners from business at the outset of a process, rather than near the end.



2.2. Objectives of the EPHT

The objectives of the Employer Programme for Hospitality and Tourism are both qualitative and quantitative as presented in Table 1:

Table 1: Objectives of the EPHT

| Qualitative Objectives | Quantitative Objectives |
|---|--|
| <p>The Employer Programme should be:</p> <ul style="list-style-type: none">• <i>Systemic</i> – it will work as a system comprising interrelated parts which work as a whole to meet objectives as opposed to activities• <i>Continuous</i> - it will cultivate long-term relationships• <i>Strategic</i> – it will approach employers in the context of specific plans• <i>Mutually valuable and qualitative</i> – it will meet the objectives of all stakeholders• <i>Wide-ranging</i> – it will engage a large number and wide variety of employers by using varied methods/activities• <i>Comprehensive</i> – it will engage employers in a variety of issues and activities• <i>Intensive</i> – it will engage employers substantially and in-depth• <i>Empowering</i> – it will encourage employers to develop and assume leadership roles• <i>Innovative and modern</i> – it will break new ground and capitalise on new trends/developments and modern technology• <i>Functional and flexible</i> – it will operate smoothly, adjusting to varying needs• <i>Self-growing and sustainable</i> – it will strive to meet the needs of both current and future trends, secure resource viability, grow, develop and promote sustainability principles• <i>Visible and high impact</i> – it will enjoy high visibility and induce high impact | <ul style="list-style-type: none">• Increase the numbers of members and partners• Increase the number of collaborative areas and activities• Increase the satisfaction level of partners from the system and each collaborative activity• Increase the duration of collaboration and partnership• Increase the number of innovative activities and projects• Increase the number of platform users• Increase the level of satisfaction from the platform |

Key Performance Indicators (KPIs) need to be specified for each objective as part of the planning process embedded in the system, and systematic monitoring and evaluation will take place.



3. Administration

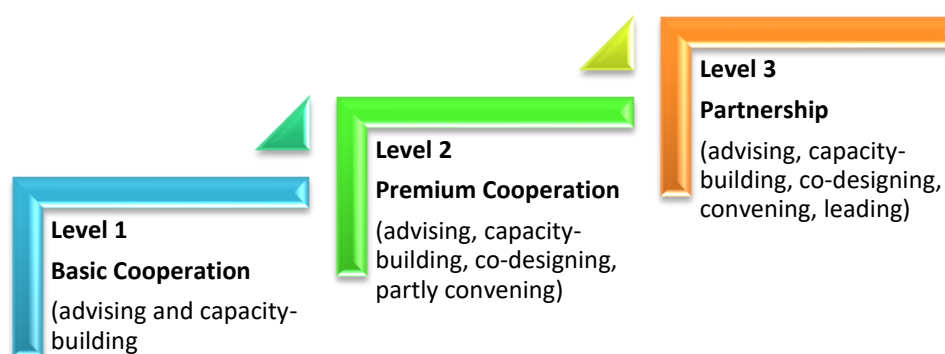
| |
|---|
| <p><i>European Needs Analysis Report:</i></p> <p>Evidence from the European Needs Analysis Report indicates that respondents prefer a self-financed employer programme, mainly from tertiary-level educational institutes and to a much lower extent by professionals. There was widespread consensus that participation should be voluntary and that benefits should be accruing incrementally to participants.</p> |
| <p><i>Best Practices Guide Part A:</i></p> <p>Type of System: The evidence from the Best Practices Guide indicates that employer engagement takes a number of different forms, mainly concentrating on activities and the exchange of services. A membership online type of administration is found in Hosco which mainly focuses on job search and exchange of services. It is constructed as a social network and has a commercial orientation.</p> |

3.1. Type of system

Most systems existing today are based on activities and actions within the framework of an employer programme. The present collaboration between the H&T industry and the HEIs is always evolving, and employer programmes could be classified within a continuum (although the categories can be distinctive or overlapping, depending on the nature of the context). It has to be noted, however, that one level, or step, does not necessarily or automatically lead to the next, neither are the included levels exhausting. There can also be combinations of activities that hereby are presented as belonging to different levels. The proposed EPHT should be characterised by **flexibility** with respect to stakeholders' degrees of participation, commitment and contribution. It should be developed and structured in a way that will facilitate participation of all types of H&T organisations, and should provide incentives and gains to all stakeholders, in accordance with their capabilities and willingness to contribute to the consortium.

EPHT is a voluntary system based on membership, allowing for various levels and forms of cooperation, and encouraging strategic partnerships. Three levels of cooperation are envisaged as exhibited in Figure 3 using the Employer Engagement Ladder provided by Wilson (see Appendix 1).

Figure 3: Levels of Employer Engagement and their Relationships





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More specifically the levels are defined as follows:

- **Level 1 (Basic Cooperation):** At the basic level, the employer system should be built upon a working relationship (based upon individual ad hoc relationships), a set of individual actions aimed at advising and supporting an individual partner/stakeholder and fostering capacity-building.
- **Level 2 (Premium Cooperation):** At this intermediate level, there should be a mixture of advising, capacity building and co-designing activities occurring within the network. Additionally convening will start appearing covering industry needs and enticing collaborators to work towards the achievement of partnership status.
- **Level 3 (Partnership):** Stakeholders collaborate and convene as strategic partners working towards the achievement of common objectives. They engage in a full range of activities, share resources and assist each other towards the achievement of jointly established objectives.

Activity Packaging

The philosophy of the “package” is based on the need to cultivate a culture of partnership in employer engagement for the achievement of commonly set objectives. In the various activities that will be included in each package offered, there will be significant room for give-and-take between the three parties that will be encouraged to develop a culture of mutual contribution for mutual benefit. (Activities are further discussed in section 5).

The membership fee charged for premium and partner membership will enable access to the respective activities and it will contribute towards the maintenance of the EPHT system. The cost of each activity will be calculated and budgeted for separately with respective decisions for its coverage i.e. self-financed – charging respective fees, joint or separate contribution.

The creation of packages is based on the premise that stakeholders should be induced to go further than the traditional forms encountered in the hospitality and tourism industry, i.e. internships, industrial visits and “open days”, towards a more comprehensive form of cooperation which will lead to multiple benefits to all partners. Each package/level of cooperation will be characterised by its activities. Activities that will be common to all levels of cooperation are ‘industry internships’ and ‘industry visits and “open days”’ (see Table 2).

- **Level 1 (Basic Cooperation):** This is the most basic form of cooperation which will be offered free of charge. The activities included in this package are internships and industry visits/“open days”. Voluntary contribution in other activities can also be offered
- **Level 2 (Premium Cooperation):** At this level of co-operation, besides the two activities that are mentioned above, *at least another 3 activities* should be chosen from the Premium Level Package. Voluntary contribution in other activities can also be offered.
- **Level 3 (Partnership):** This level is characterised by the above mentioned activities, plus the choice of at least another 4 activities chosen from the Partnership Level Package. Voluntary contribution in other activities can also be offered. Additionally, partners will be represented in the steering committee thus involved in the planning and decision making of the system.

Membership Process

Applications for admission will be submitted to the Steering Committee for approval. Acceptance to Level 3 will be based on long-standing relationships and prior cooperation in successful activities.

The application for membership will be submitted and processed using the online platform. Employers can submit their application to participate in any of the three packages/levels of cooperation. Students and HEI members will also sign into the platform (see Appendices 2, 3, 4 and 5 for Application Forms).



Employer Programme for Hospitality and Tourism

Each membership plan will offer employers its own range of benefits, and the user can compare membership plans and see the full list of benefits, under 'Membership' on the online platform. The user will also be able to see the different activity packages corresponding to the different types of membership.

Apart from enhanced access to activities listed in Table 2, membership benefits will also relate to access to the added value offered by the partnership between HEIs. Upgrading to Level 3 will allow the partners to have access to the European level of cooperation between HEIs and their students. This will provide a significant incentive to employers to upgrade their collaboration with HEIs for the benefit of all stakeholders.

The mutual benefits and activities should be presented on the platform in such a way as to entice the user to consider a paid membership as an investment. The enterprise will be enabled to choose the membership plan that is best suited to its needs and objectives.



Table 2: Activities grouped in packages according to the level of cooperation:

| | Level 1 Basic Cooperation | Level 2 Premium Cooperation | Level 3 Strategic Partnership |
|--------------------------------|---|---|--|
| Prerequisite Activities | 1) Industry internships 2) Industry visits and “open days” | 1) Industry internships and recruitment facilitation (<i>partly, e.g. postings on site</i>) 2) Industry visits and “open days” | 1) Industry internships and recruitment facilitation (<i>full service, e.g. screening and recommendation</i>) 2) Industry visits and “open days” |
| | Voluntary contribution in joint activities can be allowed e.g. guest lecture programme, surveys, resource enhancement, and personnel placement. | Partner required to select <i>at least 3</i> activities of the activities below: | Partner required to select <i>at least 4</i> activities of the activities below: |
| | | 3) Mentoring and job shadowing 4) Guest lectures/workshops /masterclasses/seminars 5) Curricula design 6) Consulting, training and research 7) Student projects and competitions 8) Personnel placements 9) Joint events and projects 10) Resource enhancement, awards and sponsorships Voluntary contribution in additional activities can be allowed. | 3) Mentoring and job shadowing 4) Guest lectures/workshops/masterclasses/seminars 5) Curricula design 6) Consulting, training and research 7) Student projects and competitions 8) Personnel placements 9) Joint events and projects 10) Resource enhancement, awards and sponsorships Voluntary contribution in additional activities can be allowed. |

**Note: Each of the activities listed above are presented in detail in Section 5.*



Billing of membership package plans:

The Basic Membership package plan will be free for all users. Membership is also free to all students. Students will be enabled to continue their membership after they graduate with the status of “graduate” in order to perform activities open to alumni e.g. posting their CVs, participate in surveys on curricula development etc.

Premium Membership and Strategic Partnership membership gives the option to upgrade for extra features and perks. These upgraded membership plans are designed to help businesses market their services more effectively and stand out from the crowd. They also have the opportunity to help co-design educational pathways with educators, resulting in the upgrading of relevant skills needed by graduates.

Each enterprise can choose its preferred package. The membership is renewed on a yearly basis, with the possibility of applying for a change of status.

The participation fee for Premium and Strategic Partnership membership may vary in terms of the country the project is implemented in. The fees outlined in Section 3.4. should be regarded as the minimum. The level of fees charged should take into consideration that employers need to be encouraged to participate and make a viable contribution to the sustainability of the system.

Payments of annual partnerships will be executed offline (not on the online platform) through the accounts office of the tertiary-level educational institutions.

How to entice participation in the project:

Incentives... Rewards... Awards... Recognition... Customer Loyalty

Incentives, in tangible and intangible form, will be utilised to motivate hospitality and tourism businesses/enterprises to become interested in the Employer Project or at least some of its activities. These incentives may simultaneously motivate them to continue their involvement in these activities. Incentives might be rewards or recognition offered in exchange for cooperation.

Rewards can be discussed in terms of package selected (e.g. basic cooperation, premium cooperation, partnership). The reward system needs to cover the priority needs of all three categories of stakeholders.



3.2. Governance: Coordination and management

European Needs Analysis Results:

a. All stakeholder categories in Cyprus & Finland indicated HEIs as the preferred alternative for the EP coordination. In Greece, employers have been indicated as the most suitable partner to coordinate the programme.

b. With respect to management, Finnish students and employers show clear preference towards “an advisory group with representatives from all stakeholders that will have a consulting role to the coordinator”, in the role of whom, Finnish respondents prefer the HEIs. The same response also prevailed in Greece, for all stakeholder categories. In Cyprus, even though the same response was the most popular among academics and HEIs staff, students and industry representatives believe that management should be trusted on a steering committee with representatives from all stakeholders that will have a decision making/strategy setting role.

Best Practices Guide Part A:

In Finland each department of the University (Tampere University of Applied Sciences) has its own coordinator, while the departments are coordinated by the university’s career office.

The programme is funded by the government, while the coordination and management is a responsibility of TAMK. Existing staff members are assigned with the coordination of the activities in each school.

The Careers Office of the Kajaani University of Applied Sciences (KAMK) is responsible for the coordination of all activities that have to do with Employer Engagement, Practical Exercise, Internships, etc. Nevertheless, at the KAMK, each study programme has a person who is responsible for coordinating such activities within the department.

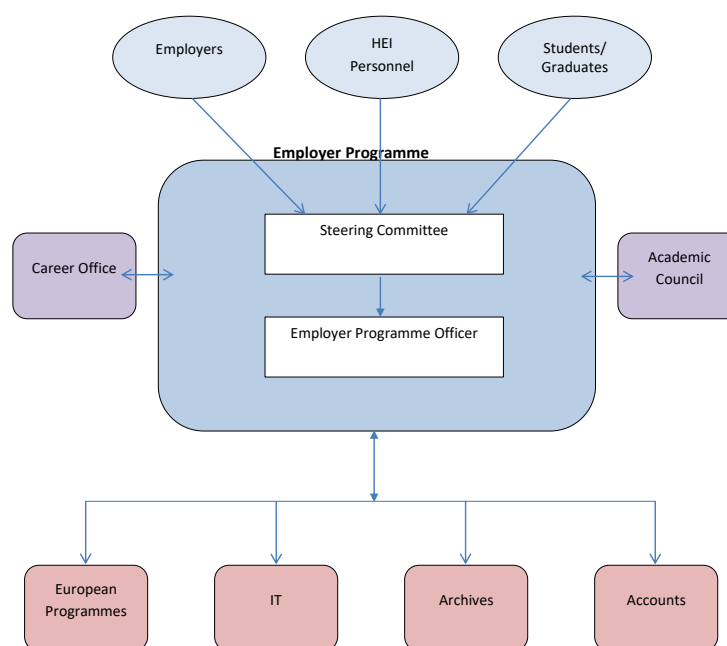
The career office also organises events that bring together employers and members of the KAMK community.

The Graduate Employability Project (GEP) of the Edinburgh Napier University combines a remarkable range of activities, along with elaborate and sophisticated evaluation and monitoring methodologies that can be adapted and used in the current project. The Steering Group that was coordinating the project, as well as the measurable Key Performance Indicators against which the progress was measured, are very useful tools.

The present Employer Programme will be coordinated by tertiary-level educational institutions, but will be managed by a steering committee, comprising all stakeholders.



Figure 4: The Employer Programme System

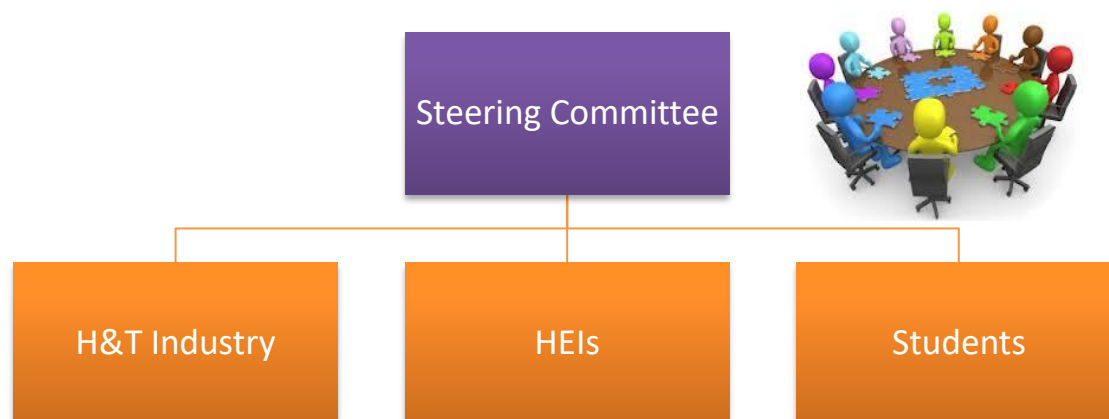


3.3. Structure and resource requirements

- The management of the EPHT will be the responsibility of a **steering committee** where all partners will be represented (H&T industry representatives, HEIs, students/graduates). The Steering Committee will include senior-level representatives from all stakeholders involved (each partner organisation). Industry representative will participate in the steering committee according to their level of partnership.
- The Employer Programme will be coordinated by the HEIs.
- A member of the Academic Council will represent HEIs at the Steering Committee and act as Chairman.
- The Employer Programme Officer can:
 - be part of the career services office and also have a few teaching hours hence ensuring the officer's exposure to educational work
 - prepare reports for the Steering Committee and the Academic Council
 - supervise an ad hoc "Activities Working Groups"
 - "connect" the Steering Committee to the online platform by receiving enquiries from current and future partners through, for example, feedback and enquiry forms on the website. In this manner, the EP Officer could present any ideas or requests to the committee.
- The Academic Council will address issues that will be brought about by the Steering Committee and vice versa. Thus the link needs to be secured.
- The Careers Office of the tertiary-level educational institutions have been identified as the preferred hubs for the coordination of activities that relate to practical exercise, internships and recruitment. The link with the EPHT System needs to be ensured and strengthened.
- An Information Technology Officer will be responsible for the maintenance of the system (platform).
- An accountant in the HEI Accounts Office will be responsible for account keeping and reporting.
- A clerk from the HEI Registry will be in charge of the archives and clerical work.



