Employer Programme for Hospitality and Tourism (EPHT)

Multiplier Event -

CONFERENCE FOR HOTELIERS AND OTHER EMPLOYERS IN THE HOSPITALITY AND TOURISM INDUSTRY

Date of Event: 23rd of October 2018

Development of a strong and effective partnership through

5 Intellectual Outputs:

1. European Needs Analysis (IO1)
2. Best Practices Guide (IO2)
3. Recommendations Report (IO3)
4. Operational Manual (IO4)
5. Platform (IO5)

European
Needs Analysis
(IO1)

Objectives of the report

❖ To deeply understand the current situation in the three countries participating in the research (**CY**, **GR** and **FIN)**, regarding employer engagement, relevant programmes, etc. in the H&T sector

❖ To identify the needs for an Employer Programme in the sector of Tourism and Hospitality

❖ To identify commonalities and differences between the countries

❖ To identify and elaborate on the understanding, desires and priorities that various stakeholders have concerning an Employer Programme in H&T

Methodology & Sampling

- Conducted between November 2016 to February 2017

- Implemented in three phases

- The analysis included in-depth, mixed – methodology research (qualitative and quantitative)

- Sequential methodology in terms of implementation

Sequential Implementation

- Focus groups

- Semi-structured interviews

- Questionnaires

➢ The results were analysed in each country and separate reports were produced - ***National Needs Analysis***

Sampling - details

- an equal representation of all types of stakeholders from all the countries involved

- Other criteria:

  ➢ gender

  ➢ different backgrounds and positions such as managers, employees, owners, faculty members, administrative personnel, current students and graduates
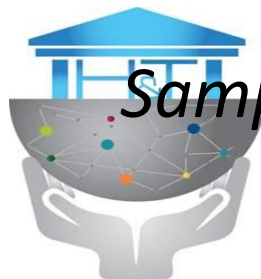
Sample distribution (focus groups) in terms of gender and occupation

SAMPLE DISTRIBUTION IN TERMS OF GENDER AND STAKEHOLDER TYPE	GREECE	CYPRUS	FINLAND	TOTAL	TOTAL %
N (total number of participants)	12	14	8	34	100
Male	6	7	2	15	44
Female	6	7	6	19	56
Employed in the H&T sector as a manager	3	5	1	9	26
Employed in the H&T sector as an employee	2	3	0	5	14
Owner of a H&T enterprise	0	1	1	2	6
TOTAL INDUSTRY REPRESENTATIVES	5	9	2	16	47
Employed in a H&T institution as faculty	2	2	3	7	20
Employed in a H&T institution as administrative personnel	2	1	0	3	9
Student in a H&T academic institution	3	2	3	8	24
TOTAL HEI REPRESENTATIVES	7	5	6	18	53

Sample distribution (interviews) in terms of gender and occupation

SAMPLE DISTRIBUTION IN TERMS OF GENDER AND STAKEHOLDER TYPE	GREECE	CYPRUS	FINLAND	TOTAL	TOTAL %
N (total number of participants)	12	14	8	34	100
Male	6	9	2	15	44
Female	6	1	6	19	56
Employed in the H&T sector as a manager	3	4	1	9	26
Employed in the H&T sector as an employee	2	0	0	5	14
Owner of a H&T enterprise	0	1	1	2	6
TOTAL INDUSTRY REPRESENTATIVES	**5**	**9**	**2**	**16**	**47**
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TOTAL HEI REPRESENTATIVES	**7**	**5**	**6**	**18**	**53**

Sample distribution (surveys) in terms of gender and occupation

SAMPLE DISTRIBUTION IN TERMS OF GENDER AND STAKEHOLDER TYPE	CYPRUS	GREECE	FINLAND	TOTAL	TOTAL %
N (total number of participants)	102	120	99	321	100
Employed in the H&T sector as a manager	28	22	31	81	25
Employed in the H&T sector as an employee	19	15	16	50	16
Owner of a H&T enterprise	2	16	1	19	6
TOTAL INDUSTRY REPRESENTATIVES	**49**	**53**	**48**	**150**	**47**
Employed in a H&T institution as faculty	14	33	19	66	21
Employed in a H&T institution as administrative personnel	6	12	1	19	6
Student in a H&T academic institution	31	22	31	84	26
TOTAL HEI REPRESENTATIVES	**51**	**67**	**51**	**169**	**53**
Other	2	-	-		0.6

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Stances and Attitudes towards the Current Levels of Cooperation
(agree/disagree)

- o Tertiary Level Educational Institutions should engage more with the industry
- o Industry representatives should be involved in the curricula planning process
- o Industry representatives should be involved in the curricula delivery process
- o Tertiary Level Educational Institutions and businesses should seek new strategic partnerships
- o Industry professionals can bring value-added knowledge and hands-on experience to the classroom
- o Industry professionals are not suitably qualified to teach at a university level
- o Current H&T educational institutions' curricula reflect workplace knowledge
- o H&T educational institutions' graduates are not well prepared for successfully joining the workforce
- o Employer engagement in the H&T educational process is a priority for making curricula more relevant & competitive
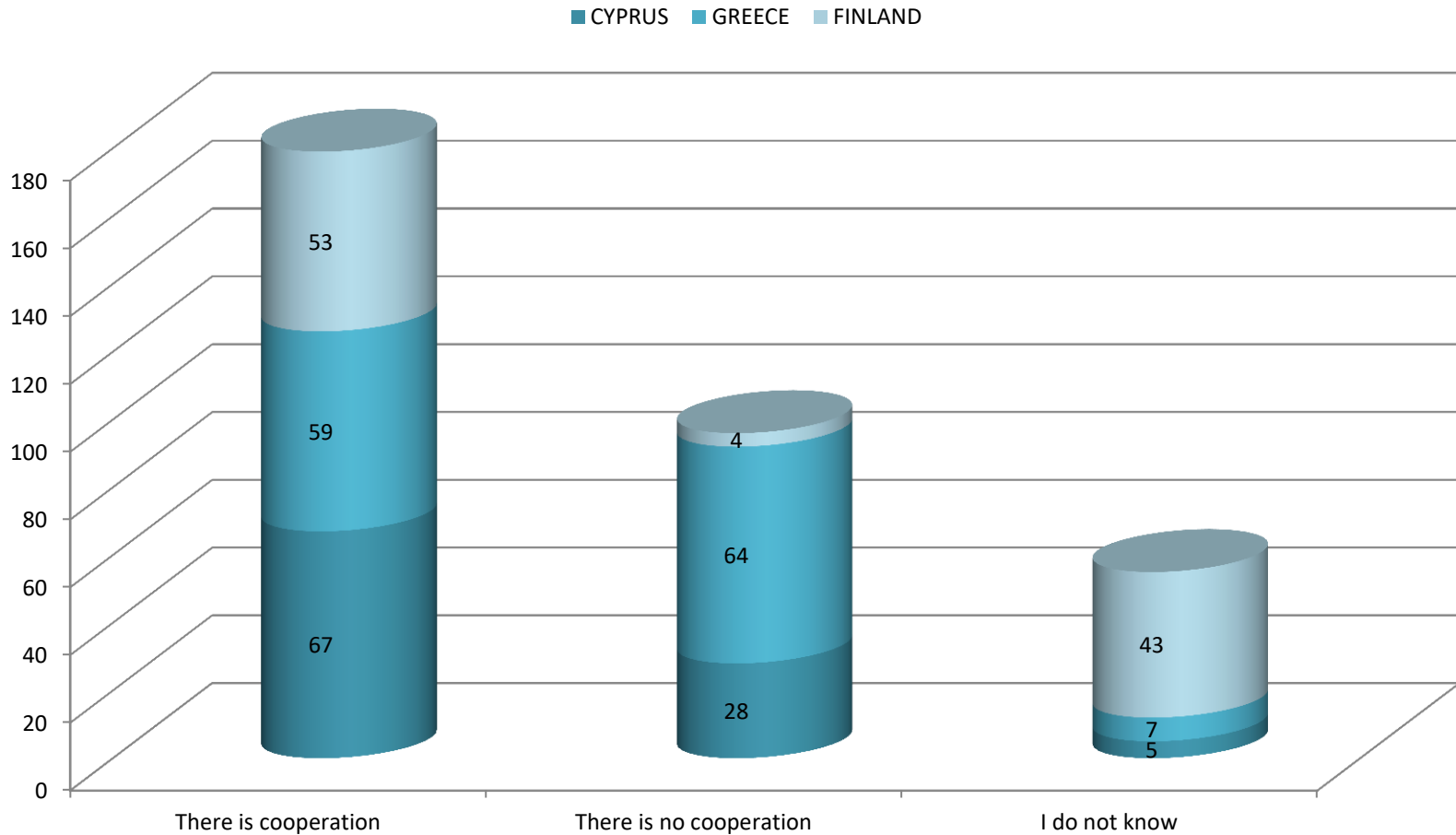
Results from above Statements

