BEST PRACTICES GUIDE

Intellectual Output 2

SELECTION PROCESS

Identified as best practices, according to the criteria set by the consortium and presented later in this guide

We 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

STRUCTURE

- **"Theoretical Background"** The section is further divided into two subsections, namely:
    1. "Successful Systems" and
    2. "Successful Activities".

- **"Evaluation Criteria"** presents the evaluation criteria together with the points allocated to those

- **"Best Practices Identified"** consists of the case studies that were identified as best practices
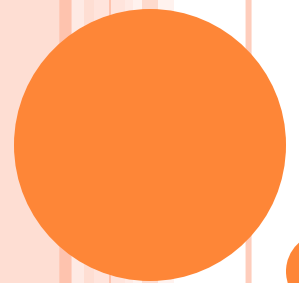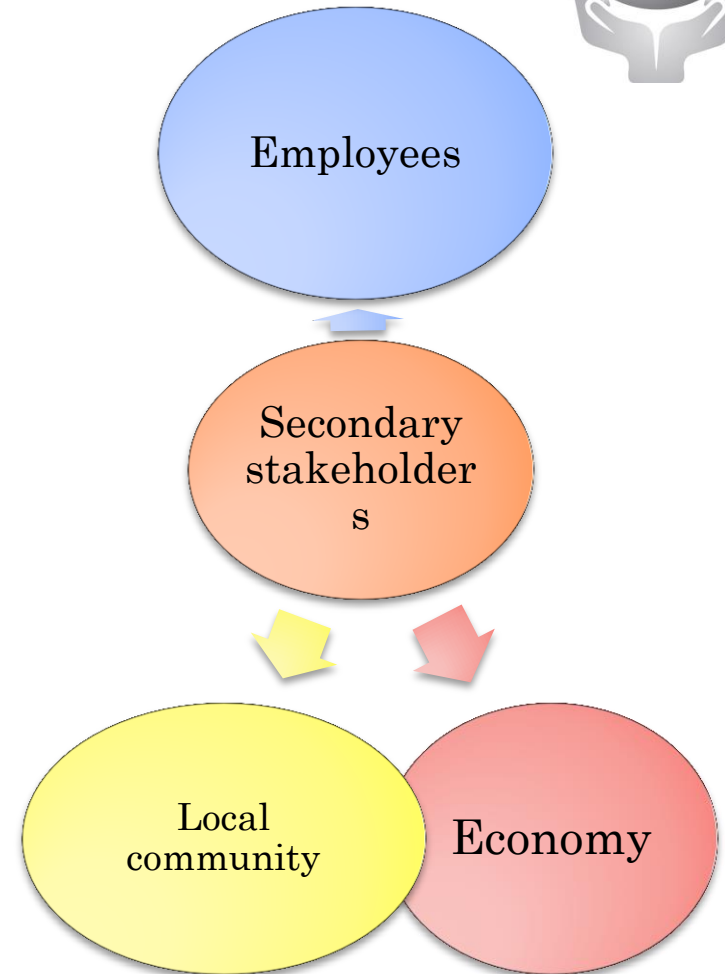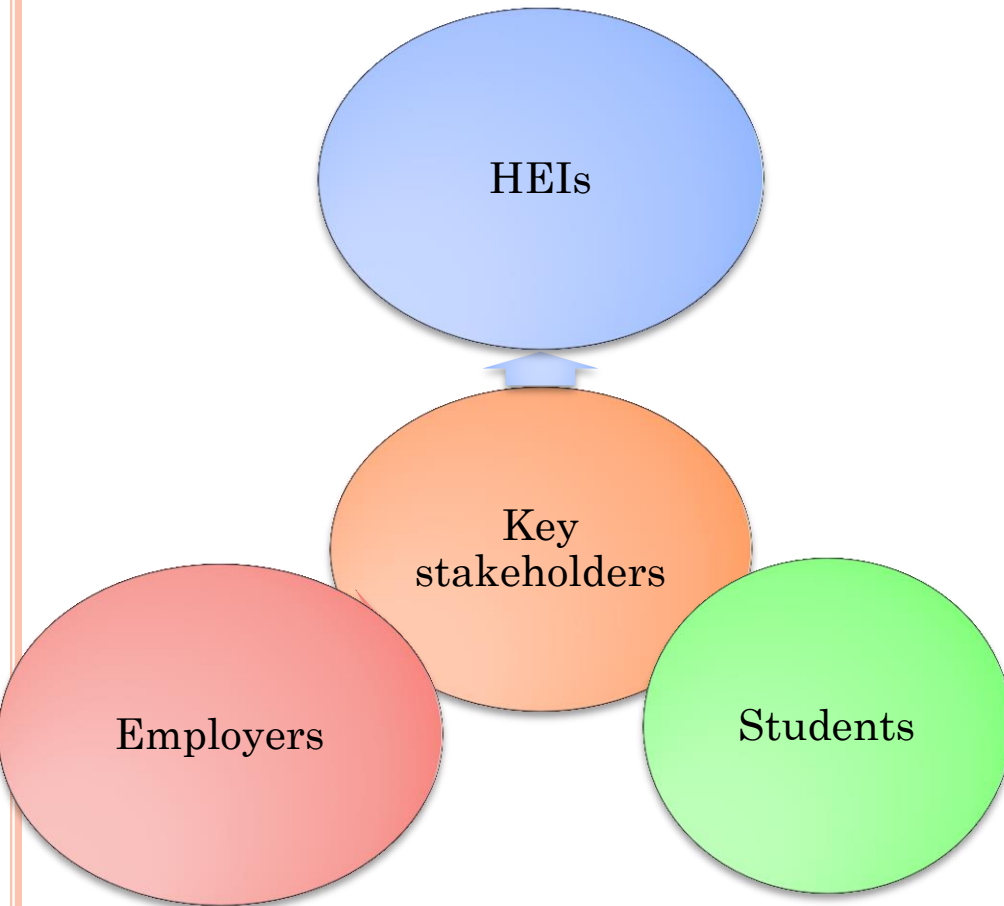
A.