Figure 5: The Steering Committee



The Steering Committee:

- The committee should comprise 5 elected members (2 academics, 2 employers, and a student representative). A 50-50 split between academia and employers is advisable. These need to be at the top management level in order to secure the organisations' commitment to the cause.
- The chairperson should be an academic from a tertiary-level educational institution related to the hospitality and tourism field, and should be top-management, member of the academic council thus securing the necessary link between the employer programme and the academic council. The second HEI member of the steering committee will be an elected representative of the faculty. He/she should be a faculty member with proven good performance in the employer programme.
- The employer representatives, occupying higher management positions, will result through elections between members of the partner category. One of the two positions will be allocated to alumni in the partner category. In this way the link with alumni in the industry will be reinforced with all the related benefits accrued. Elections between partner members will take place every two years.
- The student representative will be assigned by the student organisation. He/she should be a student with proven good performance in the employer programme.

What does the Steering Committee do?

Collectively, the EPHT Steering Committee's role is to:

- take all major decisions concerning the employer programme
- offer overall strategic direction
- decide on the plans and the activities proposed
- decide on the budget and ensure the viability of the programme
- annually review progress against objectives
- decide on the applications for membership
- screen and evaluate partners that want to upgrade
- take on responsibility for the project's viability (feasibility), planning cycle and achievement of outcomes
- ensure the project's scope aligns with the agreed requirements of the key stakeholder groups
- guide those directly involved in the project
- ensure effort and expenditure live up to stakeholder expectations
- ensure that strategies to address potential threats to the project's success, have been identified



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- address any issue which has major implications for the project
- keep the project scope under control, since emergent issues force changes to be considered
- reconcile differences in opinion, and approach and resolve disputes arising from them
- promote and support the development initiative of the EPHT
- develop the right culture for things to get moving
- manage the 'political' dynamics of partnership.

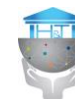
Role of the tertiary-level educational institutional COORDINATOR (Academic Officer)

The coordinator (Academic Officer) will be the secretary of the Steering Committee and will be responsible for the smooth operation of the employer programme. He or she is expected to source either from the Careers Office or Faculty as his/her work for the employer programme will be part-time and will be responsible for a range of activities such as:

- prepare and submit draft plans and monitoring reports to the Steering Committee
- act as a point of interface for other key stakeholders
- disseminate information about the EPHT
- take a leading role in bidding for funds
- negotiate contracts and sign agreements
- manage the Planning Cycle
- build new relationships and strengthen existing ones with all stakeholders
- draw on support and expertise from all key stakeholders
- provide oversight and guidance on effective methods of assessment of the EPHT (quality assurance)
- ensure that the EPHT is thoroughly addressing its aims and objectives.

Why is it important for the Chairman of the Steering Committee to be a member of the Academic Council? The Academic Council takes responsibility for the academic content and quality of educational provision. Having a senior manager member of the Academic Council to lead the operation of the Steering Committee is essential if the EPHT is to have the necessary impact on educational and research work and produce the necessary value to its stakeholders. EPHT will differ from existing practices in that it will be embedded in the academic system encouraging both internally and externally for enhanced and substantial cooperation.

Apart from the link to the Academic Council, there is an evident relationship between the EPHT and the Careers Office that, for the execution of its mission, has close links with the industry for placements, recruitment and career facilitation. The link should be reinforced through a variety of ways such as the sharing of resources (e.g. part time employment of Employer Programme Officer and other staff, information, shared activities etc.) and/or internal contracts and processes for close cooperation.



What role do individual members perform?

Individual Steering Committee members are not directly responsible for managing project activities, but provide support and guidance for those who do. Thus, individually, Steering Committee members should:

- understand the strategic implications and outcomes of initiatives being pursued through project outputs
- appreciate the significance of the project for some or all major stakeholders and represent their interests
- be genuinely interested in the initiative and the outcomes being pursued in the project
- be an advocate for the project's outcomes by being committed to and actively involved in pursuing the project's outcomes
- have a broad understanding of project management issues and the approach being adopted.

In practice, this means they:

- ensure the project's outputs meet the requirements of the EPHT and key stakeholders
- help balance conflicting priorities and resources
- provide guidance to the project team and users of the project's outputs
- consider ideas and issues raised
- foster positive communication outside of the Committee regarding the project's progress and outcomes
- review the progress of the project
- check adherence of project activities to standards of better practice both within the organisation and in a wider context.

The Project Coordinator should provide each member of the committee with a briefing of the project to enable all members to contribute fully to the process.

As members are selected based on their individual knowledge and skills that they bring to the Committee, there can be some confusion and conflict in the accountability of members. The first responsibility of members is the achievement of the project's success and secondly to their enterprise, organisation or business area. Similarly, members who have expertise in a particular area should avoid taking a narrow view of their responsibility.

How often should the Steering Committees meet?

The Steering Committee should meet at least THREE times a year:

- Before the beginning of the academic year
- At the end of the first semester (Fall Semester)
- At the end of the second semester (Spring Semester) which is the end of the academic year.

For the coordination of the European Cooperation the collaborating HEIs will form a coordinating committee that will meet once a year to promote the European level of cooperation of EPs. The chairmanship of the committee and location of the yearly meeting will be rotated between participating countries. The duties of the Chairman will be performed by each country hosting the meeting.



3.4. Funding

European Needs Analysis Report:

(a) Self-sustainability via regular membership/ participation fees has been identified as the most popular alternative among partner countries for funding the EPHT.

(b) Donations from employers / H&T companies, as well as from the tertiary-level educational institutions have also been indicated as feasible and preferred funding options.

Evidence from the European Needs Analysis Report indicates that respondents prefer a self-financed employer programme, mainly from tertiary-level educational institutes and to a much lower extent by professionals. There was widespread consensus that participation should be voluntary and that benefits should be accruing incrementally to participants.

Best Practices Guide:

Best Practices analysis has indicated the external funding through:

(a) European Social Funds, as the means for funding the initial phase of the EP development.

(b) In other cases the EP has been funded by the university.

(c) Contribution from local companies, as well as state funding have also been alternative sources of financing.

As explained previously the membership fee will contribute towards the maintenance of the system. The cost of each collaborative activity will be estimated and budgeted for separately in the planning/budgeting process, with respective decisions for its coverage. Some activities might be funded through the HEI budget (e.g. curriculum development surveys) or company budget (e.g. awards, sponsorships), some might be the outcome of joint contribution and whilst others might be self-financed by the charging of a fee e.g. consultancy or research fees.

Membership fees:

Basic membership will be open to all H&T employers, HEIs and students interested in the Employer Programme, and the platform will be accessible to all upon registration. However, in the case of more advanced partnerships (Premium and Partnership), employers will be called upon to contribute financially. The participation fee may vary subject to the country the project is implemented in, and the extent of participation. Some countries might prefer to lower or increase the fee. Furthermore, the participation fee will vary depending on the agreement between the Steering Committee and the particular project partner.

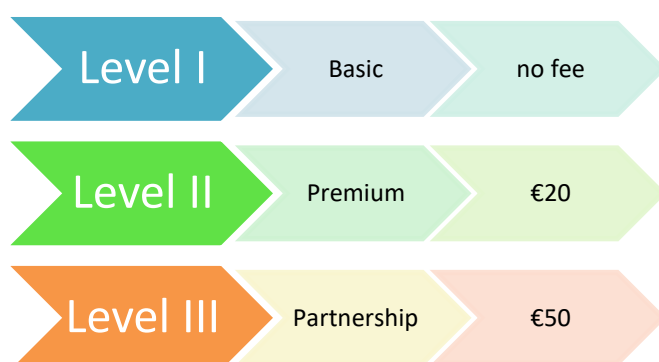
As the hospitality and tourism industry businesses' background are quite diverse, and every business or enterprise has a different approach and a different financial situation, it cannot be avoided that the financial conditions for the participation at different levels may differ as mentioned above.

The philosophy behind the present EPHT:

Tertiary-level educational institutions should be sensitive to the economic status of all businesses, even small upcoming ones. The partners should not exclude the 'weaker' in favour of the 'stronger'. It should be flexible and relate to the needs of the industry. The Employer Programme EMPOWERS all its partners regardless of status. 'Weaker' partners should be encouraged to participate at any level, knowing that gradually the other partners will enable the company to increase its revenue by employing knowledgeable, competent and skilled students/graduates. The philosophy is to help all stakeholders grow and thrive in a mutual, strategic partnership. As was mentioned above, the programme is a continuum, enabling gradual development to other levels.

**Table 3: The Employer Programme Funding and Costs**

| Funding: (self-sustaining) | Costs / Required resources |
|--|-------------------------------------|
| Membership fees: | Administration expenses |
| <ul style="list-style-type: none"> Level 1: Basic cooperation (no fee)- Donation an option for having the privilege of selecting activities to participate in | Personnel |
| <ul style="list-style-type: none"> Level 2: Premium cooperation | Office supplies |
| <ul style="list-style-type: none"> Level 3: Partnership | Utility bills |
| Event participation fees | Rent |
| Donations from employers | Travel expenses |
| Donations from H&T enterprises | Platform |
| Contribution from tertiary-level educational institutions | Organisation of meetings and events |
| State funding | Activity costs |
| European Funds | |
| Fees charged to tertiary-level educational institutions that are interested adopting the EPHT System to manage their relationships with employers | |





4. The Planning Cycle

4.1. Overview

European Needs Analysis Report:

- Finland: All stakeholders seem to favour a full partnership between the H&T industry and tertiary-level educational institutions
- Greece: A higher level of mistrust exists between the H&T industry and tertiary-level educational institutions
- In Cyprus:
 - The majority of industry representatives and students responded that they would like a programme where “partners exchange services and plan different activities together”
 - Academics and tertiary-level educational institute staff do not share this opinion, as their majority responded they want a programme where partners merely offer different services to each other.

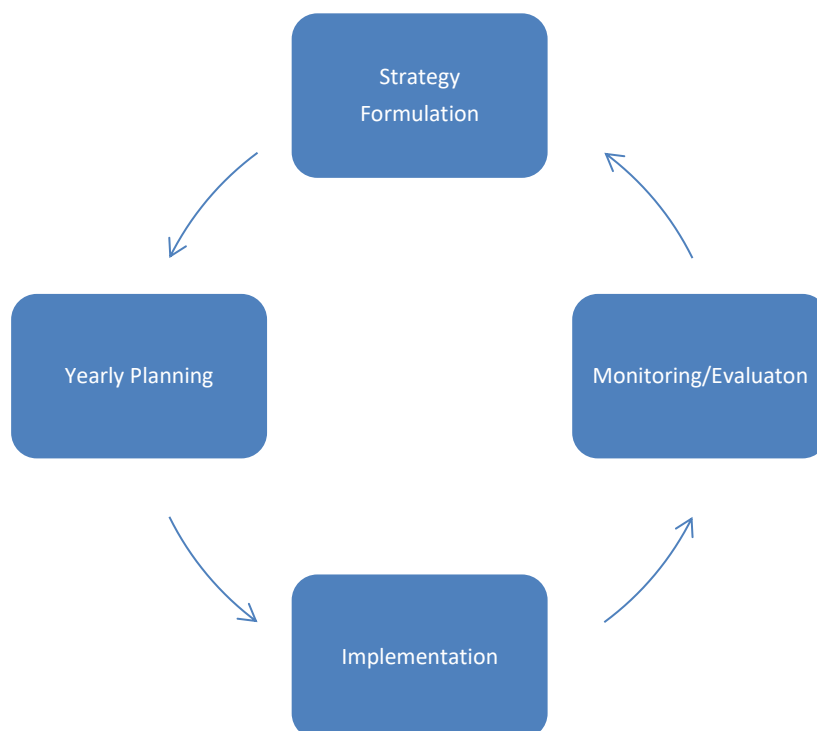
According to the European Needs Analysis Report there is no uniform approach among the partner countries with respect to how EP activities should be planned & implemented: Greece & Finland suggested that EP partners offer different services to each other, while stakeholders in Cyprus suggested that partners exchange services & plan different activities together.

Best Practices Guide Part A:

The Best Practices Guide suggested that annual forums organised by the university (where employers from the Hospitality Industry meet with programme leaders) be the preferred way to plan EP activities.

The following Programme Cycle is proposed.

Figure 6: The Employment Programme Planning Cycle





All stakeholders should be represented in the Planning Cycle. There is a need for transparency since this project is geared at systematic 'uplifting' every participant, something that will eventually lead to the overall success of the project. Each tertiary-level educational institution introducing the EPHT system will design the planning cycle tailor-made to the specific needs and givens of the partnership.

The main objective of the Planning Cycle is to provide student career development opportunities, and help cultivate and solidify the relationship and partnership between tertiary-level educational institutions and the H&T industry. It is essential that activities planned should meet learning objectives.

Objectives of the Planning Cycle:

This joint project's objective is to increase the relationships between partners.

In time this will lead to the:

- improvement of curriculum
- achievement of learning objectives
- improvement of industrial placements
- improvement of communication and culture
- increase in activities performed to enhance employment and education
- improvement of research
- solution of problems.

4.2. Process and Content

Improvement:

European Needs Analysis Report:

- a. Regular implementation of research /surveys/focus groups in order to be constantly up-to-date with the ever changing needs of the industry.
- b. Regular brainstorming sessions between the partners.
- c. Evaluation reports should be reviewed by the body responsible for the management of the program. Decisions to be implemented by the coordinator of the programme.

Best Practices Guide Part A:

There is limited evidence from the identified Best Practices with respect to EP improvement process: It was suggested that an annual forum be organised by the tertiary-level employer programme, where employers from the hospitality industry meet with programme leaders and discuss current and future trends and needs in the industry, and then the curricula are shaped to reflect that.

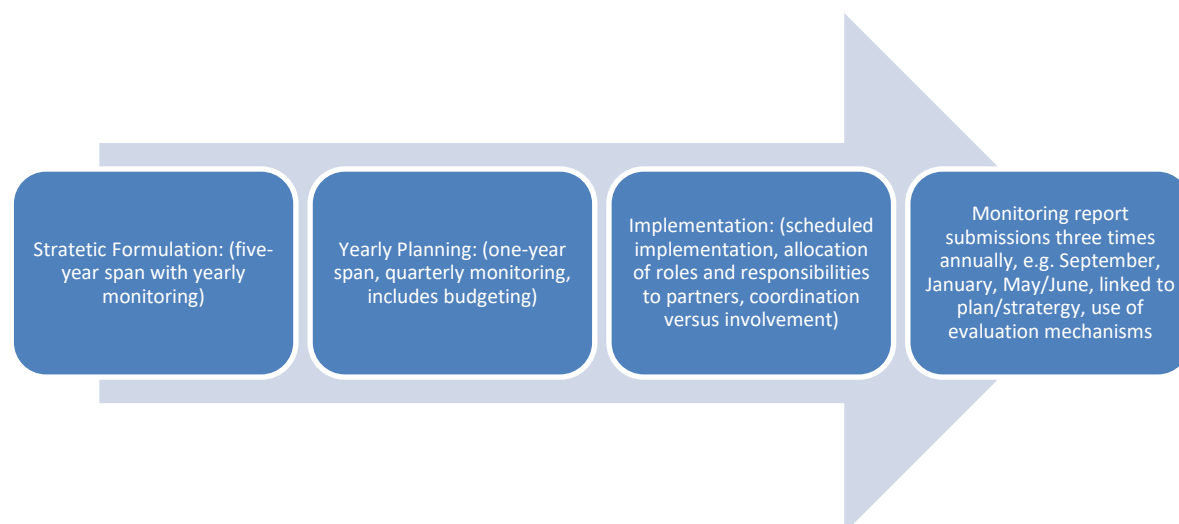
Evaluation:

European Needs Analysis Report:

- (a) All three participating countries proposed an integrated evaluation procedure by all stakeholders within an online system (e.g. online evaluation of curricula by all stakeholders, online evaluation of placement programs by students, academic institutions and employers etc.)
- (b) Evaluation of the activities by a steering committee/coordinator has also been suggested as an equally preferred alternative.

Best Practices Guide Part A:

Several evaluation systems and procedures have been identified through the Best Practices Guide; however, none of them provide a way/method to evaluate an employer programme as a holistic system. All identified practices propose ways to evaluate single activities, such as mentoring, internships, practical training, etc. Evaluation methods include: the completion of feedback forms by mentors, mentees, students and employers; visits to companies that employ interns; setting targets to interns and monitoring the progress and



Strategy Formulation:

Before the beginning of each academic year, the Employer Programme Officer must make sure the planning cycle objectives have been defined. Strategic objectives should be set for a **five-year span** with **yearly monitoring** and they must be communicated to the Steering Committee to get their approval, thus ensuring the consent of all three key stakeholders. Any differences of opinion must be resolved before work starts. All necessary checks must also be incorporated into the project, e.g. budgeting.

This is perhaps the most important stage of the planning cycle as it sets the terms of reference within which the programme will be run. Learning objectives for students need to play a central role in strategy and planning formulation, hence the need for a close link with the Academic Council workings.

Yearly Planning

A key activity for the Steering Committee is the preparation and approval of the Yearly Plan. The Employer Programme Office will support the workings of the Steering Committee with information and drafts. The main parameters of the yearly plan are outlined in table 4. The plan needs to be complemented with a budget and a marketing plan which will also be approved by the Steering Committee. Additionally, activity planning will need to take place and individual activity plans will need to be circulated to Steering Committee members for information and input. The responsibility of activity plans will lie on each activity coordinator.

Some events included in the Yearly Plan could be:

- Career Day and other Open days
- Guest lecture programme: They should be directly linked to the educational modules and should be implemented at the right timeframe
- Alumni Day: Create this day to help students pitch and connect to alumni involved in the H&T industry
- Joint events with industry
- Educational field trips
- Competitions

There are two crucial things to bear in mind during implementation, namely, reporting any deficiencies and making a recommendation to fix them. Useful templates can be found in Appendices 6, 7 and 9.