➢ Need for new strategic partnerships

➢ Necessity for employment engagement

➢ Need to enrich curricula

➢ Great connection to the industry

➢ Need for involvement of the industry in H&T education
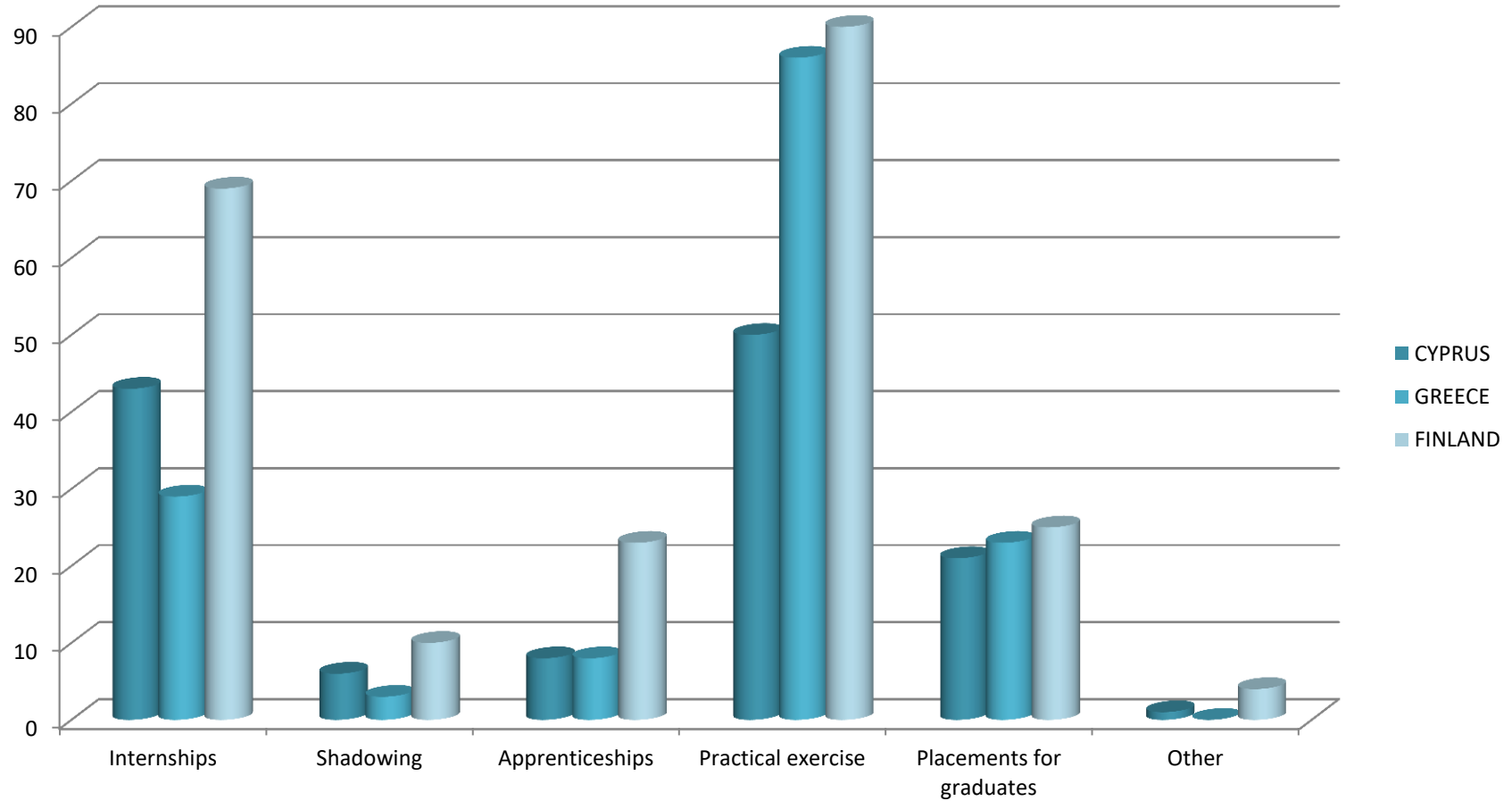
➢ An employer programme is needed

Existing cooperation between HEIs offering H&T programmes and the H&T industry

■ CYPRUS ■ GREECE ■ FINLAND

	There is cooperation	There is no cooperation	I do not know
FINLAND	53	4	43
GREECE	59	64	7
CYPRUS	67	28	5

Forms of Existing Cooperation "Traditional" and "Tested"

In Cyprus
(from focus and interviews)

- Discussion fora between academics and industry leaders organized by some universities

- Guest lecturer programmes

- Career days offered by some institutions enabling students to present their CVs to employers and discuss prospects of future employment

- Erasmus+ mobilities
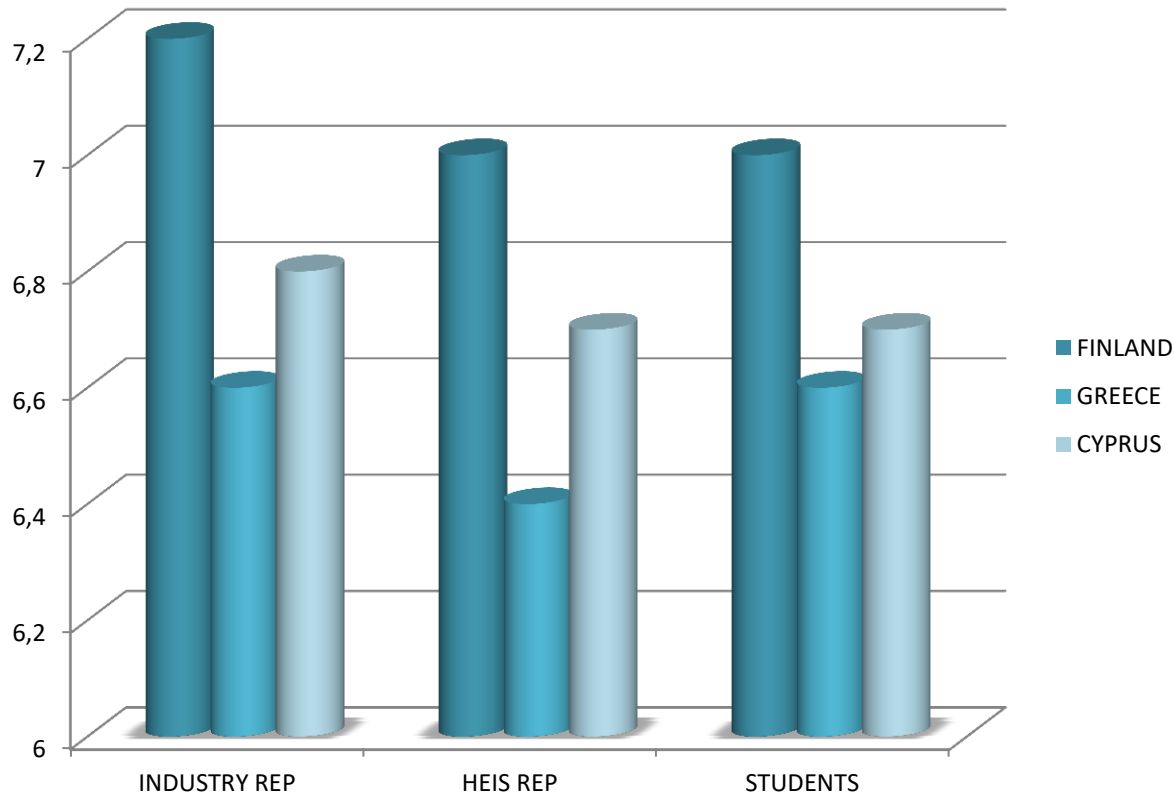
- Summer internships and summer industrial placements