Theoretical Background

STAKEHOLDERS

LEVELS AND TYPES OF ENGAGEMENT
(BOLDEN ET AL. 2010, P. 9)

Type of engagement	Examples
Workforce development for people already in employment, including both 'reskilling' and 'upskilling'	- Standard or bespoke courses - Existing or development of new programmes - Accredited or not - At very wide range of levels of expertise
Accrediting existing workforce Development	Awarding credits for in-house provision and/or work-based assignments
Employers supporting student Employability	- Direct inputs to teaching and/or course materials - Careers work, often linked with recruitment activity - Work experience/work placements
Involvement of employers in curriculum development, often linked with wider engagement	- Employer research opening up new areas of research and teaching specialism - Employer participation on programme steering

LEVELS OF PARTNERSHIP (WILSON, 2015)

Level 1: Advising

- In the most basic form, employers are consulted informally about hiring or training needs through interviews or surveys of businesses in a sector or region. More formally, employers are represented on advisory boards for a program of study, a grant, or a division.

Level 2: Capacity-building

- Educators and employers respond to one another's needs: colleges provide customized training and skilled job candidates to individual firms; employers assist with equipment, space, loaned employees, and other supports to the college. Employers lecture or even teach an adjunct course at the college, while college instructors bring courses to the worksite.

Level 3: Co-designing

- The employer shifts from being a passive advisor to an active collaborator with the college on education and workforce initiatives, including design of new curricula and pathways.

Level 4: Convening

- Educators work actively to recruit and convene businesses and their associations as substantive, ongoing participants in addressing workforce needs. At a more intensive level, colleges serve as hubs or brokers of workforce collaboration with employers and other education and training providers.

Level 5: Leading

- At the most intensive level, colleges, employers, and other stakeholders build partnerships that transform local or regional workforce systems and enhance the growth of targeted industries or sectors. Some of the most effective and long-lasting regional partnerships are those that are led by industry representatives.

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.
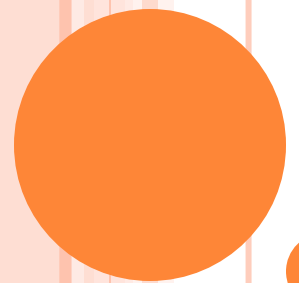
B.

Evaluation Criteria

How?