Monitoring:

Once the project is running it is important that it is monitored and controlled. This is achieved by regular reporting of issues, risks, progress and the constant checking to make sure that the expected benefits will be delivered and are still valid. Reports should be submitted at least three times annually (e.g. January, May/June, September).

The final review will take place at the end of the academic year (September). The EP Steering Committee should review the yearly plan, recording strengths and weaknesses, so that in the future, successes can be repeated, and failures avoided.

Publicise what you have achieved. By publicising the achievement of the students and the success of employer engagement activities, other employers can soon see the 'win - win' dimension of working with HEIs. It will also help to encourage other employers to engage. Review and build on success: Review what you have done to learn how future activities can be improved. Make sure you gain feedback from the employer to guarantee that the experience is a positive one for them too.

Table 4: Yearly Plan

| Objectives: | | | | |
|-------------------------|----------|--------------------|--|--|
| KPIs: | | | | |
| Activities of the Year: | | | | |
| Month | Activity | Person/s in charge | Resources required to accomplish each task | Assessment (a unit of measure/ criteria for assessing success) |
| | | | | |



5. Activities to be offered

5.1. Types of activities and priorities

The Needs Analysis Research and the Best Practices Guide-Part A revealed several activities that can be undertaken for the benefit of all H&T stakeholders. The activities have been grouped into 10 categories, as indicated in Table 2, which were prioritised based on the findings of the aforementioned research. The frequency of selection/appearance was used as a criterion for the prioritisation. The activities that appeared in the top three selection list of the three stakeholders (employers, HEIs and students) and also appeared in the Best Practices Guide, received top priority. These were followed by activities included in the top three selection list of some of the stakeholders, and/or appeared in the qualitative research and/or appeared in the Best Practices Guide. The categories and their ranking are outlined below:

1. Industry internships and recruitment facilitation
2. Industry visits and “open days”
3. Mentoring and job shadowing
4. Guest lectures/workshops/masterclasses/seminars
5. Curricula design
6. Consulting, training and research
7. Student projects and competitions
8. Personnel placements
9. Joint events and projects
10. Resource enhancement, awards and sponsorships

A detailed explanation for this ranking can be found in Appendix 8 (Explanation on Ranking of Activities).



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5.2. Level and form of engagement

As was mentioned in an earlier chapter (System Description), activities will be grouped in packages offered to employers, and access will depend on the level of engagement the H&T enterprise belongs to. Each package offered to employers has various implications on HEI and student contribution, examples of which are outlined below.

Table 5: Levels of Engagement

| Activities offered and responsibilities of HEIs and Students | | |
|--|-----------------|--|
| Basic Cooperation | Employer | <ul style="list-style-type: none"> • Industry internships • Industry visits and “open days” <p><i>Voluntary contribution in joint activities offered (e.g. guest lecture programme, surveys, resource enhancement and personnel placement).</i></p> |
| | HEIs | <ul style="list-style-type: none"> • Provide resources (e.g. convention areas and equipment) • Time for thematic workshops/masterclasses/seminars |
| | Students | <ul style="list-style-type: none"> • Devote time to participate and support activities (e.g. internships, industry visits, guest lectures, workshops, projects and competitions) |
| Premium | Employer | <ul style="list-style-type: none"> • Industry internships and recruitment facilitation (<i>partly, e.g. postings on site</i>) • Industry visits and “open days” <p><i>Additionally employers need to select at least 3 activities from the ones below:</i></p> <ul style="list-style-type: none"> • Mentoring and job shadowing • Guest lectures/workshops /masterclasses/seminars • Curricula design • Consulting, training and research • Student projects and competitions • Personnel placements • Joint events and projects • Resource enhancement, awards and sponsorships |
| | HEIs | <ul style="list-style-type: none"> • Placement services to students (matching student to business) • Research and consultancy services to H&T industry • Funding to support employer programme system (e.g. administrative staff, operating costs) |
| | Students | <ul style="list-style-type: none"> • Undertake internships in the H&T industry • Participate in networking events and competitions |
| Partnership | Employer | <ul style="list-style-type: none"> • Industry internships and recruitment facilitation (<i>full service, e.g. screening and recommendation</i>) • Industry visits and “open days” <p><i>Additionally employers need to select at least 4 activities from the activities below</i></p> <ul style="list-style-type: none"> • Mentoring and job shadowing • Guest lectures/workshops/masterclasses/seminars • Curricula design • Consulting, training and research • Student projects and competitions • Personnel placements • Joint events and projects • Resource enhancement, awards and sponsorships |
| | HEIs | <ul style="list-style-type: none"> • Offer executive and short course education to industry staff based on needs of employers (could be tailored made) • Offer specialised equipment and venue accessibility for conferences and other similar events • Serve as advocates and lobbyists for H&T businesses, academic and other national organisations |
| | Students | <ul style="list-style-type: none"> • Facilitate and support research and consultancy projects • Take up job shadowing roles and serve as industry trainees |



In the section that follows, activities are described. Flow charts of these activities can be found in Appendix 10.

5.3. Activity 1: Industry internships and recruitment facilitation

| | |
|-------------------------|--|
| NAME OF ACTIVITY | Industry internships and recruitment facilitation |
| DESCRIPTION | <p>Industry internships refer to job training programmes consisting of an exchange of services for experience between the student and an organisation, and support from HEIs.</p> <p>Recruitment facilitation will be offered from HEIs to H&T organisations based on level of activity engagement.</p> |
| TASKS | <p><u>Internship Tasks:</u></p> <p>All players involved in this activity should undertake a range of tasks. Cooperation of three individuals, each with a specific role and responsibilities, is necessary for a successful internship programme.</p> <p>Students will have to:</p> <ul style="list-style-type: none"> •secure internships, •conduct themselves in a professional manner at all times, •develop a respectful and cooperative relationship with the site supervisor and other employees at the sponsoring organisation •establish and maintain regular and punctual working hours as delineated on the internship proposal, •conduct themselves in an ethical manner and conform to the sponsoring organisation’s policies and procedures, •execute the duties and responsibilities of the internship position. <p>Internship training supervisor:</p> <ul style="list-style-type: none"> •determines whether the internship is worthy of academic credit, based on the type of work to be performed and the contribution the internship will have on the student's learning experience, •is responsible for the initial approval of the internship proposal and for monitoring the student's activities for the duration of the internship, •may contact the site supervisor to check on the progress of the intern, •agree on student meetings, consultations with the site supervisor, or on-site visits to be agreed upon among the parties, •assign the grade for the internship in accordance with the internship proposal and departmental guidelines at the conclusion of the internship period. <p>Site Supervisor/Sponsoring Organisation:</p> <ul style="list-style-type: none"> •agrees to provide a supervised, relevant learning experience for the student intern, •ensures that the student is aware of all relevant company policies and procedures, •communicates with the intern regarding the quality of their work at regular intervals, •has the responsibility of notifying the intern and giving steps for improvement when performance is rated as being marginal or poor, •forwards a written and signed evaluation of the student's performance (form provided by the TEI) at the conclusion of the internship period. <p><u>Recruitment facilitation tasks:</u></p> <p>HEIs help both employers and students on various job openings, screening of candidates and a follow-up and evaluation process in the end.</p> |



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| | <p>H&T organisations inform students and HEIs about vacant or new positions occurring, generate candidates through recruitment methods, evaluate applications and make offers to students.</p> <p>Students search for vacant and new job openings, apply, evaluate and accept/reject offers.</p> |
| TIMING | <p>Internships for students should start soon after classes and exams are finished, preferably in the period between June to the end of September.</p> <p>Recruitment facilitation during academic year (September – May).</p> |
| PROCESS | <p><u>Industry internship process:</u></p> <p><u>HEIs</u> should set up a working group to plan and organise a “Career Day” where the students will have the opportunity to meet with future employers. HEIs will have to decide the day, place and time of event, invite H&T organisation representatives, confirm their presence, prepare the venue and arrange organisation details, commence and evaluation/post activity actions for activity.</p> <p><u>H&T organisations</u> confirm presence at “career day” event, may interview students during career day, evaluate applications and offer/reject internships to students. However, once the arrangement is done, the student must accept the offer unless he/she drops out of the programme.</p> <p><u>The student</u> should prepare a CV for “Career Day” and be ready for interviews. Alternatively, students will be given a choice to approach organisations that they are keen to work with, and to apply for industrial placements on their own. However, before eligible students choose to do so, they must inform the industrial training facilitator in order to obtain pre-approval. The student participates in the “career day” event, applies for industrial internships to various H&T organisations and later accepts/rejects offers.</p> <p>For the internship period the following procedure should be followed:</p> <ol style="list-style-type: none"> 1. Sign contract agreement between all parties (HEIs, H&T and Students), regarding terms of internship 2. Apply internship process per contract agreement and process 3. Evaluation of internship from all 3 parties involved <p><u>Recruitment Facilitation process:</u></p> <p><u>HEIs</u> should facilitate with job openings, the screening of candidates and then follow-up and evaluate the whole procedure.</p> <p><u>H&T organisations</u> should post vacant or new job positions occurring, generate candidate pool via internal or external recruitment methods, evaluate candidates via selection process, impress candidates and make offers to candidates.</p> <p><u>Students/Candidates</u> should search for job openings, apply for jobs, impress employers during selection process, evaluate job offers/companies and accept/reject job offers.</p> |
| LINKED TO PACKAGES | <p>Industry internships linked to all packages (basic, premium and partnership).</p> <p>Recruitment facilitation linked to premium and partnership packages, at different levels for each (premium – partial service, partnership – full service).</p> |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | <p>Responsibility as seen from tasks mentioned above, will fall on three persons. The student, site supervisor/sponsoring organization and internship training supervisor from the HEIs.</p> |
| QUALITY ASSURANCE | <p>Through site supervisor’s evaluation of students’ performance and also student’s evaluation of overall training received on site.</p> |
| BENEFITS FOR EACH STAKEHOLDER | <p>Internship programmes give students the opportunity to comprehend and appreciate real-life working experiences. Students may realise their ambition and ascertain their career path from the experience gained during industrial training.</p> |



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| | <p>It provides students with the opportunity to meet and network with people in the industry, and the industry the opportunity to identify talents and potential employees. Students may also get the opportunity to specialise in niche areas. It offers students the opportunity to implement and assimilate theoretic and practical skills in the actual hospitality and tourism industry. Students will also be exposed to other employees of the aforementioned industry, appreciate the nature of the work they are expected to perform and accustom themselves to the career they should expect.</p> |
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5.4. Activity 2: Industry visits and “open days”

| NAME OF ACTIVITY | Industry visits and “open days” |
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| DESCRIPTION | <p>Industry visits give students the opportunity to learn practically through interaction, working methods and employment practices. Visiting a hospitality organisation will give students a practical perception of the H&T industry, and expose them to current work practices.</p> <p>“Open days” refer to the organisation of industry or career days by the HEIs in cooperation with H&T employers where students will be able to meet and have interviews with H&T employers.</p> |
| TASKS | <p>Industry Visits Tasks:</p> <p>Discussion should proceed between faculty and students focusing on the need for an industrial visit.</p> <p>Preparatory work should also be done prior to the day of the visit, including the finalisation of the programme schedule and securing approval of the management and funding authorities.</p> <p>An officer from the HEI should come into contact with the H&T representative, agree on the date of the visit and arrange for all details concerning the visit.</p> <p>The HEI officer should then submit the completed programme for approval, and manage implementation of the programme.</p> <p>After the visit has been concluded, the HEI officer should arrange for the payment of various invoices, and send a thank-you letter to the H&T organisation.</p> <p>Finally, an assessment of the visit should be completed to pinpoint for improvements of similar industry visits in the future.</p> <p>“Open Days” Tasks:</p> <p>An ad hoc committee should:</p> <ul style="list-style-type: none">• plan and organise this activity deciding on the date, time and location of the activity• make a list with prospective employers to be invited• send invitations at least a fortnight prior to event, and confirm presence of H&T representatives• prepare the venue and a timetable for activity procedures• brief all others involved in the activity (students and teachers)• evaluate activity. |
| TIMING | <p>Industry visits can be decided and agreed upon between HEIs and H&T representatives and be at a time that accommodates both of them, preferably during shoulder or low seasons.</p> <p>“Open days” should be organized at any time, depending on the objectives to be met. For instance open days that will facilitate industrial placements need to be organized early enough to facilitate the placements process.</p> |



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| PROCESS | <p>Industry Visits:</p> <p>Before commencement of visit an ad hoc working group prepares a proposal for the visit including all necessary information (e.g. date and time, destination, learning outcomes), obtains approval from management and funding authorities, prepares programme of visit, communicates with all parties involved and secures provision of services (e.g. transportation, destination, hosts, guides, meals, etc.), and submits completed programme for approval.</p> <p>The ad hoc group manages implementation of the programme (e.g. students arriving at the H&T organisation – e.g. hotel - given a tour around the premises, spending time at the various departments of the hotel, and receiving information regarding its overall operation).</p> <p>Post-event activities should include the payment of invoices, sending thank-you letters to H&T organisations and an assessment of the visit.</p> <p>“Open Days”:</p> <p>The industry “open day” will be organised by the HEIs. The career officer will head an ad hoc working group to plan and organise the event undertaking all necessary tasks to ensure the success of the activity. The date, time and location of the activity should be decided and agreed upon by the steering committee prior to the commencement of the academic year. Invitations will then be sent to H&T organisation representatives. Presence of H&T organisation representatives should then be confirmed. The next step is the preparation of the venue and commencement of the activity, followed by the evaluation of the event.</p> |
| LINKED TO PACKAGES | All packages (basic, premium and partnership) will be engaged in this activity. |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | <p>HEIs should allocate the responsibility for the visit, planning and organisation to either a person or team. Other persons to be involved might include faculty members, students and H&T representatives with whom the faculty and students will come into contact.</p> <p>The responsibility of the planning and organisation of “open days” also need to be allocated to a person or a team (e.g. career officer or team).</p> <p>The activity will involve business representatives, students and faculty members.</p> |
| QUALITY ASSURANCE | Through questionnaires answered by industry representatives, students and faculty. |



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| BENEFITS FOR EACH STAKEHOLDER | <p>Industry Visits:</p> <p>Students will benefit since they will get a feel for what working in H&T is really like. Both faculty and students will also have the opportunity to witness current trends and applications in the industry and enrich their knowledge. At the same time, faculty and students will enhance their network with the industry. H&T organisations will have the chance to meet and contribute to the development of future employees. They will network with both faculty and students.</p> <p>‘Open Days’ will allow the employers to meet the students, evaluate them in a short interview, and form an overall impression regarding the suitability of the student for the enterprise.</p> <p>Students will meet industry representatives, and formulate an idea of interesting employers. Faculty members will have the opportunity to communicate with the industry representatives, sharing the HEIs achievements and developments, and network appropriately.</p> |
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5.5. Activity 3: Mentoring and job shadowing

| NAME OF ACTIVITY | Mentoring and job shadowing |
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| DESCRIPTION | <p>Mentoring refers to the process where students find an experienced and successful H&T professional they can learn from and ask for advice with regard to their education and career path. This will create an ongoing relationship between the student and professional, who will act as the student's mentor.</p> <p>Job shadowing is an educational programme through which students can learn about a particular profession and assess its suitability for them. In job shadowing, a business collaborates with the HEI allowing students to perform a task under the supervision of an experienced worker.</p> |
| TASKS | <p>Mentoring: Students with the help of HEI faculty, can investigate the possibility of finding suitable mentors through the arrangement of meetings between prospective mentors and students, with the objective of establishing an environment of mutuality and trust and to get mentors and students acquainted with each other.</p> <p>There should later be identification of challenges and problems to be faced where mentor supports mentee to face these challenges and problems. Mentor builds on mentee's strengths, needs and goals and shares experiences, developing or at least beginning to develop skills, working with the mentee to accomplish specific goals.</p> <p>At the planning stage, the mentor challenges the mentee to think out of the box, gives mentee ideas to reach solutions, while at the same time monitors mentee's progress to make sure mentee is going the right way.</p> <p>Job Shadowing: Job shadowing tasks include the finding of a specific occupation in the area of the H&T industry that satisfies their personal goals, and then, in collaboration with a H&T business, gain experience by watching the execution of a targeted job.</p> <p>Student spends an agreed amount of time with H&T staff members observing their work, undertaking same roles as staff members.</p> <p>Learning about the job develops within that job's role.</p> |
| TIMING | <p>There is no timing issue for mentoring activity.</p> <p>Few hours to a maximum of one or two days for job shadowing.</p> |