Effectiveness of cooperation

- From a scale 1 to 10 where 1 meant "not effective at all" and 10 "very effective"

In Cyprus, Greece and Finland (focus, interviews and survey)

- Although there is a close cooperation with some institutions
  - o More effort is needed to reinforce
  - o Ways to systemize this cooperation
  - o Longer period for internships and practical exercises
  - o better planning in terms of financial sponsoring

Relevance of H&T educational institutions' curricula

- The participants were asked to respond on whether

  ➢ the curricula are adapted to the actual workplace

  ➢the graduates meet the needs of the industry

- In Cyprus, Greece and Finland (academics and students):

  ➢ there is still room for improvement

  ➢due to the rapid fluctuations in the industry

  ➢keep up with the current developments

- In Cyprus, Greece and Finland (industry):

  ➢ more theoretical background

  ➢significant lack of practical skills

Definition of a good partnership between educational institutions and employers in the H&T sector (Cyprus, Greece, Finland)

- Good or ideal partnership is characterized by:

  ➢ A constant two-way flow of communication aiming at improving educational programmes and enabling institutes to adapt to the ever-changing needs of the industry

  ➢ A mutual trust considering both parties' needs and wants

  ➢ A constant flow of communication and frequent meetings between the partners

 ➢ Closer, systematic and more formal cooperation between institutions, employers and students is needed

Achieving efficient & effective communication (Cyprus, Greece, Finland)

| THE BEST WAYS TO ACHIVE EFFICIENT COMMUNNICATION AND MUTUAL UNDERSTANDING	CYPRUS	GREECE	FINLAND
Continuous communication through online tools	51%	60%	57%
Meetings/fora held on specified time intervals where employers and representatives of H&T Tertiary Level Educational Institutions can meet and discuss their needs, insights and ideas	66%	74%	67%
Organization of Stakeholder Events on a frequent basis (e.g. open day events co-organized by employers)	41%	43%	37%
Newsletters/email campaigns	30%	29%	23%
Other	1%	-	-