- **The needs and perceptions of relevant stakeholders**, such as academics, students, employees and owners of H&T organisations (IO1).
- **The theoretical background**
- **The opinions of partners**
- Brainstorming of the team working on the current intellectual output

CRITERIA, 1

Systemic	This criterion monitors whether the programme can be characterized as a system or as a set of activities, i.e. whether it consists of interrelated parts, which work as a whole/system to meet objectives as opposed to activities. Where deemed necessary, justification and comments are also provided	**7,71**
Continuous	In this criterion, we are concerned with whether or not the programme cultivates long-term relationships	**7,18**
Strategic	A programme fulfils this criterion if strategic planning is in place, that facilitates approaching employers in the context of specific plans	**6,46**

CRITERIA, 2

Wide ranging	This criterion examines if each programme engages a large number and wide variety of employers by using varied methods/activities. The breadth of different activities is traced, even though this aspect has to be evaluated both quantitatively as well as qualitatively, as there are effective programmes with a limited number of activities and vice versa. Therefore, the number as well as the nature and importance of the different activities are assessed. Generally, a programme was evaluated higher if more and diverse stakeholders are involved.	5,43
Comprehensive	Whether or not the programme engages employers in a variety of issues and activities	5,43
Intensive	Whether or not it engages employers substantively and in-depth Whether all partners participate equally in: 1. The design of the programme 2. The monitoring of the programme Also, the ways in which partners are engaged, strategies for engagement etc. are included in this cell, where applicable	5,89

CRITERIA, 3

Empowering	Whether or not it encourages employers to develop and assume leadership roles	5,29
Applicable to the H&T	The potential of applicability of the programme or its activities in the H&T sector.	7,00
Innovative	Breaks new ground. The innovative aspects of each programme are identified and analysed in this section	7,14

CRITERIA, 4

| Modern	Capitalizes on new trends/developments and modern technology	6,14
Mutually valuable, mutual contribution	This criterion checks whether the programme is beneficial to all partners as well as all partners contribute to it equally or almost equally. In other words if it meets the objectives of all stakeholders, secures their mutual contribution. Also, in this criterion we included impact. We evaluated the impact mostly on: 1. Curricula 2. Employability of students 3. Enterprises Additionally, other impacts were included that are peculiar to each programme identified	8,29

Effective communication	Given that communication emerged as a very important "ingredient" of employer engagement in the transnational research that preceded this guide, it is important to know how successful programmes or activities achieve effective communication between partners, i.e. whether the programme has established mechanisms that secure effective communication (continuous, uninhibited, in a variety of ways, substantial, meeting objectives)	7,89
Functional and flexible	Operates smoothly, adjusts to varying needs	6,79

CRITERIA, 5

Quality assurance	Procedures, methods and criteria in place, systematic monitoring, administration and evaluation This criterion evaluates the monitoring, administration and evaluation of the programme 1. Is the programme monitored and evaluated with a systematic manner? 2. Is there staff exclusively allocated to the programme? The system is better evaluated if a quality assurance system is integrated.	5,71
Sustainable	Meets the needs of both current and future, secures resource viability, growing and self-developing, promotes sustainability principles	7,64
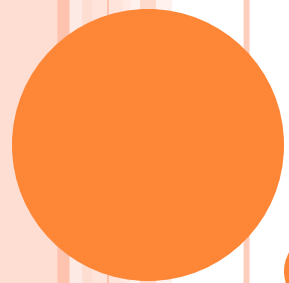
C.

BEST PRACTICES

1. HOSCO

I. ONLINE exclusive community for hospitality players (through membership).

II. There are fees for certain activities and services that only apply when success is confirmed.

III. Launched in October 2011, the network optimizes the way hospitality talents, schools and companies meet and interact.

IV. Hosco can be considered to be a system integrating several activities such as networking activities, placements, learning activities and recruitment.

V. Hosco supports students and professionals in their networking, learning and recruitment efforts. In parallel, it assists leading hotel schools in optimizing their placement and alumni management strategies.

VI. Through Hosco, hospitality employers gain a great deal of visibility towards students as well as professionals in the sector. At present, 115,000+ talents, 160+ hotel schools and 2,000+ employers make up the Hosco community.

STRONG POINTS:

- The size of the partnership (115,000+ talents, 160+ hotel schools and 2,000+ employers)

- Usable and visually attractive website/platform for networking and collaborating

- The "Hosco ambassadors", who represent Hosco in schools around the world

- The gains for partners participating

- Very active presence in major social media platforms

2. School of Hotel, Resort and Spa Management, University of Derby

I. System that focuses on real world learning, thus linking education and work.

II. The university works with organizations and employers, allowing the students to:

- Have access to events,
- masterclasses,
- mentoring services,
- work on live projects from the industry,
- spend time on an internship or placement,
- take part in trips,
- gain experience in the university's facilities (there is a spa and an events venue within the University, which are open to the public and students can actually work there while studying).