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| PROCESS | <p>The mentoring process might have three simple steps.</p> <p>Step 1: - Investigate. The mentoring process begins with a getting-to-know session in order to develop a relationship of trust. Relationships need to be built before any effective engagement. An environment of trust and mutuality must be established. It is important for the mentee and mentor to become acquainted with each other before planning the program.</p> <p>Step 2: - Identify. A mentor supports the mentee in facing challenges by identifying and continuing to build upon the mentee's strengths, needs, and goals throughout the period and helping the mentee identify weakness and pitfalls. A mentor shares experiences which helps the mentee in making informed decisions and prioritising work.</p> <p>Step 3: - Plan. A mentor challenges the mentee to think out of the box which enables creative ways of thinking and tackling a problem. The mentor's role is simply to leave the mentee with food for thought, and let the mentee make the final decision. It is critical for a mentor to monitor the progress of the mentee and have some checks and balances in place to see if the mentee is heading in the right direction.</p> <p>In job shadowing a student will spend an agreed amount of time with staff members observing their work. It might be part of an induction programme, something which can be beneficial for a new starter in two ways:</p> <ol style="list-style-type: none">1) spending time with a staff member undertaking the same role and/or2) finding out more about work undertaken in a different area, in order to help their development within their role. |
| LINKED TO PACKAGES | Premium and partnership. Can open for voluntary contribution with steering committee decision. |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | Mentor and mentee. In job shadowing, the responsibility will lie with the line manager of the H&T organisation. Other persons involved will include the host (organisation employee) and the student. |
| QUALITY ASSURANCE | Ensure that the new starter is able to reflect on what they have learnt, and provide feedback to the line manager, to inform consideration of future shadowing opportunities. |



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| BENEFITS FOR EACH STAKEHOLDER | <p>Mentoring will create strong bonds and build trust and cooperation between the mentor and mentee. It will also create a friendlier environment, bringing them together; doing activities together, which in the end will be beneficial for both parties and yield maximum results. Mentoring will also increase mentee motivation, improve confidence and satisfy their needs.</p> <p>Job shadowing will benefit both H&T organisations and students. Job shadowing benefits include:</p> <ul style="list-style-type: none">• giving a new starter the opportunity to learn new skills by observing them, and having the opportunity to ask questions,• providing networking opportunities for the new starter and the staff member being shadowed,• providing a development opportunity for the member of staff being shadowed, and the opportunity to reflect upon the tasks they undertake,• providing an opportunity for both the new starter and the staff member being shadowed to share knowledge and good practice. |
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5.6. Activity 4: Guest lectures/workshops/masterclasses/seminars

| NAME OF ACTIVITY | Guest lectures/workshops/masterclasses/seminars |
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| DESCRIPTION | Personnel that deliver guest lectures, workshops, masterclasses and seminars are individuals who possess advanced knowledge of a particular subject area. The purpose of this arrangement is to enrich a course through the inclusion of relevant specialised knowledge/skills/experience. As regards the EPHT, this activity will include the involvement of industry professionals delivering lectures/workshops/masterclasses/seminars on different topics that H&T students are interested in. |
| TASKS | <p>This activity includes pre-lecture, during lecture and after-lecture tasks.</p> <p>*In order to make this activity more comprehensive, we will take the example of guest lectures. The same tasks will be valid for workshops, masterclasses and seminars.</p> <p>Pre-lecture tasks:</p> <ul style="list-style-type: none"> • The Guest Lecturer Committee of the HEI meets with teachers, receiving their suggestions with regard to industry professionals specialising in a subject they do not know very well. • The Steering Committee might even contact the industry professionals, and arrange for several lectures at the HEI. • Based on teachers' suggestions and other actions of the Steering Committee, a programme is prepared and communicated to other faculty. • Students are also notified a week before the lecture takes place, informing about the topic, date, time, place and name (and expertise) of speaker. <p>During-lecture tasks:</p> <ul style="list-style-type: none"> • Arrange venue where lecture will take place. • Teacher who suggested lecture takes attendance. • Relevant information presented is kept by teacher and committee members. <p>After-lecture tasks: Students answer a relevant questionnaire to evaluate lecturer.</p> |
| TIMING | Lectures/workshops/masterclasses/seminars will take place during the academic calendar (Fall and Spring) either as part of the course delivered on a particular day or on a time arranged outside the students' regular timetable |
| PROCESS | <p>*In order to make this activity more comprehensive, we will take the example of guest lectures. The same process is valid for workshops, masterclasses and seminars.</p> <p>At the beginning of each semester (October, January), the Guest Lecture Committee will invite the teaching staff (electronically) to suggest potential guest lecturers by filling out a form. Teachers will also have the opportunity to suggest lectures that concern other subjects besides the ones they are teaching. The Committee will gather all these suggestions, and prepare a general plan with all suggestions, topics and names of outside lecturers and dates of lectures. Plan is approved by HEI director and then communicated to faculty. Arrangements are made for venue where lecture takes place and at the end of each lecture, students and the committee will have the opportunity to evaluate the lecture by answering a questionnaire.</p> |
| LINKED TO PACKAGES | Premium and partnership. Can open for voluntary contribution with steering committee decision. |



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| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | Members of a working group committee. Other persons will be faculty, students and the industry professionals |
| QUALITY ASSURANCE | Short questionnaire to students to evaluate the lectures/workshops/masterclasses/seminars |
| BENEFITS FOR EACH STAKEHOLDER | Lectures/workshops/masterclasses/seminars will benefit employers, since they will have the opportunity to come into direct contact with students that will use knowledge/skills/experience gained through these lectures. HEIs will have the opportunity to enrich some of their programmes of study by gaining information not accessible otherwise on certain topics. Students will have the opportunity to come into direct contact with professionals thus absorbing important and useful information. Students will also be informed about new trends and ideas on subjects that interest them. |



5.7. Activity 5: Curricula design

| NAME OF ACTIVITY | Curricula design |
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| DESCRIPTION | HEIs curricula design will be planned, designed, implemented and evaluated based on extensive research and surveys performed by all partners. Focus groups, benchmarking and meetings (2 – 3 times a year) will be implemented to discuss new trends and developments. HEIs existing curricula should be left “running” for a period of about five years and then evaluated through extensive research based on achievement of educational and academic objectives. Surveys and brainstorming meetings should be conducted with students, faculty and H&T professionals. |
| TASKS | Both HEIs (students and faculty) and H&T organisations should undertake tasks to improve curricula design. HEIs tasks should include the creation of committees to identify industry needs and trends. They should also evaluate curricula based on certain criteria specifying attractiveness and overall success of the current curricula implementation. Students and faculty should be involved in the evaluation process, participating in surveys and questionnaires, and giving their opinion regarding curricula design. Employers will also have a role to play, since they will also contribute to surveys and questionnaires regarding existing curricula and ways they can be improved. Based on the identification new curricula should be designed and implemented and evaluated after some years, again based on new needs and trends existing in the industry. |
| TIMING | Based on needs. |
| PROCESS | It is linear following a logical step-by-step procedure involving the following phases: Stakeholders should first identify needs of the industry. Planning curricula based on identification of needs of all stakeholders, considering vision, mission and goals to be achieved. Designing curricula by selecting and developing contents that will satisfy needs. Implementing by putting the plan into action, based on design, gathering evidence, discussing outcomes and interpreting evidence. Evaluating the extent to which derived outcomes have been achieved and pinpointing also where improvements can be made and corrective measures introduced. |
| LINKED TO PACKAGES | Premium and partnership. Can open for voluntary contribution with steering committee decision. |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | HEIs Programme Councils. Students and H&T professionals. |
| QUALITY ASSURANCE | The evaluation process should include questionnaires and surveys involving all stakeholders |
| BENEFITS FOR EACH STAKEHOLDER | The design of curricula that will fit the needs of the H&T industry. HEIs will be aware of the needs of the H&T industry and adjust their curricula accordingly. Students will benefit because they will be aware of H&T needs and adjust their programmes of study accordingly, making themselves more employable. |



| NAME OF ACTIVITY | Consulting, training and research |
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| DESCRIPTION | <p>Consulting, training and research services to employers from HEIs and vice versa. It involves the purchase of skills and expertise of HEI staff and/or access to HEIs equipment or facilities by the H&T industry, enabling work on specific projects and vice versa. Consultancy may cover activities such as expert opinion, analysis and testing services, product and process development.</p> <p>Should be original and have research as its primary objective with a potential to produce results through training.</p> |
| TASKS | <p>Challenges and issues identified through research such as surveys, questionnaires and interviews.</p> <p>Analyse the research conducted to detect issues/challenges and investigate ways to deal with them through consultation.</p> <p>Exchange visits between employers and HEIs and discuss challenges faced assessing pros and cons of possible strategies to deal with challenges and issues. Train personnel if deemed necessary.</p> <p>Implement agreed solutions.</p> <p>Monitor and evaluate the processes used to deal with the issues/challenges.</p> <p>Develop and implement new procedures/training wherever needed.</p> |
| TIMING | Any time challenges/issues arise |
| PROCESS | <p>Conducting research, surveys, questionnaires and interviews to identify challenges and issues and gain understanding of HEI/H&T organisations.</p> <p>Analysing of above research, surveys, questionnaires and interviews.</p> <p>Detecting issues/challenges and investigating ways to resolve them through consultation.</p> <p>Undertake the relevant training required to meet the challenges/issues.</p> <p>Compiling and presenting information orally, visually and in writing.</p> <p>Assessing the pros and cons of possible strategies.</p> <p>Making recommendations for improvement, using computer models to test them and presenting findings to client.</p> <p>Implementing agreed solutions.</p> <p>Monitoring and evaluating implementation.</p> <p>Developing and implementing new procedures or training wherever needed.</p> |
| LINKED TO PACKAGES | Premium and partnership. Can open for voluntary contribution with steering committee decision. |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | <p>Steering Committee</p> <p>Other persons could be HEI/H&T professionals</p> |
| QUALITY ASSURANCE | Challenges are dealt with efficiently through research, surveys and interviews |
| BENEFITS FOR EACH STAKEHOLDER | <p>Employers: Challenges faced are solved.</p> <p>Access to research material.</p> <p>Improve organisation's position or profile.</p> <p>Help solve problems.</p> <p>Re-training to update skills and efficiency</p> <p>Manage change and improve efficiency.</p> <p>HEIs: Professional consultation and advice.</p> <p>Improve HEIS position or profile.</p> |



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| | Networking opportunities. |
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5.9. Activity 7: Student projects and competitions

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| NAME OF ACTIVITY | Student projects and competitions |
| DESCRIPTION | Through research projects and participation in competitions, students gain knowledge related to their field of study and establish strong bases for a fruitful career. Employer engagement into these research projects and competitions can be accomplished through participation in research projects and contribution of both tangible and intangible means. |
| TASKS | Identify research projects and competitions that students can participate in. Students undertaking research projects and participating in competitions. Students engaging employers in their research project. Students participate (or even organise) competitions with the help of HEIs, with employers contributing through various means, e.g. judging competitions. All stakeholders evaluate employers' engagement. |
| TIMING | During academic semesters |
| PROCESS | Establish a framework for employer engagement (types of projects & competitions, communication strategy). Identify projects and competitions to engage in. Initiate dialogue to outline ways in which employers will engage in projects and competitions. Engagement in specific projects and competitions. Evaluations of employers' engagement. |
| LINKED TO PACKAGES | Premium and partnership. Can open for voluntary contribution with steering committee decision. |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | Employers' representative. Other persons involved will be the students and faculty. |
| QUALITY ASSURANCE | Through surveys and questionnaires |
| BENEFITS FOR EACH STAKEHOLDER | Students and HEIs will benefit, since they will have the opportunity to gain first-hand information relating to researched topics. Students will also be able to complete their projects. Employers will also have the opportunity to solve issues arising in their work environment through the research done by students. Employers will also be in a position to identify the academic level of H&T students, and proceed with appropriate projects. Students will benefit by participating in competitions, since they will gain knowledge and experience. Employers will benefit by facilitating competitions, since they will meet with tomorrow's industry professionals. Lastly, HEIs will benefit from competitions, since students will project their image to the H&T industry. |



5.10. Activity 8: Personnel placement

| NAME OF ACTIVITY | Personnel placements |
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| DESCRIPTION | Personnel placements are the equivalent of work experience for personnel that could be either from the HEIs or the H&T industry. It involves faculty/staff/H&T employer spending some time away from work on a placement within a HEI/H&T company. The purpose is to develop and update the faculty/staff/H&T employer's understanding of current educational/industry practices, procedures and techniques and address any specific gaps that they may have in relation to their knowledge of education/industry. |
| TASKS | In the case of HEIs, interested personnel will fill in an application form expressing their interest to participate in a specific activity. The same applies to H&T organisation and their staff. HEI/H&T management will determine eligibility of applicant to participate in this activity ensuring appropriateness of setting. HEI/H&T director prepares a contract agreement to be signed. Meetings are arranged between HEI and H&T representatives concerning placement progress. Evaluation of personnel placement. |
| TIMING | Can be implemented at a period when personnel do not have pending obligations |
| PROCESS | HEI/H&T director should establish a transparent application process within the institute/organisation. HEI/H&T personnel complete forms expressing their interest for this activity, stating on their application how the placement will benefit them. HEI/H&T director will determine eligibility of applicant to participate, ensure appropriateness of setting into which personnel wants to be placed and approves application. HEI/H&T director will ensure that a contract agreement covering personnel placement has been prepared and signed by all parties involved. Personnel placement evaluation to be conducted during and at the end of placement through meetings between HEI director, H&T organisation and personnel. |
| LINKED TO PACKAGES | Premium and partnership. Can open for voluntary contribution with steering committee decision. |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | HEI/H&T director. Other persons involved will be faculty/staff and H&T employers. |
| QUALITY ASSURANCE | Through questionnaires and surveys |
| BENEFITS FOR EACH STAKEHOLDER | H&T organisations benefit from HEI personnel placements since this gives them the opportunity to influence education and training in HEIs. H&T personnel also benefit since it enhances the company's image and reputation and develops links with colleges, utilising HEI personnel input towards specific company projects or activities. HEI personnel benefit |



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| | since they can keep pace with current H&T industry practices and procedures. |
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5.11. Activity 9: Joint events and projects

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| NAME OF ACTIVITY | Joint events and projects |
| DESCRIPTION | Joint events might include fundraising galas, special parties for children, exhibitions and other functions that can be organised in cooperation with public or private organisations. |
| TASKS | <p>HEIs conduct research to decide on specific events, followed by seeking for sponsorships in the H&T industry.</p> <p>Event theme building (concept) and setting of goals and objectives.</p> <p>Planning and deciding on events programme (dates, times, locations etc.) based on research and sponsorships found.</p> <p>Communicating with event attendees and donors (H&T organisations).</p> <p>Marketing of events.</p> <p>Budgeting and expenditures, contracting vendors.</p> <p>Recruiting event staff and implementing activity.</p> <p>Manage event team.</p> <p>Evaluating event and pinpointing areas of improving activity.</p> |
| TIMING | Any time |
| PROCESS | <p>Conduct research to decide on specific events.</p> <p>Define concept and set goals and objectives of events.</p> <p>Planning and organisation of events based on research.</p> <p>Event dates and other details should then be decided and agreed upon with sponsors and other organisers.</p> <p>Manage and market (promote) events and strive for maximum attendance.</p> <p>Implementation of events (on-site management)</p> <p>Evaluation of events, post event review and feedback pointing areas where events can be improved.</p> |
| LINKED TO PACKAGES | Premium and partnership. Can open for voluntary contribution with steering committee decision. |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | Event manager, H&T organisations, students |
| QUALITY ASSURANCE | Attendance numbers, repeated events |
| BENEFITS FOR EACH STAKEHOLDER | Develop relationships for charity work, making new friendships, finding people with common interests, discussing current events. Professional networking includes building relationships with potential employees, employers, vendors, partners, clients and potential referral sources. |



5.12. Activity 10: Resource enhancement, awards and sponsorships

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| NAME OF ACTIVITY | Resource enhancement, awards and sponsorships |
| DESCRIPTION | Sponsors undertake the responsibility of supporting financially (with money or kind) various, activities, events and competitions; paying all or part of the costs of these activities/ events or giving awards. |
| TASKS | H&T organisations in cooperation with HEIs decide which activities/events/competitions to sponsor and give awards. Plan and organise activities/events/competitions together. Decide and agree on terms of organising events/competitions and about kind of awards to be given. Evaluate their contribution. |
| TIMING | Any time |
| PROCESS | HEIs should approach H&T organisations and decide together on activities/events/competitions, offering H&T organisations a unique marketing opportunity. Plan the various activities/events/competitions together - H&T organisations will benefit from these. Investigate what H&T organisations as sponsors can offer in these activities/events/competitions. Agree on awards to be offered and on terms of organising activities/events/competitions. Evaluate contribution of all stakeholders. |
| LINKED TO PACKAGES | Premium and partnership. Can open for voluntary contribution with steering committee decision. |
| RESPONSIBLE PERSON / OTHER PERSONS INVOLVED | H&T director / HEIs representatives |
| QUALITY ASSURANCE | Questionnaires |
| BENEFITS FOR EACH STAKEHOLDER | Promotion of H&T organisation. Allows H&T organisations to reach specific niche markets without waste. Enhances the image of both the sponsor and the sponsee. Powerful complement to other marketing programmes. Creates positive publicity for both H&T organisations and HEIs. |



6. Reward mechanisms by stakeholder category

This chapter will focus on the development of various reward mechanisms with rewards being described and linked to the objectives and the different packages described in earlier chapters. Generally, rewards may be the only viable way to ensure that stakeholders keep interacting with each other.