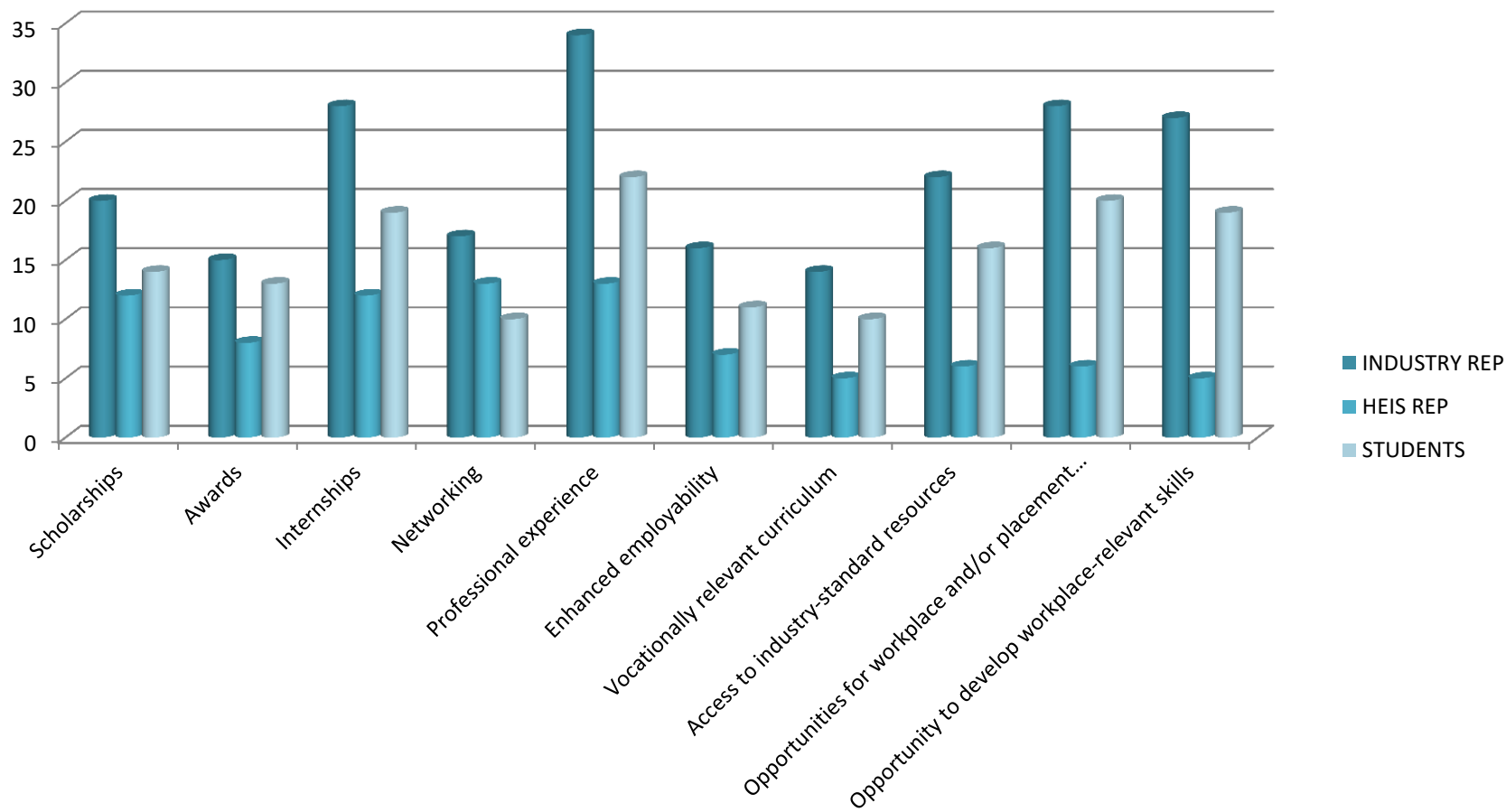# Expected gains from an Employer Programme (Employers – Cyprus)
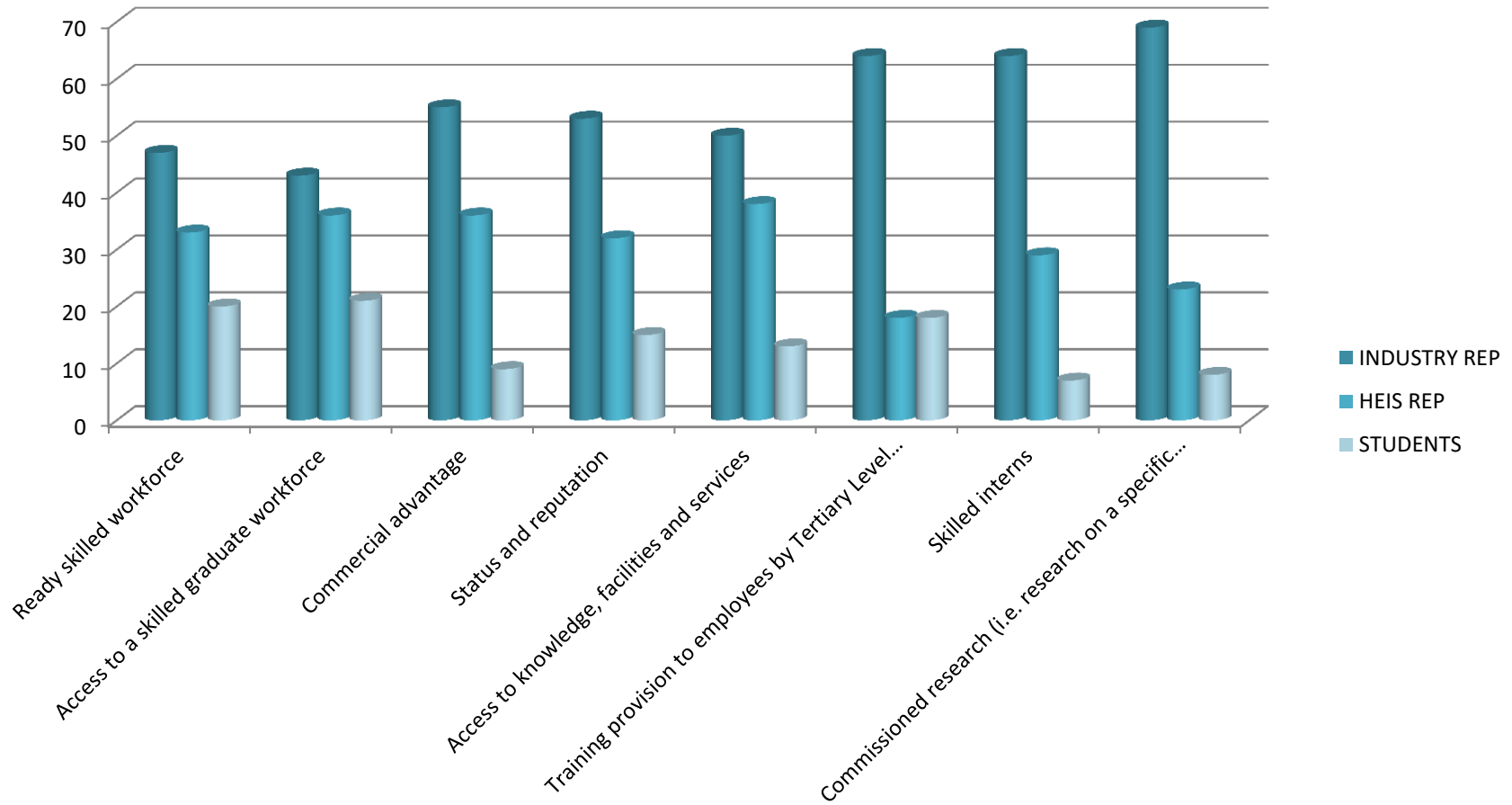
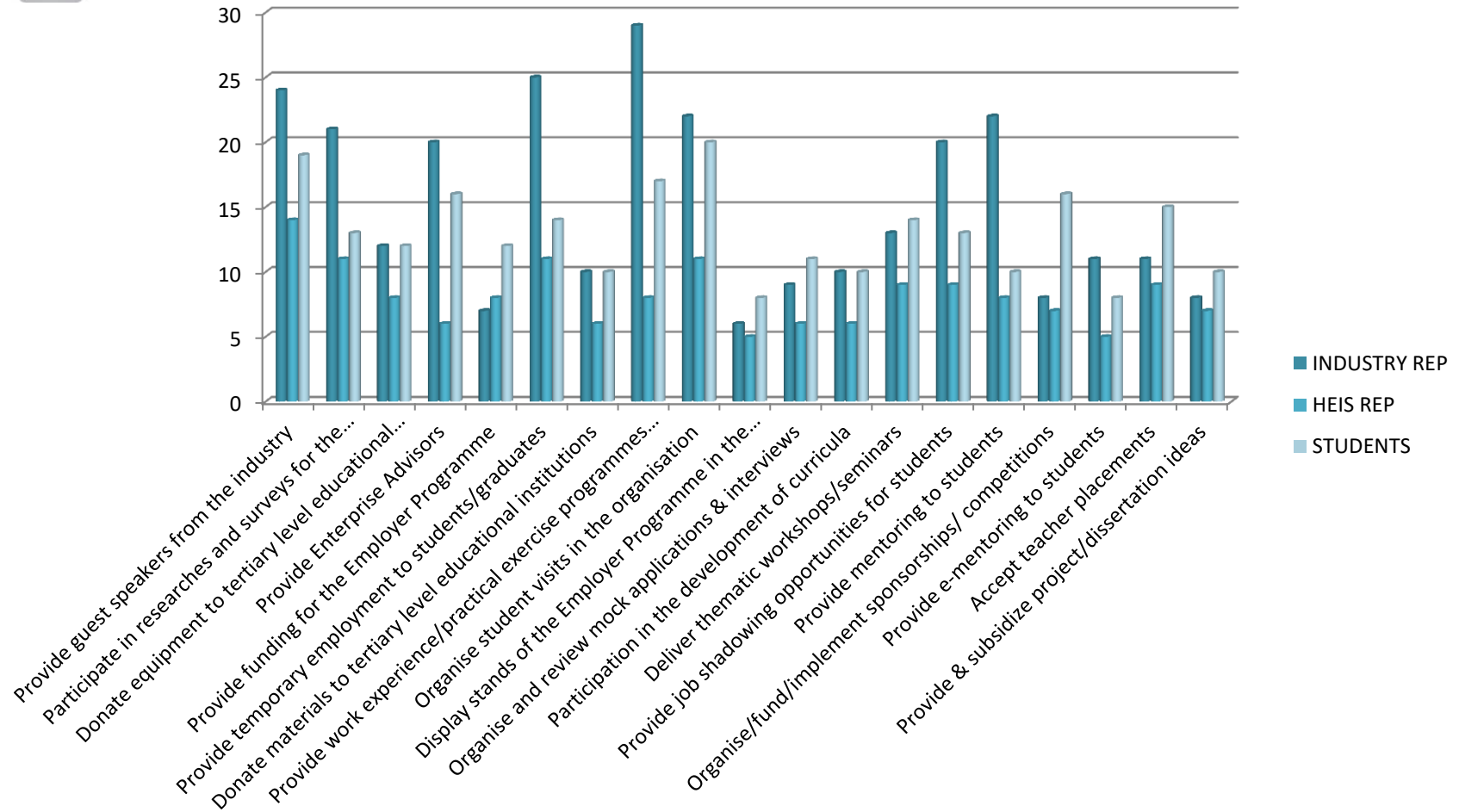# Expected gains from an Employer Programme (Academia- Cyprus)
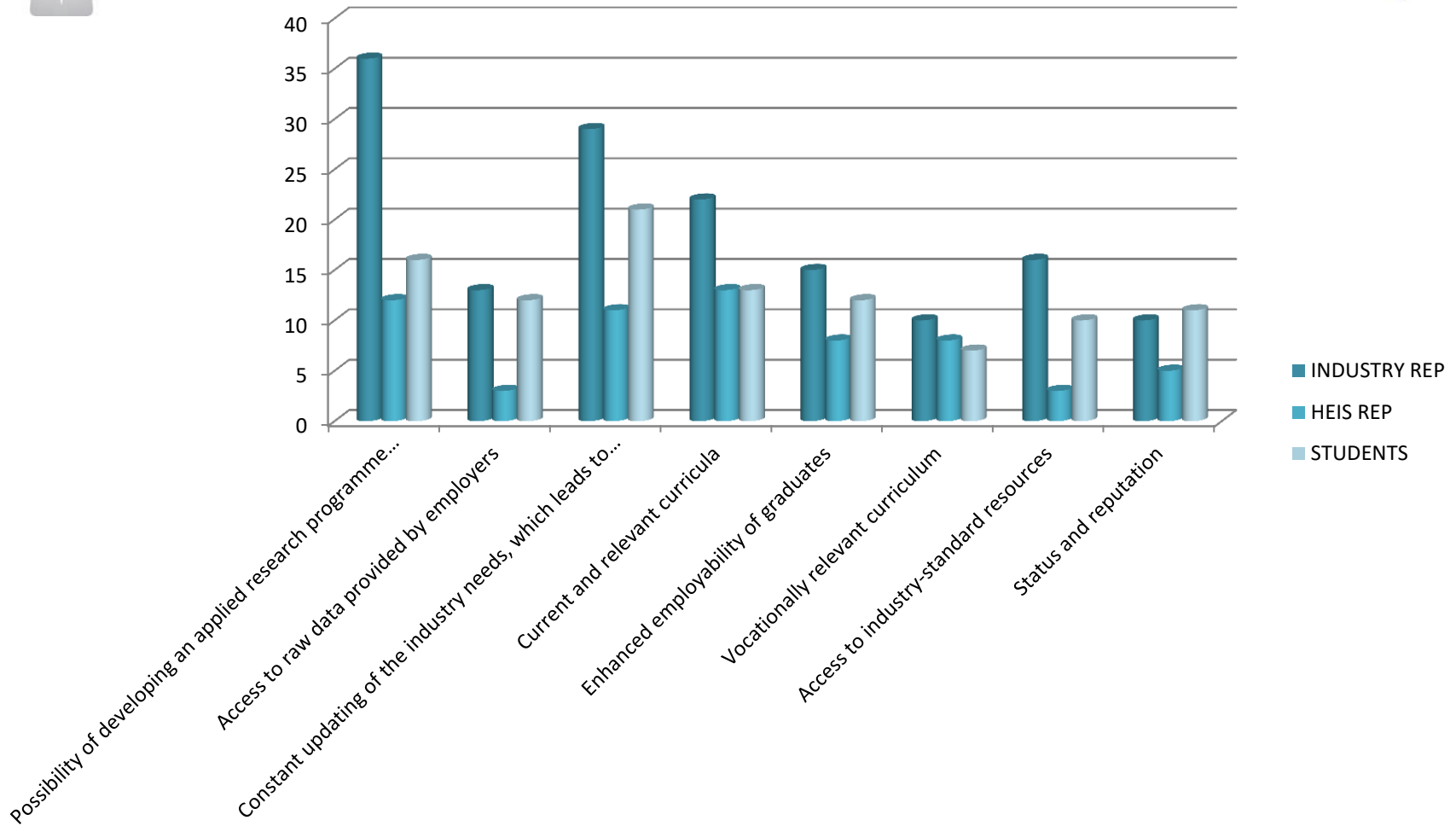
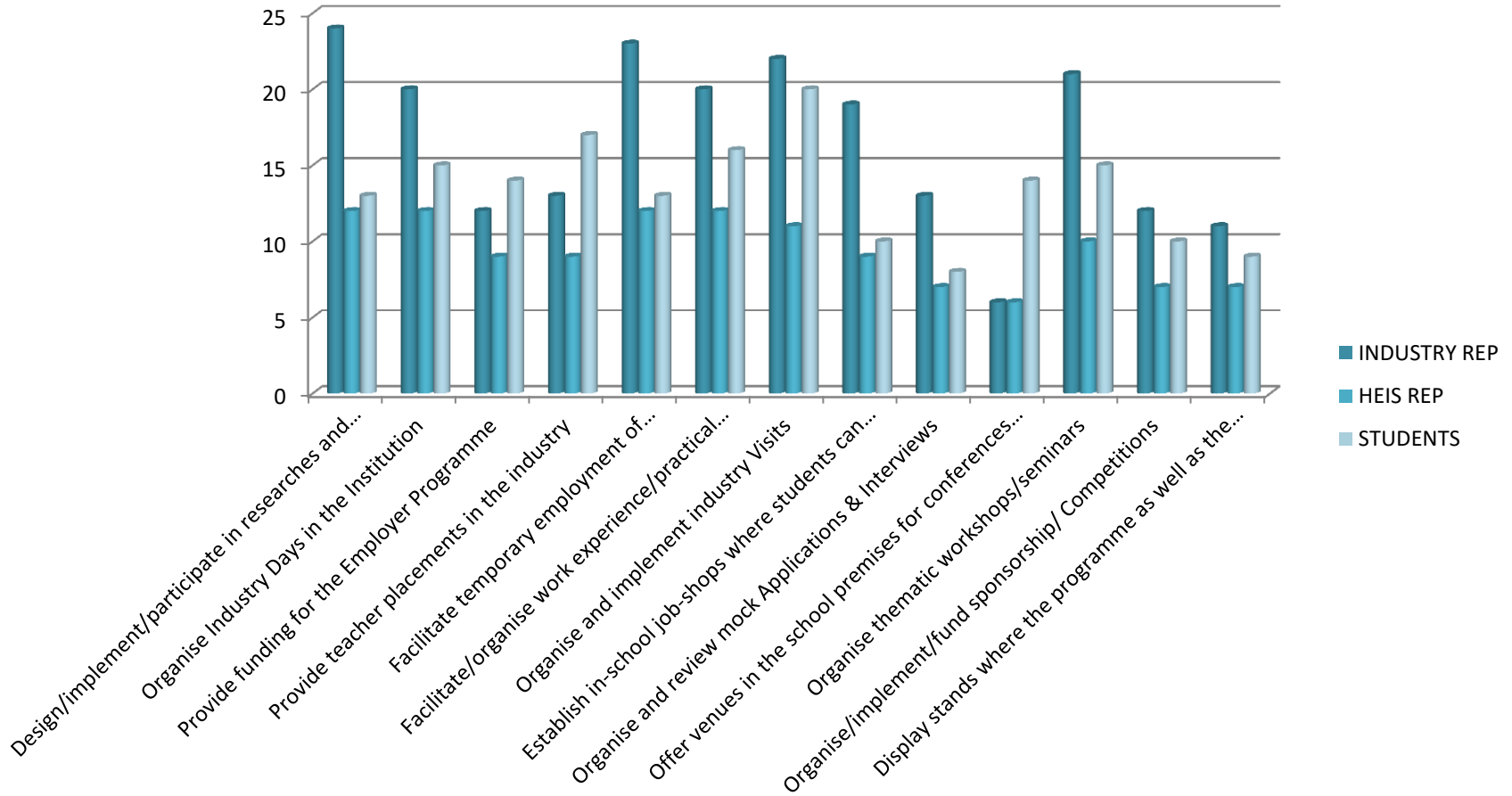# Expected gains from an Employer Programme (Students- Cyprus)