STRONG/WEAK POINTS

STRONG POINTS:

- The breadth of different activities
- The effectiveness of the Programme
- The involvement of large corporations and enterprises with a high status and reputation
- The applicability to different sectors
- The impact of the Programme on various stakeholders
- The wide range of benefits to different groups

WEAK POINTS:

- The absence of a systematic Quality Assurance process
- The low level of involvement of faculty and university staff, which resulted in low to no impact on curricula

3. NOTTINGHAM UNIVERSITY BUSINESS SCHOOL EMPLOYER PROGRAMME (NUBS)

I. A set of activities.

II. The programme is no longer active with this form.

III. It organized training on:

- interview skills,
- CV composition,
- job application skills.

III. It was based on the initiate of employees rather than central planning.

IV. A separate and independent flying start programme was developed. Students in this programme study for 4 years partly with NUBS and partly with PwC, they gain all their ICAEW qualifications and when they graduate they most likely get employed by PWC.

STRONG/WEAK POINTS

STRONG POINTS:

- The wide range of activities
- The competitions as incentives for students
- The evaluation methodology
- The active participation of all stakeholders, who are involved in a full partnership
- The variety of stakeholders involved (VET, schools, students, recruitment agencies)

WEAK POINTS:

- The fact that the programme is not self-sustainable
- The programme receives external funding
- It is based on designing and piloting activities and not establishing them in the long term

4. London Careers Clusters - Accommodation and Food Service programme - "Pan Out London"

I.   A 2-year project, co-funded by European Social Fund, designed to change the perception of the Hospitality industry by connecting leading industry employers directly with London schools through 18 pilots to inspire and equip young people and children.

II.   The project's aim is to actively engage school children in secondary education and enable them to understand the opportunities offered to them towards a career in hospitality.

III. The programme implements activities such as:

- event management,
- graphic design,
- wandsworth young chef of the year awards,
- cocktail master classes,
- etc.

STRONG/WEAK POINTS

STRONG POINTS:

- The wide range of activities
- The competitions as incentives for students
- The evaluation methodology
- The active participation of all stakeholders, who are involved in a full partnership
- The variety of stakeholders involved (VET, schools, students, recruitment agencies)

WEAK POINTS:

- The fact that the programme is not self-sustainable
- The programme receives external funding
- It is based on designing and piloting activities and not establishing them in the long term

5. Graduate Employability Project (GEP) – Edinburgh Napier University

I. A three years project that has now been completed.

II. A system, as it combined different activities which were coordinated and managed as one project.

III. The activities included:
  - Employer networking events;
  - Other Employer events;
  - Work-based and work-related learning;
  - Placements and Internships;
  - Employer Mentoring;
  - Professional development workshops;
  - Mobility programmes;
  - Employer networking events for students.

I.   The project aimed to improve the proportion of graduates entering into employment, through 5 strands of distinct, but inter-related, activity:

- Student skills development;
- Curriculum development;
- Enhanced engagement with employers;
- Increased student take up of mobility opportunities;
- Systematic evaluation of the project's value and impact on student outcomes.

II. The GEP had an elaborate evaluation and assessment methodology as well as a solid coordination and management strategy.

STRONG/WEAK POINTS

STRONG POINTS:

- The scope of the project
- The wide range of different activities
- The range of schools/sectors
- The systematic evaluation and monitoring methodology
- The reference to KPIs

WEAK POINTS:

- The fact that it was a 3-year project externally funded
- The scope might also result in great costs, rendering a programme non sustainable

6. Tampereen ammattikorkeakoulu / Tampere University of Applied Sciences (TAMK)

I. Based on one activity.

II. Solid evaluation methodology as well as the incentives it offers to students.

III. The Programme mostly involves placements of people who want to be certified as Vocational Education and Training (VET) trainers/teachers.

IV. The placements take place in professional and VET schools of different sectors.

V. They are accredited, as the trainees gain 50 credits through their participation in the programme.

VI. The practical exercise is based on mentoring activities and the evaluation methodology is rather systematic.

STRONG/WEAK POINTS

STRONG POINTS:
- The systematic evaluation
- The two levels of partnership offered
- The tailored activities
- The breadth of different activities
- The assignment of credits as an incentive to students

WEAK POINTS:
- The lack of a systematic process for communication
- The fact that some of the services are offered to companies for a fee
- The lack of participation of employers to the administration of the programme

7. KAJAANIN AMMATTIKORKEAKOULU OY / KAJAANI UNIVERSITY OF APPLIED SCIENCES (KAMK)

I.   Revolves mainly around practical exercise and internships.

II. Practical exercise is done in two phases:

   - In the first phase, which takes place at the 2nd year of studies, the students serve as front line personnel and thus have an opportunity to get to know how to provide basic service and to acquire insights on how a business in hospitality works. For this part, they get 12 credits.