On the basis of the two types of research conducted, namely the Common European Needs Analysis and the Best Practices Guide, it was clearly identified that all three stakeholder categories will benefit in various ways. These findings coupled with the recommendations of the consortium secured through a workshop held for this purpose are outlined in the following table:

Table 6: Possible rewards per stakeholder category

| | European Needs Analysis Report | Best Practices Guide | Consortium Workshop |
|------------------------------|---|--|--|
| Possible gains for employers | Ready skilled workforce | Recruitment of skilled staff | Recruitment of skilled staff (students/graduates) – which eventually leads to monetary compensation |
| | Access to a skilled graduate workforce | Strengthen their brand | Internships |
| | Commercial advantage | Possibility to promote their business | Projects/thesis |
| | Status and reputation | Participation in forums | Improving their company |
| | Access to knowledge, facilities and services | Opportunity for staff development | Communication and marketing |
| | Training provision to employees by Tertiary Level Educational Institution staff (e.g. in marketing, management, etc.) | Access to cutting edge knowledge and methods (provided from academics) | Consulting services (use of academics for consulting services) HEIs helping the employer to identify their business objectives and understand the skills development required to move their business forward |
| | Skilled interns | Shape curricula according to their own needs and requirements | Attract talented and experienced employees/students/graduates |
| | Commissioned research (i.e. research on a specific topic and/or setting indicated by a business according to its needs) | Access to other (academic as well as professional) networks (this could lead towards greater promotion, marketing and advertisement opportunities) | Promotion / visibility |
| | Gain in status and reputation | Preferential access to resources (students) | |
| Possible gains for HEIs | Career advancement through research performance - Possibility of developing an applied research programme in the business | Up-to-date curricula | Access to research raw data from companies |
| | Access to raw data provided by employers | Successful graduates | Grants and funds |
| | Constant updating of the industry needs, which leads to more relevant teaching and research | Access to industry-standard resources | Support to attend conferences |
| | Current and relevant curricula | Gain in status, reputation and recognition among peers | Appraisal |
| | Enhanced employability of graduates | Access to other (academic as well as professional) networks (this could lead towards greater promotion, marketing and advertisement opportunities) | Promotion / visibility |
| | Vocationally relevant curriculum | Improved links with employers and professionals | New, creative and innovative methods of teaching |
| | Access to industry-standard resources | Academics could enrich teaching material (data to develop case studies, update curricula) | Personal satisfaction for their work |
| Possible gains for students | Scholarships | Professional networking | Practical training / work |
| | Internships | Personal and professional development | Experience |
| | Networking | Enhanced employability | CV enhancement and formal recognition |
| | Professional experience | Access to industry-standard resources | Access to workshops/seminars |
| | Vocationally relevant curriculum | Opportunity to develop workplace-relevant skills | Grading / evaluation Credits |
| | Access to industry-standard resources | Scholarships | Awarding of competition prizes - trophies |
| | Opportunities for workplace and/or placement learning | Communication and social skills – constructive interaction with industry | Personal contacts |
| | Opportunity to develop workplace-relevant skills | World travel | Access to employers |
| | | | Assistance provided for academic research |
| | | Mentoring | |

Besides the obvious rewards mentioned above, it should also be noted that rewards are correlated to someone's performance and can be used as incentives to help meet organisational goals. Each of the three stakeholders



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categories should relate the rewards to personal achievement, professional growth and a sense of pleasure and accomplishment.

Through the EPHT, all three stakeholder categories will have the opportunity to gain certain rewards through the three levels of cooperation. Each of these levels can help create positive and stronger bonds amongst the participants. At this stage, the basic employer's role is to initiate the relationship with HEI faculty. The interest of H&T enterprises in the EPHT comprises a reward in itself. It further constitutes a motive for stakeholders involvement in activities mentioned previously.

Table 7: Possible gains per stakeholder category

| | |
|-----------------------|--|
| Rewards for employers | <ul style="list-style-type: none"> Recruitment of skilled staff (students/graduates) – which eventually leads to monetary compensation Training provision to employees by Tertiary Level Educational Institution staff (e.g. in marketing, management, etc.) – staff development Access to other (academic as well as professional) networks (this could lead towards greater promotion, marketing and advertisement opportunities) Gain in status and reputation Attract talented and experienced employees/students/graduates Promotion and visibility Access to cutting edge knowledge and methods (provided from academics) as well as facilities and service Preferential access to resources (students) Consulting services (use of academics for consulting services) Commissioned research (i.e. research on a specific topic and/or setting indicated by a business according to its needs) Commercial advantage Shape curricula according to their own needs and requirements Participation in forums and other forms of communication HEIs helping the employer to identify their business objectives and understand the skills development required to move their business forward |
| Rewards for HEIs | <ul style="list-style-type: none"> Enhanced employability of graduates - Successful graduates Current and relevant curricula Access to raw (industry) data provided by employers Constant updating of the industry needs, which leads to more relevant teaching and research Career advancement through research performance - Possibility of developing an applied research programme in the business Access to industry-standard resources New, creative and innovative methods of teaching Personal satisfaction for their work Gain in status, reputation and recognition among peers Access to other (academic as well as professional) networks (this could lead towards greater promotion, marketing and advertisement opportunities) Improved links with employers and professionals Academics could enrich teaching material (data to develop case studies, update curricula), Grants and funds Promotion and visibility Appraisal Support to attend conferences |
| Rewards for students | <ul style="list-style-type: none"> Scholarships Internships – Professional experience Vocationally relevant curriculum Professional networking – Personal contacts – access to employers Opportunities for workplace and/or placement learning of relevant skills / seminars Personal and professional development Assistance provided for academic research Mentoring Communication and social skills – constructive interaction with industry Enhanced employability CV enhancement and formal recognition Awarding of competition prizes – trophies World travel Grading / evaluation credits |



Table 8: Rewards and Reward Mechanisms according to Stakeholders

| | Rewards | Reward Mechanisms |
|-----------|---|---|
| Employers | <p>Recruitment of skilled staff (students/graduates) – which eventually leads to monetary compensation</p> <p>Training provision to employees by Tertiary Level Educational Institution staff (e.g. in marketing, management, etc.) – staff development</p> <p>Access to other (academic as well as professional) networks (this could lead towards greater promotion, marketing and advertisement opportunities)</p> <p>Gain in status and reputation</p> <p>Attract talented and experienced employees/students/graduates</p> <p>Promotion and visibility</p> <p>Access to cutting edge knowledge and methods (provided from academics) as well as facilities and service</p> <p>Preferential access to resources (students)</p> <p>Consulting services (use of academics for consulting services)</p> <p>Commissioned research (i.e. research on a specific topic and/or setting indicated by a business according to its needs)</p> <p>Commercial advantage</p> <p>Shape curricula according to their own needs and requirements</p> <p>Participation in forums and other forms of communication</p> <p>HEIs helping the employer to identify their business objectives and understand the skills development required to move their business forward</p> | <p>Compensation (monetary and time-off)</p> <p>Recognition: For example, giving the "employee of the month" a printed certificate and 'perks' that cost the company nothing, but can become a strong motivating factor for employees. Other forms of recognition include listing employee accomplishments in the company newsletter and handwritten notes from a manager identifying excellent performance.</p> <p>Considerations: The physiological and psychological needs and desires of employees must be met and maintained to keep them motivated.</p> <p>Non-monetary incentives: perks and opportunities. These rewards include flexible work hours, training opportunities and the ability to work independently. The rewards and incentives are valuable to an employee because they allow workers to learn new skills and pursue advancement opportunities. For example, a recent graduate may view an exemplary training program within an organisation as more valuable than a higher base salary because he feels the learning opportunity will benefit his career.</p> <p>Make employers strive for a higher level of engagement within the Employer Programme</p> |
| HEIs | <p>Enhanced employability of graduates - Successful graduates</p> <p>Current and relevant curricula</p> <p>Access to raw (industry) data provided by employers</p> <p>Constant updating of the industry needs, which leads to more relevant teaching and research</p> <p>Career advancement through research performance - Possibility of developing an applied research programme in the business</p> <p>Access to industry-standard resources</p> <p>New, creative and innovative methods of teaching</p> <p>Personal satisfaction for their work</p> <p>Gain in status, reputation and recognition among peers</p> <p>Access to other (academic as well as professional) networks (this could lead towards greater promotion, marketing and advertisement opportunities)</p> <p>Improved links with employers and professionals</p> <p>Academics could enrich teaching material (data to develop case studies, update curricula),</p> <p>Grants and funds</p> <p>Promotion and visibility</p> <p>Appraisal</p> <p>Support to attend conferences</p> | <p>Opportunity to learn new skills, competencies and knowledge</p> <p>The prospect of attending seminars, workshops and other learning experiences</p> <p>Time off</p> <p>Perks for example the choice to attend a meeting abroad</p> <p>Recognition by thanking the academic in writing</p> <p>Accolades – giving the academic the opportunity to hand out certificates at an event in recognition of their performance</p> <p>Research opportunities</p> <p>Scholarship award</p> <p>Promotion</p> <p>'Teacher of the Year' award</p> <p>'Networking' award</p> |
| Students | <p>Scholarships</p> <p>Internships – Professional experience</p> <p>Vocationally relevant curriculum</p> <p>Professional networking – Personal contacts – access to employers</p> <p>Opportunities for workplace and/or placement learning of relevant skills / seminars</p> <p>Personal and professional development</p> <p>Assistance provided for academic research</p> <p>Mentoring</p> <p>Communication and social skills – constructive interaction with industry</p> <p>Enhanced employability</p> <p>CV enhancement and formal recognition</p> <p>Awarding of competition prizes – trophies</p> <p>World travel</p> <p>Grading / evaluation credits</p> | <p>First choice of productive internships</p> <p>Points awarded for built-in systems of accreditation for extra-curricular activities</p> <p>Mentoring at prestigious establishments</p> <p>Travel abroad as a reward for achieving high accolades.</p> <p>Research opportunities</p> <p>Scholarship award</p> <p>'Best Industrial Trainee' award</p> |



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The rewards will be linked to the levels of engagement. The higher the level of engagement between the HEIs and the H&T employee, the more the employee will benefit.

Reward mechanisms by stakeholder category

- Employers: linked to packages and objectives, quality assurance/evaluation, enhanced by the system.
- Faculty: linked to appraisal and rewards, quality assurance/evaluation, enhanced by the system.
- Students and graduates: linked to student grading and rewards, quality assurance/evaluation, enhanced by the system.

Basic Level:

- At this level, through the basic use of activities such as internships and work placements, the industry will have the opportunity to employ interns and trainees with skills, competencies and academic knowledge.
- The HEIs will have the opportunity to enhance the students' skills and employability, improve their links and relations with the industry and professionals.
- Students and graduates will have the opportunity to network with professionals, have access to funds/salaries through their internship and training as well as develop their communication and social skills.

Premium Level:

- At this level, the industry will have the ability to shape the provision of skills and knowledge through their involvement in the development of curricula, based on their needs. At the same time, they can gain access to specialised resources and facilities.
- The HEIs will have the chance to enrich their teaching material, update their curricula, develop their teaching methods and material and enrich their research portfolio. They will have the chance to work on their personal development as well.
- Student and graduates, at this level, will have the opportunity to work on their professional development and travel around the world. They can obtain certificates, awards and/or scholarships in recognition of their skills and expertise. They will have access to top professionals and improve their employability through effective networking.

Partnership:

- At this level, the industry will be able to enjoy a full, successful and active partnership. Employers can have full access to academic and professional networking as well as greater promotion and advertisement opportunities. They can build a good reputation, allowing them to keep talented employees and offer incentives – monetary and non-monetary.
- The HEIs will gain in reputation and respect among their peers and students, create a high status, and gain access to other academics and professional networks.
- Students and graduates will be able to increase their forthcoming rewards related to their personal and professional development. Successful graduates will have access to the top professionals in the industry and setting goals for future advancement.



7. Communication and Marketing

European Needs Analysis Report:

The Needs Analysis Report indicates that communication channels are frequently based upon personal contacts and acquaintances. As a result, the information is not distributed effectively and efficiently across all stakeholders. For example it has been argued that students may be aware of information that employers and academics do not have. What is more, electronic communication seems to work (as a more informal means of communication) but this is also not very effective since it is not done in a systematic way. The lack of sufficient and effective communication hinders successful partnerships. The research indicates that there is a need to develop a communication strategy in order to ensure effective communication, thus building towards mutual trust between all partners.

The best way to achieve efficient communication and mutual understanding between partners of an employer programme is meetings/fora held on specific time intervals where employers and representatives of H&T tertiary-level educational institutions can meet and discuss their needs, insights and ideas. Communication through online tools was not redeemed a very popular response by any category of stakeholders in any country.

Best Practices Guide Part A:

- (a) Annual forums organised by the tertiary-level educational institutions (where employers from the hospitality industry meet with programme leaders) serve as the preferred way to plan EP activities
- (b) Career Days, business fairs and conferences.
- (c) Former students and industry members could act as “HEI ambassadors”

- The report stresses the importance of communication, which emerged as one of the most important gaps in collaborations between tertiary-level educational institutions and the H&T industry in the countries of the consortium. Most of the best practices do not follow a systematic or regulated way for communication between partners and in most cases, the initiative for communicating is taken by tertiary-level educational institutions. Moreover, many of the interviewees stated that they adapt their communication styles and channels for communicating, depending on their interpersonal relationships with each partner. This is not necessarily a weak point for an employer programme, as it could act for its benefit. Given that many interviewees also said that the establishment of deep partnerships takes time and patience, communication styles should be adapted to the context of each partnership.

- The evidence from best practices indicates that stakeholders take up a number of activities both structured (annual events and conferences), as well as unstructured (emails and phone calls) to improve communication channels.



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7.1. Communication Strategy

It was derived from the research undertaken that lack of effective communication can be characterised as one of the main gaps currently existing.

Some HEI staff feels that it is hard to engage with employers, since they have businesses to run and competing demands on their time. It can be a challenge to know where to start. From the research undertaken, a communication strategy already exists for some standard cooperation between the HEIs and the H&T industry for student internships and 'Career Day'. What is needed, is to expand communication to other activities with perseverance being a key priority. There is a need to break down entrenched behaviour and attitudes internally as well as externally to make this happen and get it off the ground. This can be achieved by identifying the benefits and sharing the successes to motivate and accelerate progress.

Another way to overcome this problem is to facilitate activities between the H&T industry and HEIs. Communication can be both structured and unstructured. It is advisable to have face-to-face communication whenever possible, since this will help to build trust among partners.

People do business with people, not organisations with organisations. Personal relationships have to be developed because these relationships need to be built on TRUST.

The platform will be used to enhance communication.

A few examples of communication methods are as follows:

- Annual meetings/fora should be organised by the HEIs where all stakeholders will have the opportunity to exchange ideas
- Activities, events, etc.
- Participation of employers representing their sector to faculty and students in a particular curriculum area. This engages the employer in a very positive way and fosters a closer working relationship
- Giving and receiving feedback during internships
- Circulation of newsletters to all partners
- Information shared by email
- Success stories can be shared on blogs and reviews
- Webpages for example HEIs webpage and social media like Facebook and LinkedIn.
- Communication by phone or skype whenever this is deemed necessary
- Former students and industry members acting as 'HEI ambassadors'.

The purpose of the Communication Strategy is to define the communication requirements for the project and how information will be distributed. The main sections of the Strategy are outlined in Table 9.

Table 9: Communication Strategy Template

| |
|----------------------|
| Vision |
| Objectives |
| Target groups |
| Strategic priorities |
| Action Plan |
| KPIs |

7.2. Marketing Strategy

Marketing, by definition, is the process of attracting potential customers to products and services. It is the means by which the EPHT will communicate, connect with, and engage its target audience, in order to convey the value as well as promote its product and services.



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The key word is “process” because marketing involves researching, promoting, selling and distributing our product and services. The use of the 4Ps model is necessary to enhance the components of the “marketing mix”. This is the way to take our product – EPHT – to the market, and define the marketing options in terms of ‘Price, Product, Promotion and Place’ so that what is offered can meet the needs of the different stakeholder categories.

The objective of the marketing strategy is to increase awareness of the Programme and entice new members to join, which can be achieved by employing both internal and external marketing. Another objective is the creation of a **new culture**, where niche environments are created for HEIs and H&T industry to work together, not only for placement of students/graduates, but also for the enhancement of targeted, relevant education.

The platform will be used as a key marketing tool. Social media must also be a part of the marketing strategy for the promotion of the Employer Programme.

The Steering Committee must prepare and monitor the implementation of a marketing strategy for the Employer Programme exposing it to a wider audience. The main features of the marketing strategy are outlined in Table 10. The strategy needs to be complemented with annual marketing plans/action plans for smooth implementation.

Marketing tools comprise the following:

- The Employer Programme’s website, the stakeholders’ websites
- Brochures and posters and other marketing material
- Organised events (e.g. Career Day)
- Sponsored activities and workshops
- ‘Open days’ with stakeholders and potential partners
- Landmark events, for example, graduation ceremonies (sponsoring and participating)
- Face-to-face meeting with ‘new’ enterprises
- Newsletters and emails
- Affiliation with other websites /social media
- Sponsorship of associated events (e.g. educational fairs, ‘Career Day’, competitions)
- Participation in exhibitions
- Media (radio and TV)
- e-advertising in various related websites
- Press conferences (media events)
- Public relations.

Table 10: Marketing Strategy Template

| |
|----------------------|
| Vision |
| Objectives |
| Target groups |
| Strategic priorities |
| Action Plan |
| KPIs |



8. The Platform

European Needs Analysis Report:

The existence of a dedicated electronic platform was indicated as an important tool to support and facilitate communication and cooperation among stakeholders. The availability of the platform could facilitate both effective and efficient flow of information and knowledge, as well as a means to better and deeper networking activities. However face to face communication was also deemed necessary for the effective communication between stakeholders in this industry.

Best Practices Guide Part A:

The structure of the platform should be simple and provide the following tools and activities, among others, to all relevant stakeholders: search jobs, explore companies, services for employers, services for students, services for schools and faculty, HEI ambassadors, etc. The Hosco platform was identified as a good commercial application with several interesting features.