Expected contribution to an Employer Programme – Employers (Cyprus)
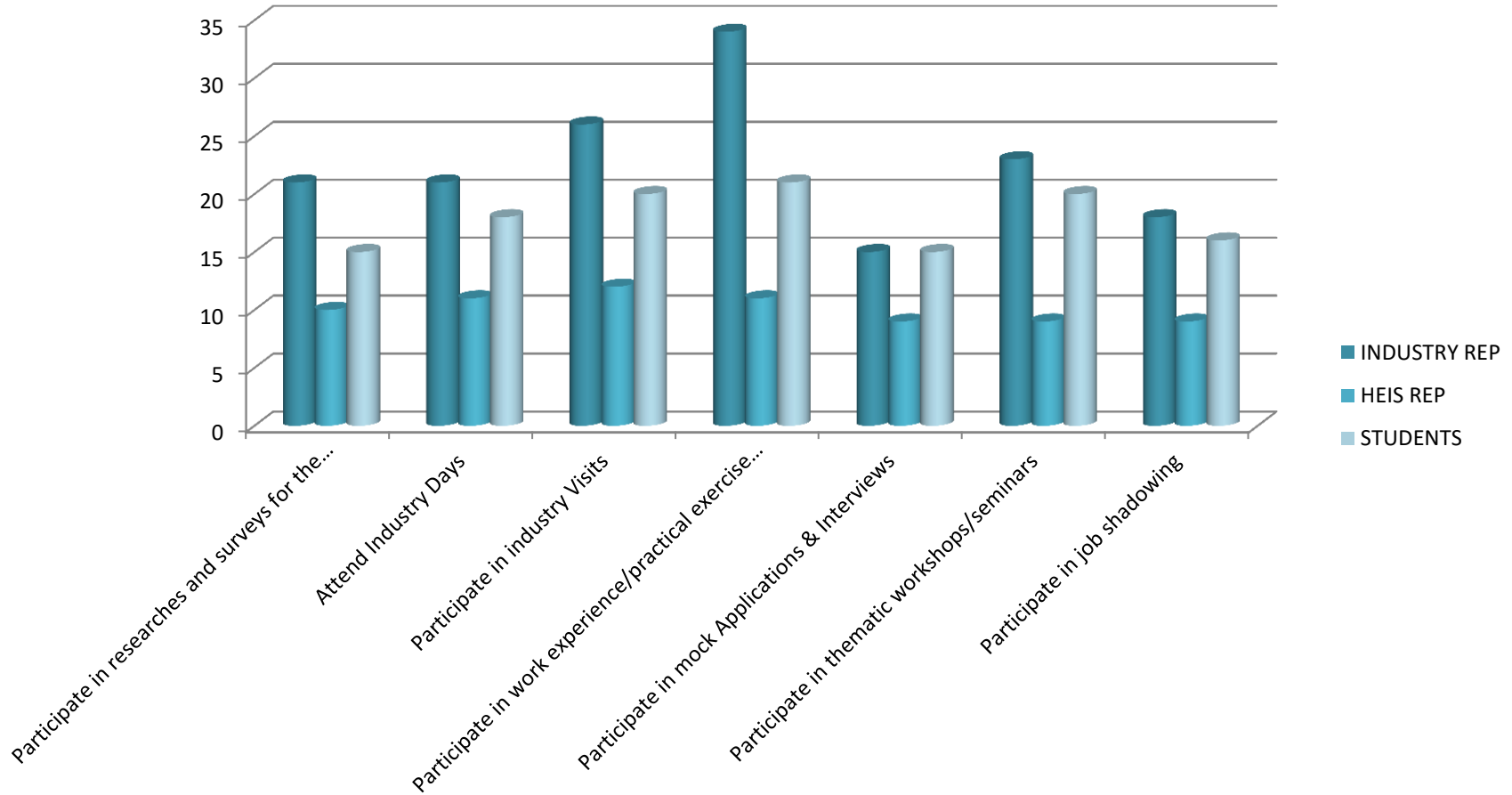
Expected contribution to an Employer Programme – Academics (Cyprus)