   - The second phase involves them in junior management positions. They get 18 credits from this part, and in the course of this part, they write their theses based on the real problems or special needs and opportunities that the business might have and through their theses they provide possible solutions to these problems.

STRONG/WEAK POINTS

STRONG POINTS:

- The systematic evaluation methodology
- The fact that credits are assigned as an incentive to students
- The two-phase practical exercise
- The opportunity to compose theses which engage with real world problems, cases, needs or opportunities

WEAK POINTS:

- Lack of innovation
- Limited variety of different activities (mostly practical exercise)

8. Liaison Office of Athens University of Economics and Business

I. A system: Combines different activities, all coordinated by the Liaison Office.

II. The programme's beneficiaries include all students and graduates of AUEB. It offers a variety of services, including:

- finding and posting new job openings,
- CV forwarding,
- counselling,
- organizing Career Fairs and other events, etc.

STRONG/WEAK POINTS

STRONG POINTS:

- The personalised approach followed by the programme
- The wide range (breadth) of activities included
- The evaluation methodology with questionnaires
- The wide range of information, resources and opportunities offered by the programme's website

WEAK POINTS:

- The lack of employer involvement in the design of activities
- The lack of innovative activities

9. MENTORING PROGRAMME, LIAISON OFFICE, UNIVERSITY OF IOANNINA

I. Based on one activity (mentoring).

II. Innovative evaluation and implementation methodologies

III. Solid dissemination strategy

IV. A step by step approach on mentoring which could prove useful to other institutions and can be summarised in the following steps:

- 1. Open call for Mentors and Mentees
- 2.Candidates (Mentors and Mentees) submit their application for participation in the program
- 3. Mentees are invited to participate in a group meeting to be informed about their role as mentees
- 4. Applications are then evaluated and mentors and mentees are matched
- 5. Group meeting of Mentors is implemented
- 6. Personalised meetings between mentors and mentees are implemented
- 7. Program Monitoring & Support Process is implemented which includes evaluation questionnaires etc
- 8. Final Group Meeting.

STRONG/WEAK POINTS

STRONG POINTS:

- The personalised approach
- The fact that the Programme is co-funded by the industry
- The fact that even though it began as an EU funded project, it proved sustainable after the end of EU funding
- The media attention it attracted
- The systematic evaluation and monitoring methodology
- Its well-designed structure

WEAK POINTS:

- The fact that it is limited in mentoring
- The limited amount of incentives and gains it has to offer to companies and mentors

10. CERTI-MENTU PROJECT

I. A three year Lifelong learning project is which focuses on the certification of mentors and tutors, certified through ISO 17024.

II. The main objective of the project is to improve the relationship and cooperation of mentors and tutors.

III. CERTIMENTU suggests common and complementary training activities to both mentors and tutors and their certification with ISO 17024 for the benefit of the learners.

STRONG/WEAK POINTS

STRONG POINTS:

- The project deals with better link to work through compatible training and certification of the people in the training institution or the academic institution and the people in the workplace. In other words, the project focuses with only one activity of an Employer Programme namely internships and or placements and handles this activity (and its quality) in depth.

WEAK POINTS:

- The project deals only with one aspect of an Employer's Programme, namely the improvement in quality of the practical experience gained by students, due to the improvement in cooperation and understanding of mentors and tutors

Conclusions, communication

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

Conclusions, other useful insights

I. Hosco – Xenios Zeus

II. courses are revised every year to reflect the new trends of the industry at the School of Hotel, Resort and Spa Management at the University of Derby - real world learning

III. sponsorship, prizes and competitions (NUBS – pan out)

IV. The role of alumni

V. **fun** and **entertainment** (pan out)

VI. **evaluation, administration and monitoring** - **project management based methodology (GEP)**

VII. **personalised approach** (UATH)

VIII. Mentoring (UOI, Certimentu)

BEST PRACTICES IDENTIFIED IN THE CURRENT PROJECT

The process used for the implementation of the project is considered to be a best practice.