The platform of the EPHT (Xenios Zeus) will reflect the system online and facilitate its operation, fostering cooperation across national and European boundaries. Accordingly, it needs to bear the identity and characteristics of the programme and be constructed in a user-friendly method (taking into consideration the different types of users involved). To that end, it should facilitate collaboration of the partners in the various areas of employer engagement that can exist between employers, tertiary-level educational organisations and their students/graduates. Xenios Zeus will be different from existing platforms in that it will have a **clear educational orientation**, as opposed to a commercial one and will address the collaboration and partnership between institutions and employers systemically, inducing cooperation in various educational collaboration areas which are of interest to the stakeholders.

As mentioned in previous chapters, there are three levels of engagement, the basic cooperation, the premium one and the partnership. These are all characterised by packages and the platform will enable contracts to be signed according to the desired level of engagement. Furthermore, it will enable the participation of all stakeholder categories through membership.

As determined through the research, the industry anticipates the HEIs to initiate and coordinate the employer programme. Consequently, educational institutions are called upon to embed the employer programme in their educational system (see administration and structure). In addition, they will secure its implementation by involving the stakeholders in its management and operation. The platform needs to support the implementation of the system and the relationships between institutions and the industry in the given country. As such, the platform will have a tool through which the members of the employer programme can register and participate in the employer programme locally. The EPHT should have complete control over the platform's functionality and image and the ability to integrate national and European scopes.

Additionally, the platform needs to provide for a tool enabling European/international cooperation amongst institutions offering the employer programme, their students/graduates and their strategic partners in the industry. Allowing for membership at the European level can act as a major incentive enticing local employers to upgrade to higher levels of engagements (partnership) within the employer programme.

Simultaneously, it will provide participating institutions and their students/graduates with multiple benefits deriving from European collaboration of high quality and value. Access to both the platform and the activities should be regulated according to the type of stakeholder.

Brief description of the platform:



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The platform should be developed to run as a single website and/or mobile app, be user-friendly and will not be based on any existing programme webpage. It will facilitate planning and management; online communication; online marketing; quality assurance and evaluation; reward mechanisms and national and European facilitation.

A matrix organisation of the platform is deemed appropriate. The common ground (various areas of cooperation) between the stakeholders (HEIs, employers, students/graduates) should be in the epicenter. At the same time, access to information will be allowed depending on stakeholder type.

The ten areas of collaboration identified by the project need to be presented in an attractive and user-friendly way to users. Activities can be grouped in the following areas:

1. Internships and Recruitment
2. Programme Design and Delivery (curriculum design, guest lectures, student projects, job shadowing/mentoring)
3. Training, Consultancy and Research
4. Events (industry visits and “open days”, competitions, other events co-organised by partners)
5. Resource Enhancement (awards, sponsorships, resource sharing/exchange).

The titles chosen to be used on the platform need to be both readily identifiable appealing to users, promoting the concept of ‘things we do together’.

Two layers of collaboration shall exist: the local and the European. The platform will allow participating HEIs to manage their collaborative relationships online. At the same time the participating HEIs and local employers that gain partnership status will also be able to collaborate at a European level through the platform. This will act as an added advantage for employers to upgrade their collaborative efforts with local HEIs.

At the other end of the matrix, will be the three categories of users namely, HEI personnel, employers, students/graduates of the educational institution. As described before, all interested parties will be able to sign up for a basic membership by completing the online application forms (see Appendices 2, 3, 4 and 5). Information on all the levels of engagement, as well as all the activity packages will be available.

At this end, basic information can be offered as to the possibilities that exist for each type of user and access to the activities according to the type of stakeholder (employer, HEI personnel and student/graduate) and membership. After their graduation, students should be able to maintain their membership, which is then ‘transformed’ into graduate privileges for access only to certain areas, e.g. posting cv for recruitment etc.

The platform will provide for basic information for each type of activity and facilitate the implementation of each activity (process) enabling such things as:

- Posting announcements, documentation and programmes
- Enabling registration for participation in the activity
- Online participation in activity e.g. participation in surveys such as curriculum development, participation in online discussion for various purposes e.g. curriculum development
- Enabling assessment of the activity.

Communication facilitation which has been identified as a key success factor for the development of an employer programme needs to be facilitated by the platform. Real time, online communication is critical, apart from the possibility to post, submit documents and send messages electronically.



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Quality assurance needs to be enabled by the platform. Registration to the system and to the activity needs to be combined with acceptance of terms that will set a level of quality which needs to be systematically monitored and evaluated.

The platform will have online discussion fora where knowledge, experiences and ideas can be shared. Discussion boards will be available where topics (or 'threads') will enable users to exchange ideas. Trying to make your voice heard can be a challenge and many fora have (written or unwritten) rules and social hierarchies about whose voices take priority. One rule that is fairly standard is against flaming, or being provocative and offensive. Online exchanging of ideas will be available only to members in order to avoid unpleasant communication that will undermine the Programme's objectives.

However, there will be a 'place' where internet users will be able to pose questions. This might be a type of 'instant messaging' – a cross between emailing and talking to someone. This will not be visible to all users and the questions will be answered by an administration officer.

What will be substantially unique and innovative concerning the platform will be that a viewer cannot only 'apply for a job', but will also be able to scan the available activities that will be amply described.

In order to facilitate the operation of the system, the platform should allow the members of EPHT to:

- increase and upgrade communication
- create a structured collaboration
- plan, execute and evaluate the various collaborative activities
- motivate for the building of strategic partnerships and promote a new culture of partnership.

The platform should build a network that will facilitate constant and systematic communication between the three types of stakeholders – employers, students/graduates, and academia. The accessibility to the platform and availability of services to stakeholders should be defined according to the level of their engagement and contribution to the partnership.

The Operational Manual will be, in the phases that will follow, the basis for the development of the Xenios Zeus Platform that will be the electronic tool supporting the EPHT System. The forms and procedures developed in the framework of the Operational Manual might deviate from the electronic ones that will be developed in the platform development phase and deployed by Xenios Zeus.



9. Quality Assurance / Evaluation

European Needs Analysis Report:

The Common European Needs Analysis proved that all three groups supported the idea of meeting on regular periods to discuss issues concerning them and new developments using the brainstorming technique. The report highlighted the importance of regular, integrated implementation and evaluation methodology to ensure quality assurance through online evaluation. Furthermore, the need for systematic review by the steering committee is needed in order to keep the future of this partnership stable.

Best Practices Guide Part A:

Through the Best Practices Guide, there is limited proof that in all the examples presented, there was evidence of evaluation process. None of them provided a complete evaluation process and quality assurance. Single activities were evaluated through different methods such as the completion of feedback forms from all the parts involved, on-the-spot visits to monitor the progress of interns and the satisfaction from all the parts involved.

9.1. Importance of Quality Assurance

Quality assurance by definition is any systematic process of checking to see if the specific requirements are being met. The quality assurance will allow us to identify weaknesses of the programme and increase satisfaction of all stakeholders. At the same time, it will increase the EPHT's credibility through improvement of work processes and allow central planning and control. Through the EPHT, significant gains and rewards will be provided to all three stakeholders allowing the continuation of their commitment and support in this partnership.

9.2. Description

Quality assurance is necessary to ensure that all qualitative and quantitative objectives are met. In order to do this, certain mechanisms will be provided to ensure the success of the EPHT. These mechanisms will be organised according to the structure of the three levels of partnership for all three stakeholder categories. The mechanisms will also relate to the system /partnership.

At the beginning, each stakeholder category (hospitality and tourism industry representatives; academics and tertiary-level educational institutions; students and graduates of tertiary-level educational institutions) interested in the EPHT will be responsible to complete a contract. This agreement will specify their rights and responsibilities towards the system and it will allow them to have access to an assessment check. The contract will include obligations of both sides and will initiate the quality assurance cycle. Additionally each activity will have its own objectives, terms and qualitative parameters for participation. From then on, both system and each activity separately will have to be evaluated to ensure that objectives and qualitative parameters are met for all three types of stakeholders (mutual benefit) and that there is continuous improvement.



The quality assurance mechanisms identified by the consortium outlined in the table below:

Table 11: Quality Assurance Mechanisms

| Quality Assurance Mechanisms | | |
|--|--|---|
| System Mechanisms | Questionnaires / interviews/ surveys Agreed KPIs (Key Performance Indicators) Feedback from students and companies | |
| Activity Mechanisms | Industry internships & recruitment facilitation | Surveys Agreed KPIs Feedback |
| | Industry visits and “open days” | Surveys Number of participants (students and firms) Questionnaires Reports |
| | Mentoring and job shadowing | Surveys Interviews with interns and mentors |
| | Guest lectures/workshops/masterclasses / seminars | Evaluation questionnaires Surveys Feedback List of subjects to be planned in advance Number of participants Student survey – satisfaction questionnaire with standardised questions/topics for guest lecturers |
| | Curricula design | Focus groups Benchmarking Arrange meetings for planning 2-3 times a year to discuss new trends and developments Achievement of educational and academic objectives Number of revised curricula |
| | Consulting, training and research | KPIs Research funding Evaluation forms to be filled by the employers, also asking for suggestions Participant satisfaction with consultation / research process (met objectives or not) Feedback |
| | Student projects and competitions | KPIs Develop an evaluation committee for the project Evaluation of all participants experiences regarding the competition process Credits |
| | Personnel placements | Surveys Questionnaires, open-ended questions for suggestions Qualitative interview with line manager in achieving aims and objectives of the placement Number of placements |
| | Joint events and projects | Evaluation questionnaires Participation list Data base with suggested projects Survey on participant’s satisfactory levels Numbers of the joint events and projects Number of participants in events |
| Resource enhancement, awards & sponsorships | Analysis of final set of achievement and outcomes at the end of the award / sponsorship programme Amount of collected funds | |



10. Addressing the challenges and critical success factors

European Needs Analysis Report:

One of the most crucial factors in the success of the employer programme is the strong commitment of the participating stakeholders. Thus, the European Needs Analysis Report makes a strong case towards a genuine interest and strong commitment towards employer programmes.

The *second category* of critical success factors relate to availability of resources and production factors. These are specified in the form of financial (public) resources, time, and personnel to support the employer programme initiative.

Finally, the report identifies a set of other significant factors such as strong planning and management, tangible benefits for all, and a strong sense of evaluation.

Best Practices Guide Part A:

The evidence from the Best Practices guide focuses primarily upon the active engagement and support of all stakeholder categories. Additionally, the guide indicates the need to employ the appropriate personnel with the right mixture of skills and expertise.

The guide also makes note of the need for a systematic and appropriate evaluation *methodology*, as well as the requirement that all stakeholders participating in the scheme should receive benefits in equal fashion. The availability of resources (money, time, personnel) has featured in the discussion, but not as significantly as it was originally anticipated.

The following critical success factors were identified from the European Needs Analysis Report and the Best Practices Guide:

- Securing commitment by all stakeholders
- Availability of resources
- Strong planning and management
- Tangible and equal benefits for all
- Effective evaluation system
- Communication strategy
- Employment of appropriate personnel

The viability of the EPHT project rests in the ability of all stakeholders to engage actively to ensure the continuation of the project. They need to ensure that matters do not stagnate and the people involved are driven. The project has to be vibrant and the benefits to all should be visible.

- In order to keep things under control, it is important to ‘measure’ the progress of the project. Were targets and objectives met? It is thus necessary to have an effective evaluation system
- The steering committee should be actively engaged in the project. There should be strong planning and management.
- The funding of the EPHT needs to be secured. Strategies and plans need to be coupled with budgets and expressly stated sources. The principle of equal benefit and equal contribution needs to be continuously pursued taking into consideration that contribution can source from different sources e.g. charging fees, contribution in kind, contribution from stakeholders’ budgets.
- The Employer Programme should cover the needs of all stakeholders, and the benefits and should be such that the system will steer them towards achieving strategic partnership.
- The programme should be embedded in the organisations strategic direction and framework.
- For the programme to be successful, there is a need to have appropriately trained personnel that will have the skills, competences and knowledge to understand the system and implement.
- The communication and marketing of the project should be effective.



Employer Programme for Hospitality and Tourism

A systematic project management plan is necessary from the beginning to set the goals and future plans of the programme. Different roles and responsibilities must be set from the beginning so the programme can ensure the promised benefits for all three stakeholder categories.

Key Challenges of the EPHT could include:

- Engaging successfully with H&T enterprises, especially small businesses
- Competition between H&T enterprises
- Competition with other colleges for employers
- A lack of flexible funding to meet specific employer needs
- Lack of effective communication
- Employers uncertainty about the role of colleges and how to contact
- A lack of understanding of detailed employers training/skills needs
- Employer perception of too much administration involved
- Lack of time to build sustainable relationships
- Hidden or unexpected costs for employers.

The critical success factors (CSF) will become the guide to managing the EPHT and assessing the daily decisions and actions necessary for its success. The CSF are the factors which are individually necessary and sufficient for the successful operation of the platform. It is necessary to identify a small number of CSF, because otherwise control can be lost. The communication of the CSF is important for all interested partners to understand their significance for the performance key indicators.

Key success factors are important for meeting the desirable objectives of the EPHT. Key success areas for the successful implementation of the partnership include:

- Establishing, measuring and continuously reinforcing the commitment of partners
- Adopting a creative / innovative approach
- Establishing a business-like approach. Think like a business, act like a business and speak like a business.
- Listening to employers and work in partnership with them.
- Having a clear vision and strategic plan in place. Adopt a holistic approach to engage with employers.
- Working with relevant sector and employer bodies.
- Meeting the employers' expectations and needs. Remember that the employer expects the right person with the right skills.
- Using other methods to advance the reputation of the HEI and access new networks.
- Delivering a flexible, bespoke service with innovative delivery models.
- Remaining positive and outward looking to maximise all opportunities for new business and partnerships.
- Not simply doing what has always been done
- Understanding local employer skills needs
- Working closely with key stakeholders
- Communicating effectively.



Appendices



Appendix 1: The Employer Engagement Ladder

Level 1: Advising

Employers are consulted formally or informally

Level 2: Capacity Building

Educators or employers respond to each other's needs e.g. provision of services and resources

Level 3: Co-designing

Employers are active collaborators e.g. design of curricula and pathways

Level 4: Convening

Educators work to convene businesses to address workforce needs e.g. hubs

Level 5: Leading

Building partnerships that transform workforce systems and enhance growth

Wilson, R., 2015. *A RESOURCE GUIDE TO ENGAGING EMPLOYERS*.

<http://www.jff.org/publications/resource-guide-engaging-employers>



Appendix 2: Employer Application for Membership

EMPLOYER PROGRAMME FOR HOSPITALITY and TOURISM

APPLICATION FOR MEMBERSHIP



In partnership we shape the future
of Hospitality and Tourism

Name and address of
enterprise:

Date:

Contact person:

Name:

Title:

Phone:

Fax:

email:

Please e-mail, fax, or mail this form to:

EPHT Coordinator, Higher Hotel Institute Cyprus, Aglantzias Avenue, 2112, Aglantzia, P.O. Box
24812, 1304 Nicosia – Cyprus

Tel: +357 22404800, Fax: +357 22314672

email: info@hhic.mlsi.gov.cy



Submission of this application form affirms that the applicant is willing to support the activities associated with the EPHT Programme according to the category of membership chosen.