Legend: INDUSTRY REP, HEIS REP, STUDENTS

Expected contribution to an Employer Programme – Students (Cyprus)

Possible Effective Incentives
(Cyprus, Greece, Finland)

Employers
- hire trained, skilled, educated and qualified students
- save money and time
- High-caliber local students employed in the industry will lead to more tourists coming to Cyprus
- promotion and free advertisement of employers' businesses
- Improve customer service and professional development of their personnel

Academia
- build professional relationships
- meet new challenges
- be provided with new views on industry trends and enrich their knowledge
- exchange of information between Mediterranean and European organizations on industrial training and sharing innovative ideas between them

Possible Effective Incentives (Cyprus, Greece, Finland)

Students

➤ a secured future employment

➤ personal development and growth through the gain of both hard and soft skills

➤ further career development

➤ able to explore industry requirements and evaluate them before applying for a position

➤ able to build strong relationships with employers

➤ build strong CVs

➤ get an education related to the H & T industry, thus helping them to find a job easier than other students.

Critical success factors

- Good organization of all parties involved prior to launching the website

- Correct and frequent evaluation of the programme

- Government support in funding and marketing

- The programme should be steered by individuals with knowledge and experience in both the industry and educational institutions

- The programme should be simple and it should not have any cost both in reference to time or money

Critical success factors (2)

- Cooperation between the stakeholders and good planning in order to avoid mistakes and deliver the best results
- Communication between employer and educational institutions
- Qualified and professional staff
- Commitment by all stakeholders
- Flexibility
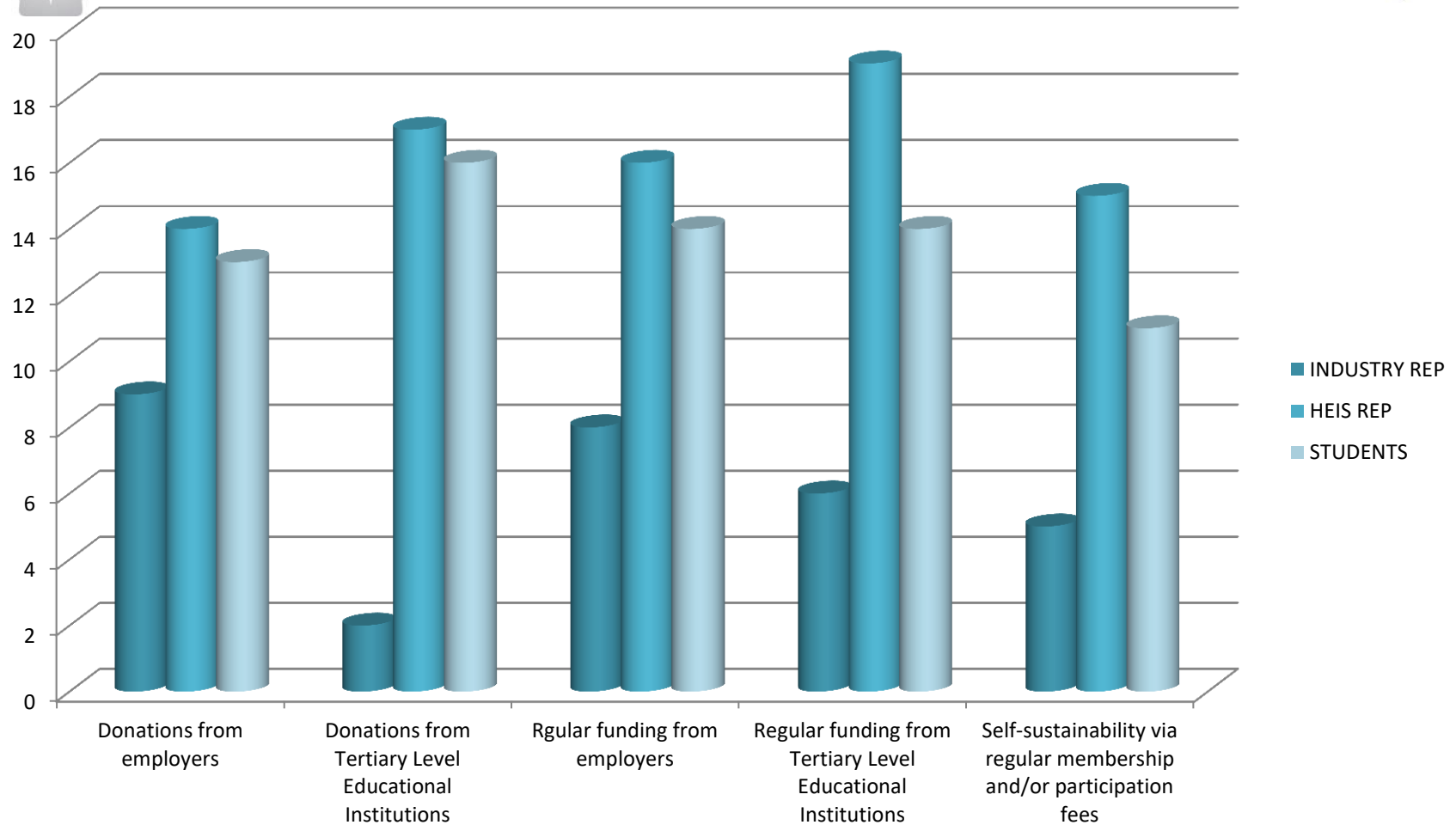- Leadership and strong planning
- Common goals and objectives