- There is a logical sequence in the progression of steps and each step builds upon the results of the previous one. The consortium did not just focus and adapt the already existing best practices nor did it just identify the needs of stakeholders. Through the identification of the needs of different stakeholders we found out what needs to be done. Through the identification of good practices we have identified ways (how) to meet these needs. At the same time we have saved on resources as we did not start something from the beginning ignoring what is there. We have used whatever was available, adapted it and improved it.

- The recommendation report is in fact a way to "match" needs with existing good practices and when nothing is available, to develop new practices to match existing needs.

- The operational manual is a "how to " manual assisting stakeholders to establish their own system.

- The platform is then the electronic answer to some of the activities of the operational manual

BEST PRACTICES IDENTIFIED IN THE CURRENT PROJECT

- The fact that the whole project is based on a thorough Needs Analysis which led to three National Reports compiled in one European report that presents the situation in three distinct European countries represented in the consortium, is considered to be best practice

- 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..

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

o The approach developed as depicted in the recommendations report and the operational manual ie to create a matrix of constructs (attributes) each with a different "degree level" is considered to be a best practice. In turn, the combination of these constructs and their "degree levels" will produce a continuum of relationships or partnerships, each leading to competitive advantage.

The proposed system allowing for a holistic and systematic approach, incremental development of partnerships, flexibility and educational orientation as opposed to a purely commercial one) is considered a best practice

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

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

BEST PRACTICES IDENTIFIED IN THE CURRENT PROJECT

- The activities offered per different level of engagement is considered to be a good practice
- The management structure proposed by the operational manual is considered to be a best practice
- The facilitation of partnerships by the platform with a clear educational focus is considered a best practice
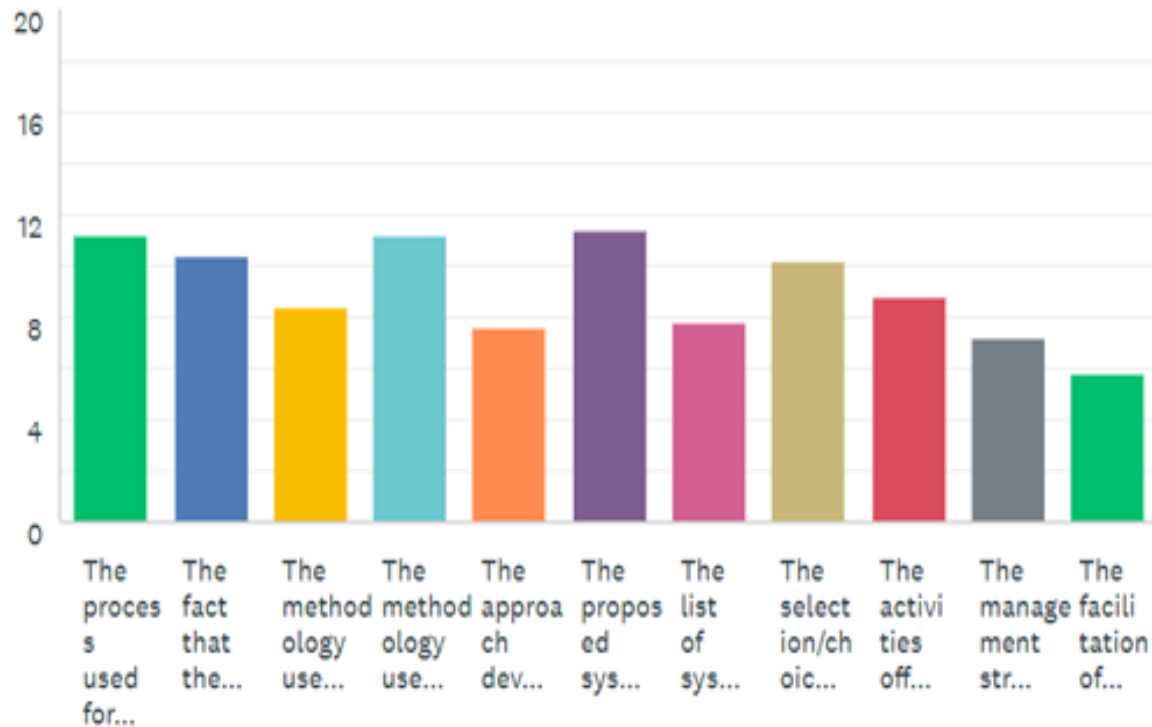
Please allocate 100 points to the best practices shown below

Answered: 5   Skipped: 0

In partnership we shape the future of Hospitality and Tourism

thank you