Please choose category of membership:

| | | |
|------------------------|--------------------------|---|
| Basic Membership: | <input type="checkbox"/> | |
| Premium Membership: | <input type="checkbox"/> | € |
| Strategic Partnership: | <input type="checkbox"/> | € |

Membership Category Description:

Please state in the table that follows the areas of contribution you wish to participate in from the following:

- Mentoring and job shadowing
- Guest lectures/workshops/masterclasses/seminars
- Curricula design
- Consulting, training and research
- Student projects and competitions
- Personnel placements
- Joint events and projects
- Resource enhancement, awards and sponsorships

| | Prerequisites | Participation |
|---------------------|--|---------------|
| Basic Membership: | Accept students for industrial training, Accept industry visits and participate in "open days". | |
| Premium Membership: | Accept students for industrial training, Accept industry visits and participate in "open days". Participate in <i>at least 3</i> activities. | |
| Partnership: | Accept students for industrial training, Accept industry visits and participate in "open days". Participate in <i>at least 3</i> activities. | |

With the submission of your application you agree to comply with employer programme policy. Deviation will lead to the termination of your membership.

| | | |
|------------|------------|-------|
| Full Name: | Signature: | Date: |
| | | |



Appendix 3: Student Job Application Form

EMPLOYER PROGRAMME FOR HOSPITALITY and TOURISM

Student/Graduate Job Application Form



In partnership we shape the future
of Hospitality and Tourism

| | |
|-----------------------------|---------------------|
| First Name: | Surname: |
| Birth Date: | Gender: Male/Female |
| email: | Phone: |
| Address: | |
| City: | |
| Country: | |
| Student: Yes/No | |
| Graduate: Yes/No | Year of Graduation: |
| Institution: | |
| Previous Experience: Yes/No | |
| Desired position: | |
| Additional info: | |
| Add your CV: | |
| Signature: | Date: |



Appendix 4: Student Application Form

EMPLOYER PROGRAMME FOR HOSPITALITY and TOURISM

Student Application Form



In partnership we shape the future
of Hospitality and Tourism

| | |
|--|---------------------|
| First Name: | Surname: |
| Birth Date: | Gender: Male/Female |
| email: | Phone: |
| Address: | |
| City: | |
| Country: | |
| Student: Yes/No | |
| Graduate: Yes/No | Year of Graduation: |
| Institution: | |
| With the submission of your application you agree to comply with employer programme policy. Deviation will lead to the termination of your membership. | |
| Signature | Date |

**Appendix 5: HEI member Application Form****EMPLOYER PROGRAMME FOR HOSPITALITY and TOURISM****HEI Member Application Form**

In partnership we shape the future
of Hospitality and Tourism

| | |
|---|---------------------|
| First Name: | Surname: |
| Birth Date: | Gender: Male/Female |
| email: | Phone: |
| Address: | |
| City: | |
| Country: | |
| Institution: | |
| Position: | |
| With the submission of your application form you agree to comply with employer programme policy. Deviation will lead to the termination of your membership. | |
| Signature | Date |

Appendix 6: Planning Template of Activity by Tertiary-Level Educational Institution

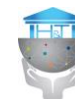
| | | |
|-------------------------------|--------------------------|---------------------------|
| Full name of H&T Enterprise | | |
| Address of H&T Enterprise | | |
| Lead contacts | Teacher/s details | Employer/s details |
| Job title of person in charge | | |
| Phone | | |
| Email | | |
| Mobile | | |
| Best time to contact | | |



| | | |
|---------------------|--|--|
| Best contact method | | |
|---------------------|--|--|

| Activity details | |
|--|--|
| Title of activity | |
| Date/period of activity | |
| Educational modules linked to activity | |
| Objectives of the activity for the employer | |
| Number students are participating in the activity | |
| Employer's tasks | |
| Institution's tasks? | |
| Resources supplied by employer | |
| Venue and other resources needed by employer if visiting the institution | |

| Action | Who | By when | Comments |
|--------|-----|---------|----------|
| | | | |



Appendix 7: Activity Feedback Form – Employer Evaluation

In order for us to review and develop our employer engagement activities, we would value your thoughts and comments, so we ask that you take a little time to complete this feedback form.

| | Strongly agree | Agree | Disagree | Strongly disagree |
|--|----------------|-------|----------|-------------------|
| Enough time was allocated for developing this activity | | | | |
| Planning this activity was done in an effective and efficient way | | | | |
| I understood what we both needed to achieve | | | | |
| I understood how my involvement would support students' learning | | | | |
| The activity has helped me raise awareness of: | | | | |
| My company/what it does/how it does it | | | | |
| My job role and responsibilities | | | | |
| The skills, qualifications and experiences required in my profession | | | | |
| The job opportunities in my company | | | | |
| The activity helped me to develop: | | | | |
| Professionally and/or personally | | | | |
| My knowledge/understanding of the tertiary-level educational institution environment | | | | |
| My confidence in talking to and working with students | | | | |



Appendix 8: Explanation on Ranking of Activities

Main activities for the EP project

| Activities | Reason for their inclusion in the project |
|--|--|
| 1. Industry internships | Supported by all stakeholders in the Needs Analysis Survey with employers and academia rating it with the highest score (3)* Supported by best practices – employers, students Integrated as best practices in 9 out of 10 employer programmes |
| 2. Industry visits | Employers rating it with highest score (3) Academia and students rating it with the second highest score (2) Supported by best practices – employer Integrated as best practices in 3 out of 10 employer programmes |
| 3. Mentoring and job shadowing | Ranked highly by the employers (3) and deemed necessary by students (1) Supported by best practices – employers Integrated as best practices in 7 out of 10 employer programmes “Mock applications and interviews” can be added to mentoring since they were regarded as ranked by students (1) and also integrated as a best practice by 1 out of 10 employer programmes |
| 4. Guest lecturers | Ranked highly by the employers (3) and identifies as a best practice – employers Integrated as best practices in 7 out of 10 employer programmes |
| Thematic workshops/masterclasses/seminars | Identified by academia (1) and students (2) Classified as best practice – students Integrated as best practices in 7 out of 10 employer programmes |
| 5. Industry “Open Days” | Identified by academia (2) and students (3) Confirmed by best practices – academia Integrated as best practices in 7 out of 10 employer programmes – ‘Job Search’ |
| 6. Participate in research and surveys for the improvement of the curricula | Identified by employers (1) and students (2) |
| 7. “Consulting and Advisory Services” between employers and HEIs (Continuing Professional Development) | Singled out by employers (1) Established by best practices – employers ‘Consulting and Advisory Services’ regarded as best practices in 7 out of 10 employer programmes |
| Bespoke training offering tailor-made academic services (research and consultancy) | Identified as best practice by academia |
| 8. Employer engagement in student research projects and competitions | ‘Live Projects/Commissioned Research’ regarded as best practice by 3 out of 10 employer programmes |
| 9. Provide teacher placements in the industry | Singled out by academia (2) |
| 10. Events (networking – charity and social) | Best practices – employers Integrated as best practices in 7 out of 10 employer programmes |
| 11. Resource enhancement, awards and sponsorships | Focus group discussions |

* (3) denotes the highest score and (1) the lowest

The above ratings of the activities were devised taking into consideration the results of the Needs Analysis and the Best Practices Guide-Part A.



Employer Programme for Hospitality and Tourism

Based on information collected from the above sources **industry internships and recruitment facilitation** activity is ranked first from all the activities. It is supported by all stakeholders, with employers and academia rating it with the highest score (3). The Best Practices Guide ranks it 1st with employers contributing by offering internships and placements to students. It has also been supported by the Best Practices Guide (employers and students), and integrated as a best practice activity in 9 out of 10 employer programmes. The second ranked activity is **industry visits and “open days”** with employers rating it with the highest score (3), and academia and students rating it with the second highest score (2). It has been supported by the Best Practices Guide and integrated as best practice in 3 out of 10 employer programmes. **Mentoring and job shadowing** is ranked 3rd with a high score (3), by employers (offering job shadowing opportunities), and considered necessary by students (1). **Guest Lecturers** activity is ranked 4th since it was ranked highly by the employers (score of 3) and identified as a best practice as well. It has also been integrated as a best practices activity in 7 out 10 employer programmes. Number 5 activity on the list refers to the **participation in research and surveys for the improvement of the curricula**. Needs analysis has given a score of (1) by employers and refers to employers contributing to the above activity by participating in research and surveys for the improvement of HEIs curricula. A score of (2) has been given by students that can also contribute by participating in this activity. Activity number 6 on the list is **“consulting and advisory services” to employers and HEIs** (Continuing Professional Development). Needs analysis specifies the provision of enterprise advisors from the industry, singled out by employers (score of 1) while best practices refer to employers contributing by providing advice to academic institutions. It has been regarded as best activity by the Best Practices Guide in 7 out of 10 employer programmes. Number 7 activity refers to **employer engagement in student research projects and competitions**. The Best Practices Guide has regarded this activity as best practice in 3 out of 10 employer programmes. Activity number 8 refers to the **provision of personnel placements in the industry**. The Needs Analysis Report has singled out contribution of academia (2). Activity number 9 on the list refers to **joint events and projects**. The Best Practices Guide refers to the contribution of employers through networking services to students, and has regarded this activity as best practice in 7 out of 10 employer programmes. **Awards, sponsorships, resource enhancement** is the last activity on the list.



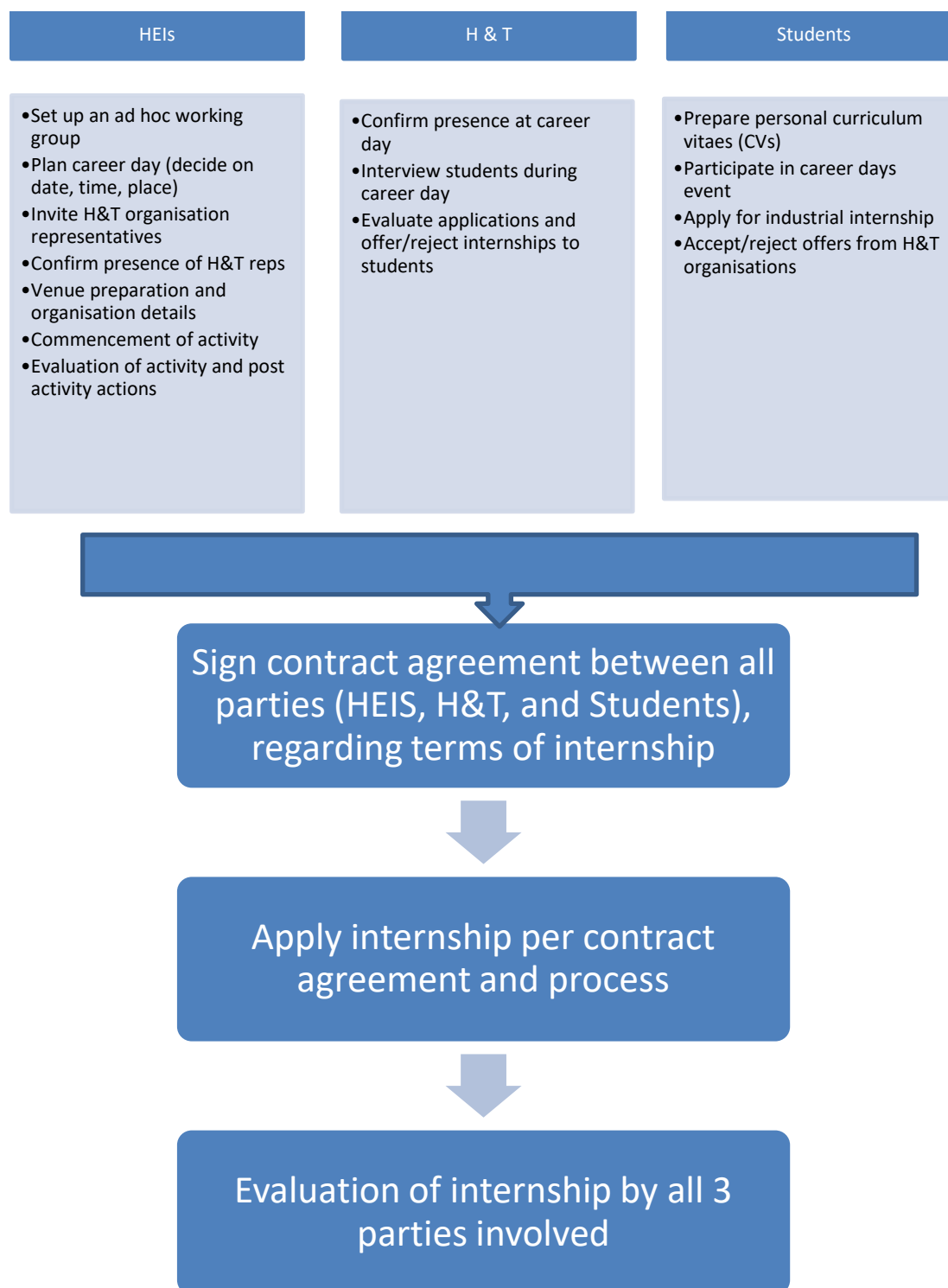
Appendix 9: Tool to be used during the Planning Cycle