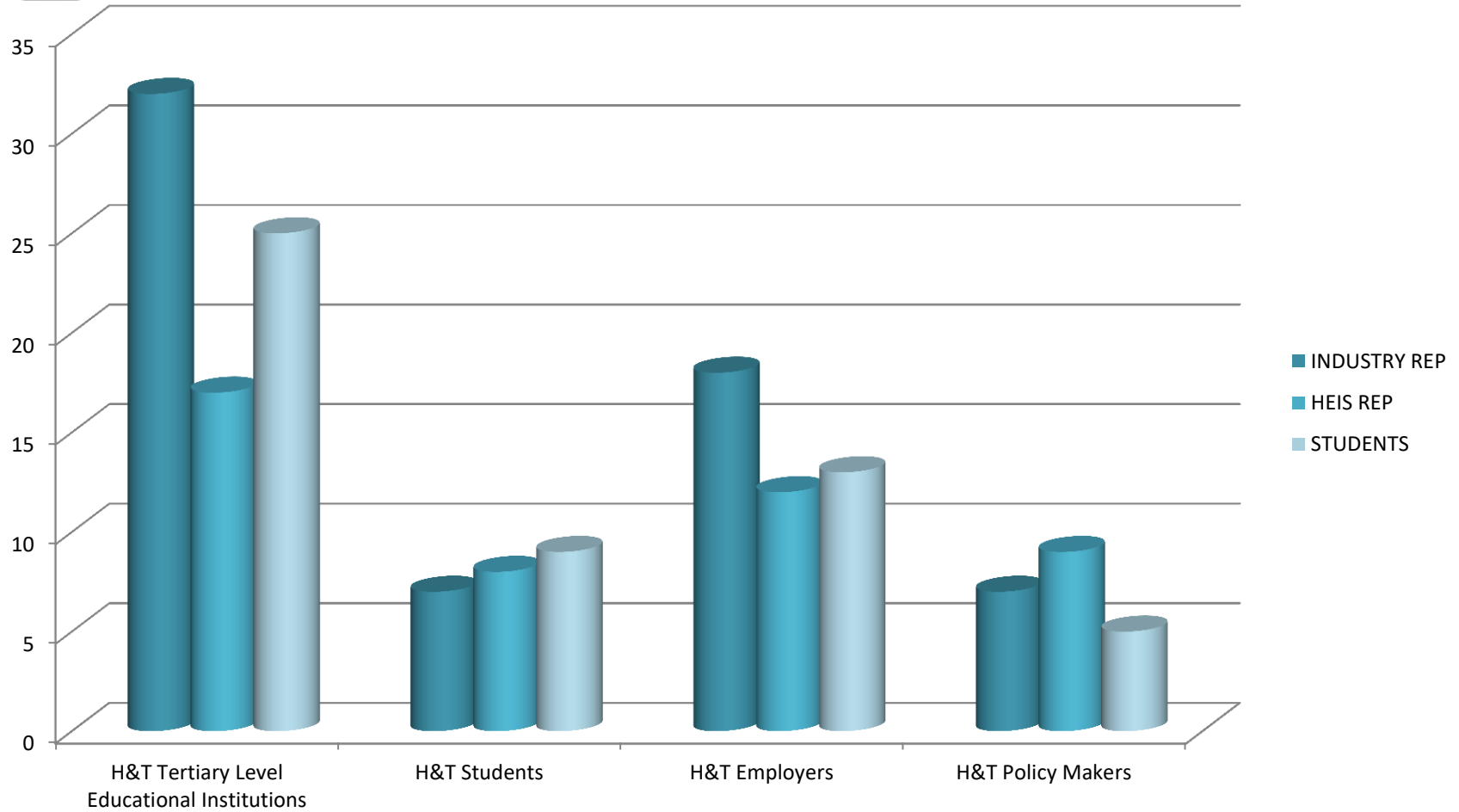# Planning and implementation of the employer programme - Cyprus
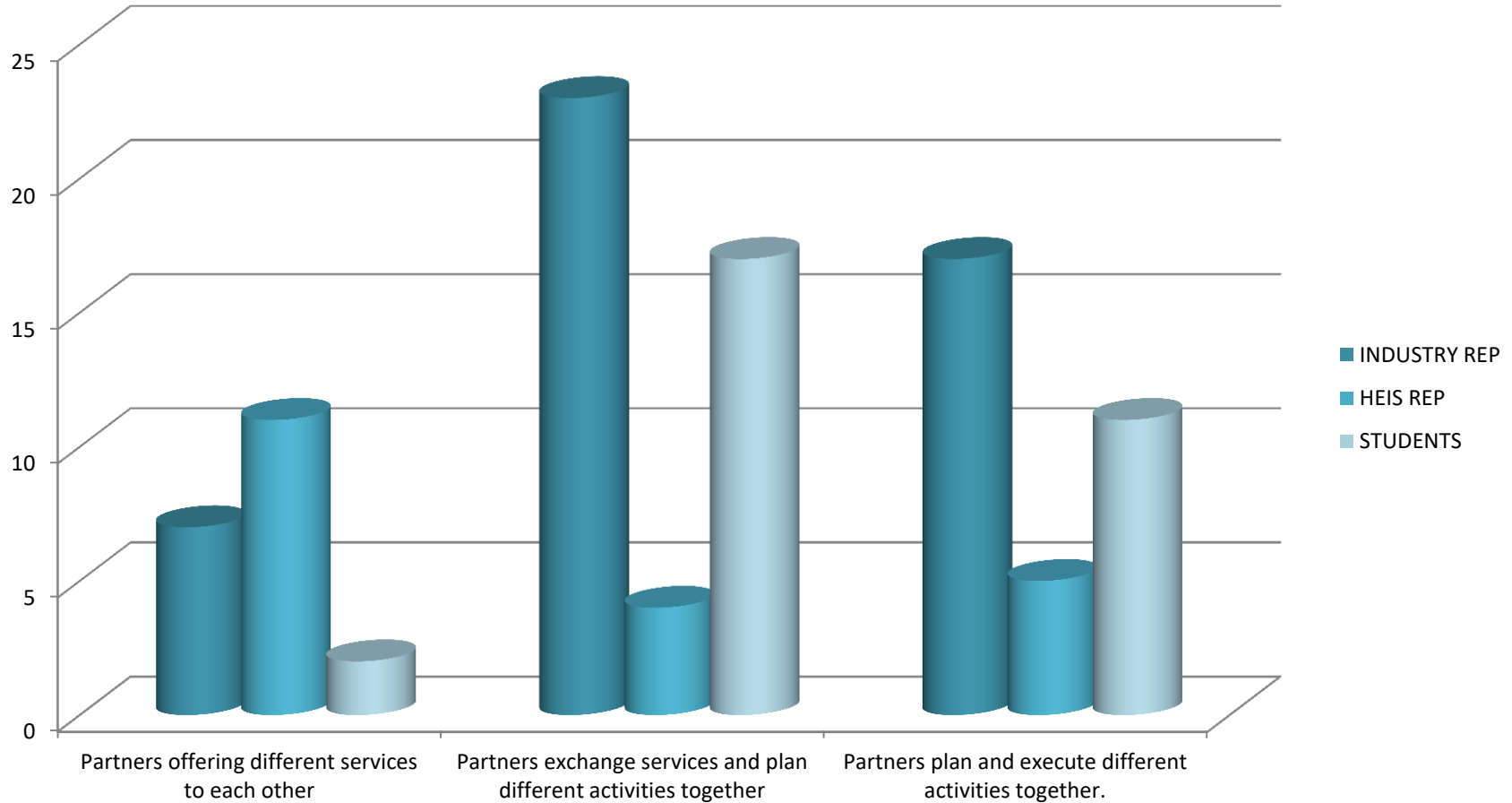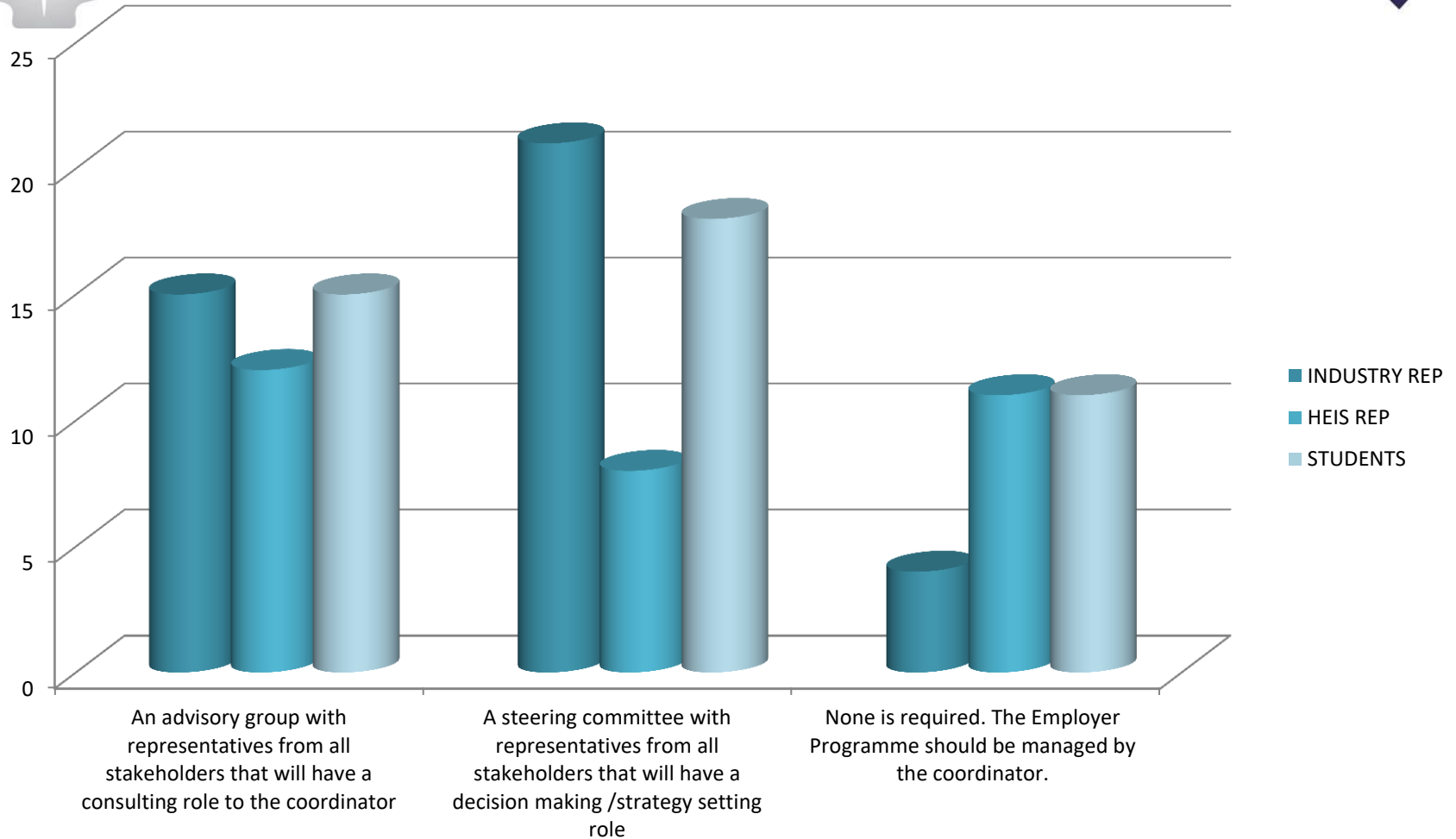
Sustainability - Cyprus