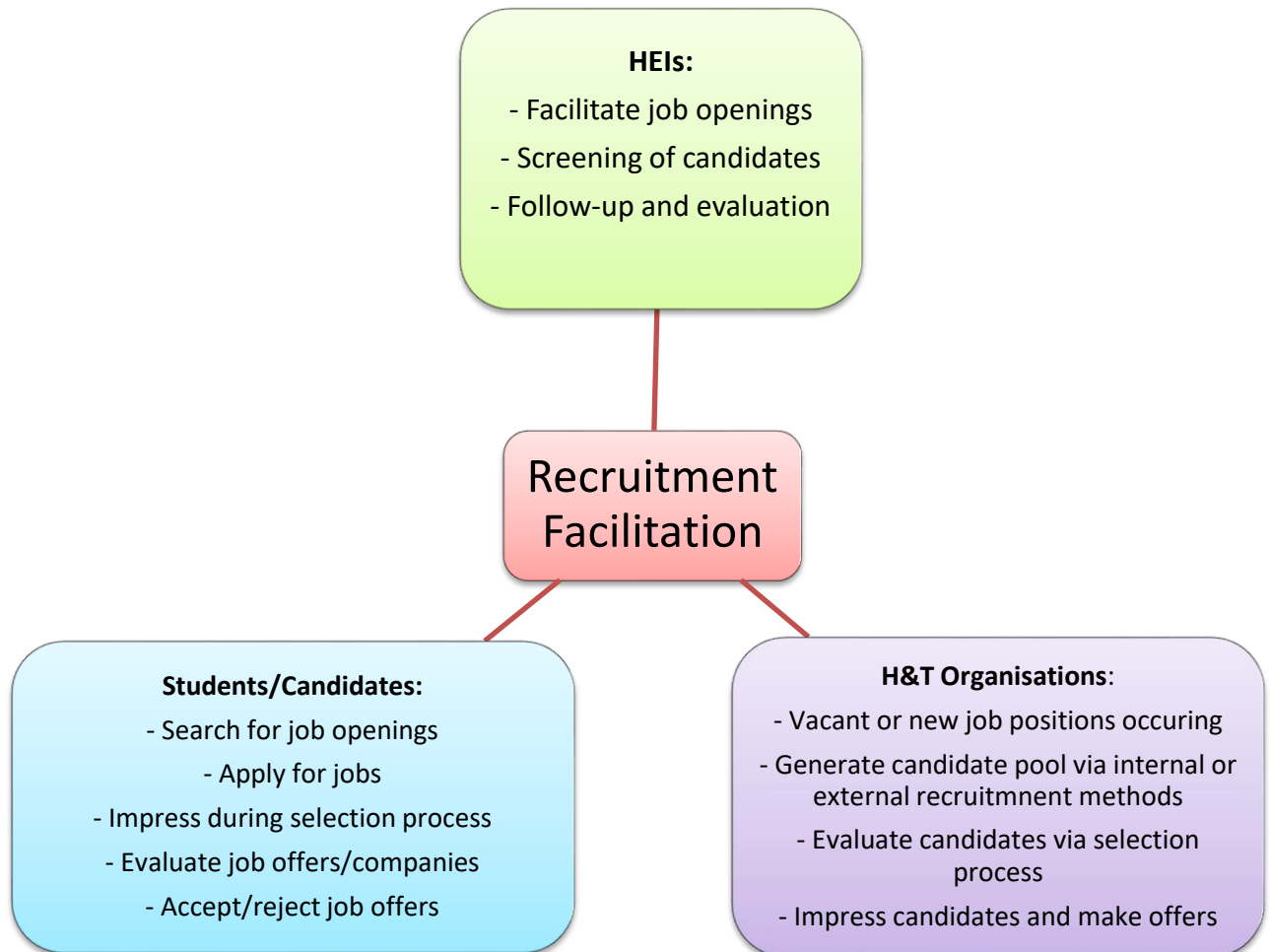
Appendix 10: Flow charts of Activities

1. a. Industry internships





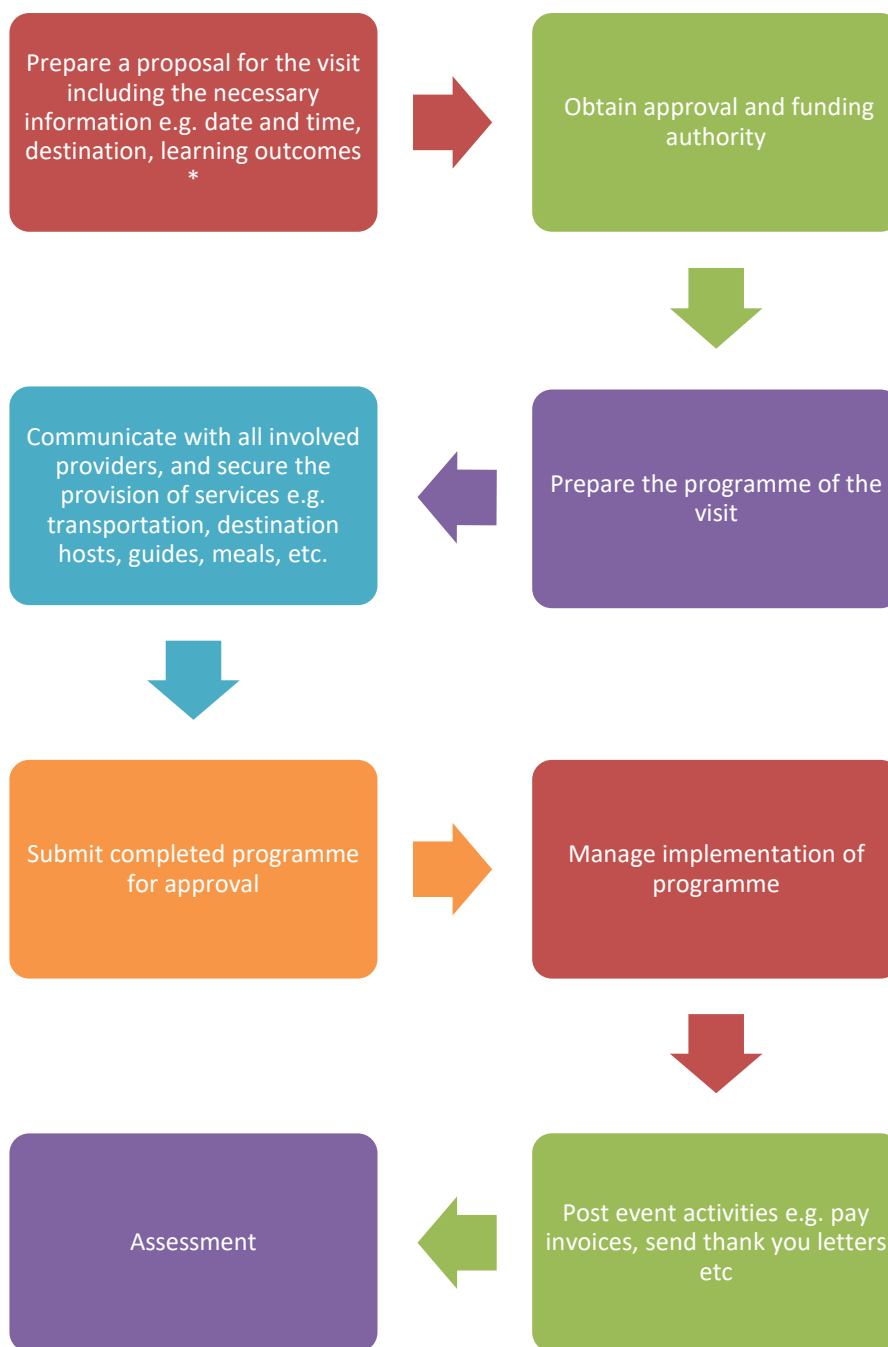
b. Recruitment facilitation





Employer Programme for Hospitality and Tourism

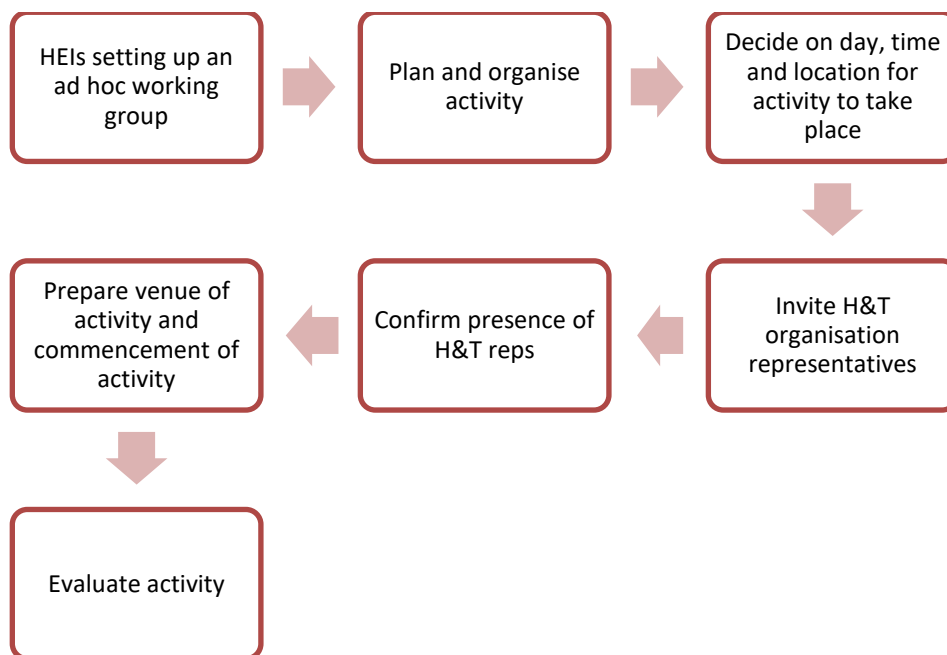
2. a. Industry visits



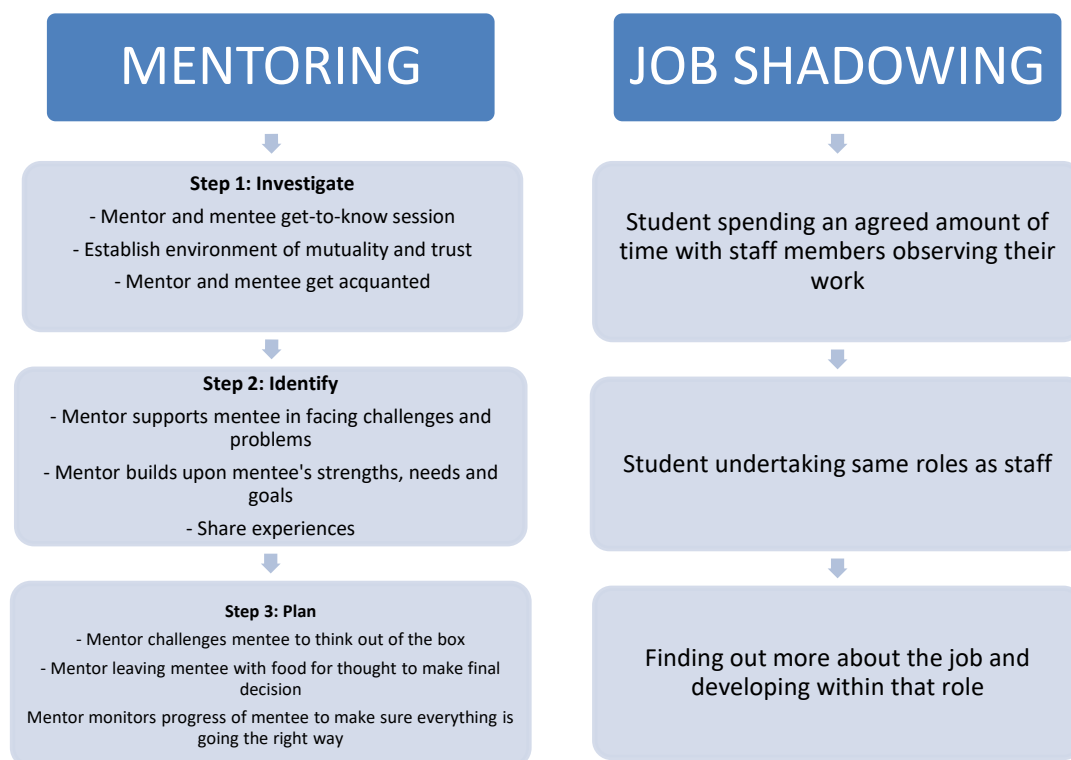
*Note: Preceding the individual industry visit process is the planning of all anticipated industry visits, involving employers through the employer programme planning cycle



b. "Open days"

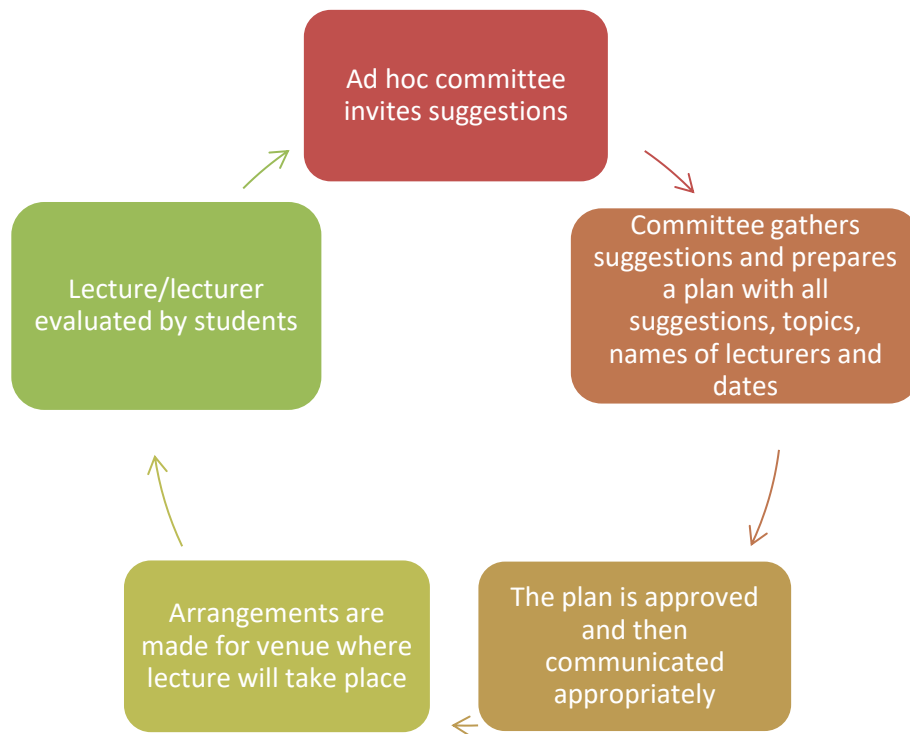


3. Mentoring and job shadowing



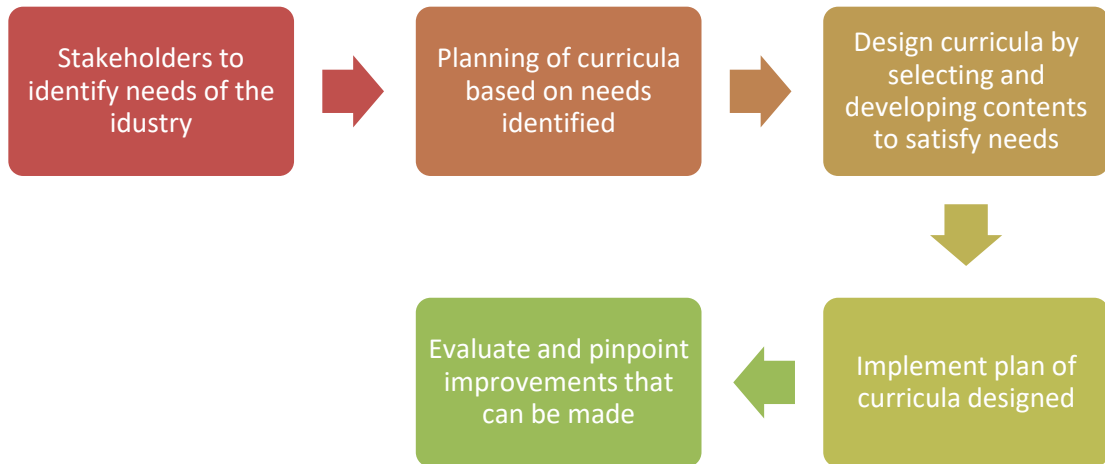


4. Guest lectures/workshops/masterclasses/seminars

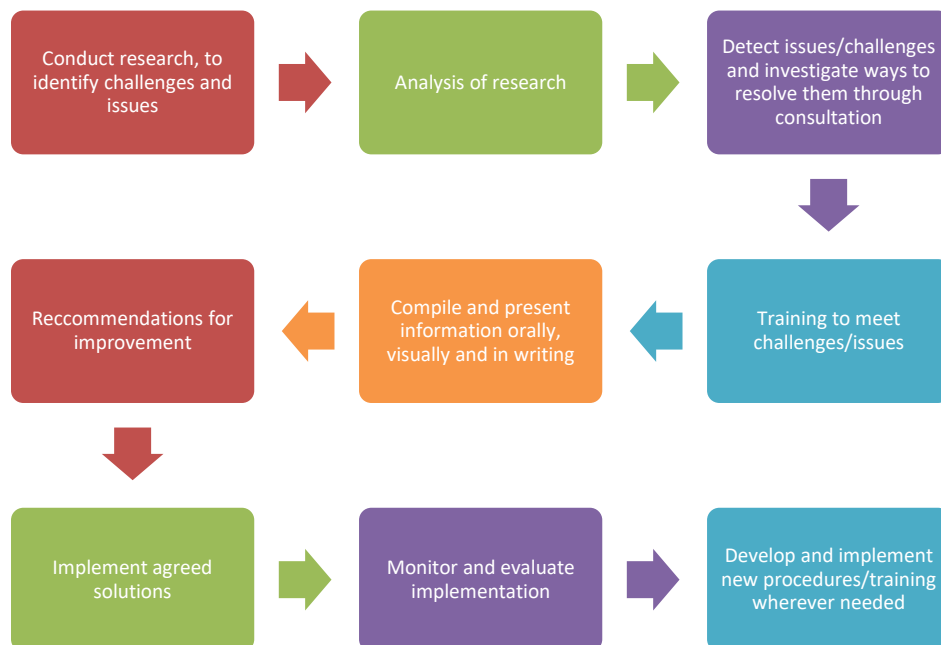




5. Curricula design

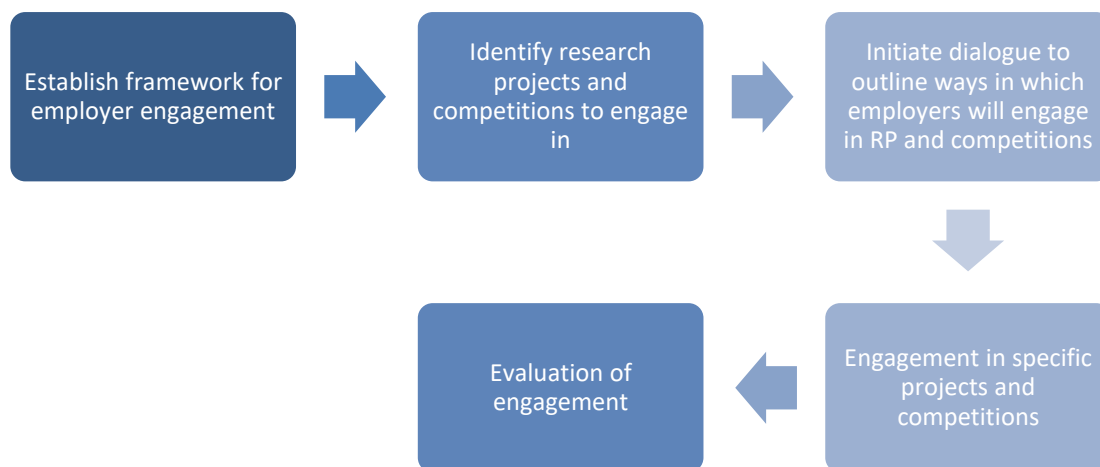


6. Consulting, training and research

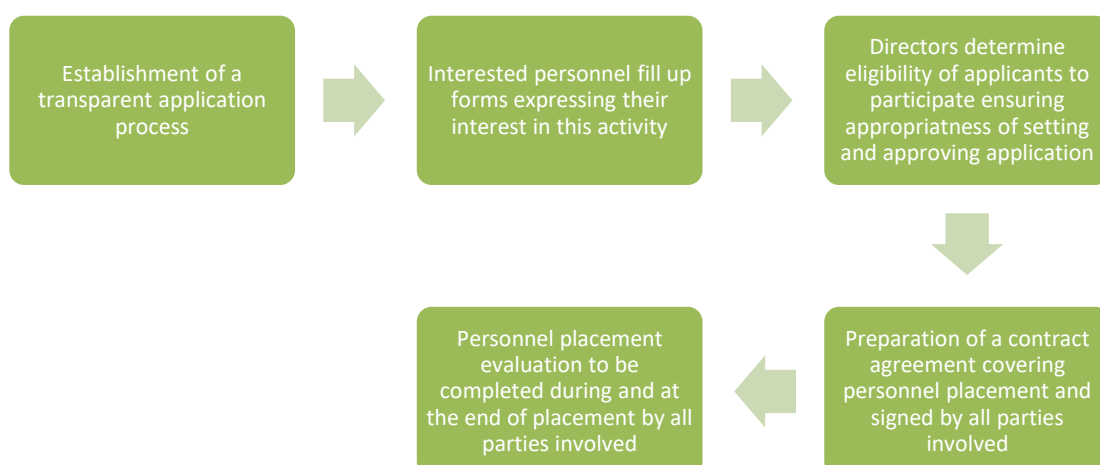




7. Student Projects and Competitions

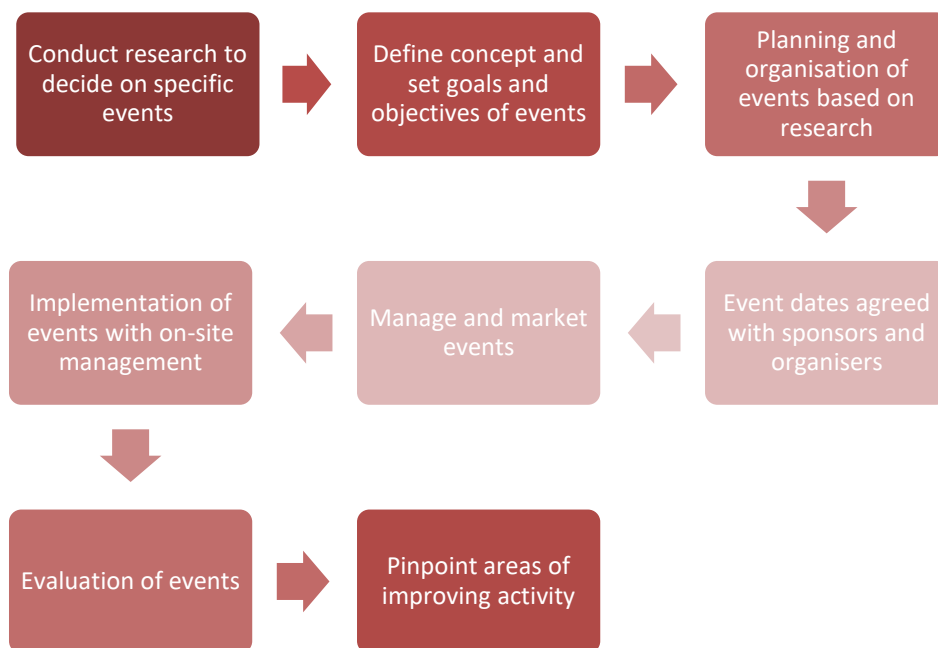


8. Personnel placement





9. Joint Events and Projects



10. Resource enhancement, awards and sponsorships