Coordination - Cyprus

Management - Cyprus

Conclusions

➢ The urgent need for an up to date, modern, efficient and effective employer programme in the sector of H&T

➢ There seems to be a need for further involvement of the industry in H&T education

➢ The comparison between the countries shows that needs, stances and attitudes may be combined in a common program

➢ Internships and practical exercise are the most common forms of cooperation between HEIs offering programmes in H&T and H&T enterprises

➢ There seems to be a lack of sufficient and effective communication, which hinders successful partnerships

➢ Identified what different stakeholders want to gain, what could motivate them and what they are eager to give to a successful employer programme

BEST PRACTICES GUIDE

(IO2)

Objective

➢ To present several good practices identified in Europe and internationally related to Employer Programmes

➢ To present good practices in improving the collaboration between educational institutions in H&T and the employment industry

Developed in 2 Parts
in different stages

1. Best practices in Europe and internationally for linking education and work in the hospitality and tourism sector

2. Best practices from the current project

Selection process

Identified as best practices, according to the criteria set by the consortium

Gained access to additional information on these practices, as representatives of the organisations that implement them were eager to provide us with an interview or there was plenty of information available online.

Many more organisations were contacted, but did not reply.

The Best Practices

The Graduate Employability Project (GEP) – Edinburgh Napier University (UK)

The Career Services of TAMK (FIN)

The Employer Programme of KAMK (FIN)

The project "London Careers Clusters - Accommodation and Food Service Programme" ("Pan Out London") (UK)

The Certi-MenTU project (Transnational)

The Mentoring Programme of the Liaison Office, University of Ioannina (GR)

The Nottingham University Business School Employer Programme (UK)

The Liaison Office of Athens University of Economics and Business (GR)

The School of Hotel, Resort and Spa Management Employer programme at the University of Derby (UK)

Hosco – Hospitality Connections (Transnational)

Methodology

1. • Implementation of desktop research for the identification of practices used in Europe and internationally

2. • Development of a form to record practices

3. • Dissemination of the form to the stakeholders identified in order to record practices.

4. • Implementation of telephone or skype interviews with relevant stakeholders

5. • Validation of the results of the interviews through online questionnaires to several stakeholders.

6. • Identification of criteria/dimensions for the evaluation of practices. Evaluation of practices and identification of best practices

7. • Composition of the first part of the best practices guide

Systems vs. Activities

- We have focused mostly on:
  - **Communication** (i.e. whether there is a systematic, regulated way of communication between the partners of an employer programme)
  - **Evaluation** (i.e. whether there is a systematic, regulated way of evaluating the results and/or impact of an employer programme)
  - Most importantly, to the **interdependence** and **complementarity** of the different activities comprising an Employer Programme.

Criteria

1. Systemic
2. Continuous
3. Strategic
4. Wide ranging
5. Comprehensive
6. Intensive
7. Empowering
8. Applicable to the H&T
9. Innovative
10. Modern
11. Mutually valuable, mutual contribution
12. Effective communication
13. Functional and Flexible
14. Quality assurance
15. Sustainable

Conclusions

I. Importance of **communication**

II. Most of the best practices presented here, do not follow a systematic or regulated way for communication between partners and in most cases, the initiative for communicating is taken by HEIs

III. Different communication styles and channels for communicating, depending on their interpersonal relationships with each partner

IV. Good practices in communication:

- career fair at the University of Athens,
- annual forum at the University of Derby,
- events organised at the Nottingham University
- Hosco allows partners from different countries around the globe to communicate and collaborate with each other in various ways

Best practices identified in the current project

o The process used for the implementation of the project is considered to be a best practice (European needs Analysis, Best Practices Guide, Recommendations Report, Operational Manual, Platform)

o The methodology used for the Needs Analysis is a best practice (a step by step process-focus groups, interviews and survey)-escalating to a thorough analysis at both national and European levels)

o The list of system dimensions as depicted in the recommendations report and operational manual is considered to be a best practice

o The methodology used for the identification of best practices is considered to be a best practice

Best practices identified in the current project (2)

o The selection/choice and description of the activities in the operational manual is considered to be a best practice

o The activities offered per different level of engagement is considered to be a good practice

o The management structure proposed by the operational manual is considered to be a best practice

o The facilitation of partnerships by the platform with a clear educational focus is considered a best practice

Recommendations Report (IO3)

Purpose

➢ Help all stakeholders involved to *"fully realize the value of strategic, long term and intensive partnerships"*

➢ Draw information from best practices cases of strategic partnerships in hospitality and tourism across Europe and the results from the quantitative survey across the 3 countries(Cyprus, Greece, and Finland)

Methodology

➢ Relevant literature used

➢ Identify and evaluate specific activities or attributes that may lead to a successful partnerships

➢ These activities operating at different levels, could offer different types or 'degrees' of cooperative business behavior in the hospitality and tourism sector

Building a New Culture

- Institutions, employers and students should work together in a multi-level, interdisciplinary and interrelated business environment

- The objective of the Recommendations Report is to move one step further from current practices and describe a holistic system of academic partnership programme in the tourism and hospitality sector.

The Recommendation Report is based on

- The European Needs Analysis Report (IO1) - based upon primary quantitative and qualitative data

- The Best Practices Guide – 1st part (IO2) - based on secondary information that was gathered from the examination of different types and cases of employer programmes in tourism across Europe

Recommendations

Type of System

The 'type of system' attribute relates to the sum of activities and actions within an employer programme

The European Needs Analysis identified

➢ for a mindset change to effectively bridge the gap between academia and H&T industry

➢ for new strategic partnerships and the necessity for employer engagement

The Best Practices Guide identified

➢ It can be a system integrating several activities (networking activities, placements, learning activities and recruitment)

Recommendations (2)

➢ The proposed EPHT should be a system characterized 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 tourism and hospitality stakeholders on a voluntary basis, allowing for various levels and forms of cooperation and encouraging strategic partnerships

➢ It should provide incentives and gains to all stakeholders, in accordance to their capabilities and willingness to contribute in the partnership, and thus a membership system should be developed.

Planning for the EPHT

- The EPHT system should design the planning cycle tailor-made to the specific requirements of the partnership, in a way that a long-term strategic partnership between tertiary-level educational institutions and the H&T industry will be enhanced.

Activities to be offered – Contribution of Stakeholders

Recommended activities include:

➤ Placements and Internships
➤ Guest Lectures and master classes from the industry
➤ Organization of work experience/practical exercise programmes to students
➤ Field trips
➤ Organization of thematic workshops and seminars
➤ Organization of Career Fairs
➤ Counseling services for career building and career decision-making
➤ Employer networking events
➤ Mentoring activities
➤ Job shadowing
➤ Inter-school competitions
➤ Curriculum development

CONCLUSIONS

- Developing successful partnerships between the H&T industry and HEIs requires a continuous effort and commitment

- Neither employers, nor institutions can accomplish their goals in the labor market alone

- To sustain long-term strategic partnerships with employers, ongoing, two-way communication is critical in supporting active participation and building commitment and shared vision.

Thank You