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# OPERATIONS MANUAL FOR A MODEL CENTER OF EXCELLENCE

**June 2006**

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Excellence**  
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for a  
Model Center of Excellence



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## Acronyms

ACOR	American Center for Oriental Research
ASEZA	Aqaba Special Economic Zone Authority
BDS	Business Development Services
BOD	Board of Directors
CBO	Community Based Organization
CoE	Centers of Excellence
DCA	Development Credit Authority
DoA	Department of Antiquities
GDA	Global Development Alliance
GOJ	Government of Jordan
JAU	Jordan Applied University
JHA	Jordan Hotel Association
JHTEC	Jordan Hospitality and Tourism Education Company
JITOA	Jordan Inbound Tour Operators Association
MBR	Market Based Representatives
M&E	Monitoring and Evaluation
MICE	Meetings, incentives, conferences and exhibitions
MFI	Microfinance Institution
MOE	Ministry of Education
MoTA	Ministry of Tourism and Antiquities
MSME	Medium and Small Micro Enterprises
NGO	Non-Governmental Organization
PNT	Petra National Trust
PSP	Private Sector Participation
RSCN	Royal Society for the Conservation of Nature
SAVE	Scientific, academic, volunteer and educational
SIU	Strategy Implementation Unit
SSC	Strategy Steering Committee
TA	Tourism Associations
TOT	Institutional of Trainers
TSA	Tourism Satellite Account
USAID	United States Agency for International Development

## Operations Manual for a Model Center of Excellence

### 1.1 Introduction

This operations manual is designed to assist center directors, hotel & tourism supervisors and instructors in addressing the range of issues required to operate a center of excellence for vocational training in hotel and tourism. The manual focuses on seven core elements of best practice, which relate to important aspects of managing and operating a center of excellence and this document can be used in a number of ways by the center management team. Initially, the manual will help guide the pre-opening activities necessary to launch the model centers. Once the centers are operational, the manual is intended to serve as a guide for all management and operational activities and the center management team should use it to focus their efforts. Finally, the manual should be seen as a development plan, to help achieve and sustain excellence in all areas of center management and operations.

### 2.1 Best Practice Requirements

The core elements of a model center, upon which this manual is based, are depicted below:



The core elements described above have as their frame of reference the principles of best practice, both in education institutions and within commercial enterprises. They reflect components of models of excellence, such as that developed by the European Foundation for Quality Management (EFQM).

Elements 1 - 4 broadly relate to how the center is managed and operated, whilst elements 5 - 7 focus on aspects related to the nature and quality of the training offered at the center. These core elements incorporate the range of measures necessary to ensure that effective learning, which meets employer

and student needs, is delivered in a well managed center providing a realistic work environment. Within each of these key elements, best practice criteria are provided to offer guidance and direction in seeking to attain best practice. The remainder of this report describes the performance criteria in greater detail.

## Operations Manual for a Model Center of Excellence - Best Practice Criteria

### 3.1 Leadership & Direction

Leadership and direction will play a significant role in ensuring that the center is effectively managed and successfully fulfils its remit. Without strong leadership and clear direction, activities at the center will lack focus and it will not be possible to attain the goals established for the model centers. It is the responsibility of the center director and the hotel and tourism supervisor to provide the necessary leadership and support and to undertake the required action which will facilitate the development of a strategic direction for the center, which is understood and committed to by all.

Unlike other concepts explored in this operations manual, it is impossible to provide a step by step action plan for improving leadership. There are many reasons for this, the primary one being that leadership is an abstract concept and how it is applied by each individual will vary depending on issues such as personality, confidence and individual capability. Despite these difficulties it is essential to provide some guidance to center management in this area, as leadership and direction are critical to the success of the model center concept. Consequently, this section of the manual provides some background knowledge in relation to leadership which can serve as a guide for center managers.

#### 3.1.1 Leadership

Management thinking has changed dramatically in recent decades and there is now a move away from the more traditional approaches to managing people. Old 'command style' approaches have become less and less effective, as peoples' attitudes to work have changed. Autocratic styles of managing people may have been successful in the past, but as society has developed people in general have become less willing to accept these approaches. Equally, with greater recognition of the contribution that employees make to the successful attainment of organisational objectives, the concept of leading people has replaced that of old style command approaches. This is becoming true in all cultural contexts.

Therefore, one of the key roles that a center director must adopt is one of leadership. They must strive to lead their teams, as opposed to seeking to coerce or compel them to achieve goals. They must also provide an example for all center employees through their attitude and professionalism. This has already been shown to be effective in the VTC's, as the most consistent performing centers are those where there is strong leadership from the center director.

It is impossible to prescribe one approach to leadership that can be adopted by all center directors, in all situations, as leadership is a personalized process. However, the key word in seeking to develop individual leadership style is flexibility. Center directors and indeed hotel & tourism supervisors need to have the capacity to alter their leadership style to reflect different circumstances, as no one approach will fit in all situations. One useful model which can assist in defining this flexibility concept is known as *Situational Leadership*.<sup>1</sup>

#### *Situational Leadership*

Situational Leadership is a widely accepted model of leadership, based upon a simple grid which broadly defines four leadership styles that can be adopted in various situations, as shown below:

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<sup>1</sup> Hersey, P. and Blanchard, K. H. 1999

*Situational Leadership*



The main principles of the four styles can be explained as follows:

**Directive (S1):** *Directing leadership* is a style where the leader tells their staff what to do, and how to do it, leaving no room for individuals to take initiative (Directive should not however be confused with being aggressive, as aggression should not be part of the modern managers toolkit). Using this style, the leader defines the roles and tasks of the employee, and monitors their performance closely. Decisions are made by the leader and announced, so communication is largely one-way. This approach can be useful when there are strict time deadlines, but it should not be overused, as it often makes employees feel undervalued.

**Coaching (S2):** *Coaching leadership* is a style where the leader is clear on the standards required and how they want the job done, but they 'coach' the employee so that they gain their participation and involvement. This may take longer, but this approach helps to develop individuals, encourages initiative and is likely to gain more commitment. Coaching leaders still define roles and tasks, but are willing to seek ideas and suggestions from the employee. The leader retains the decision-making power, but communication is much more open and two-way.

**Supporting (S3):** *Supporting leadership* is where the leader recognizes that they do not necessarily have all the answers in every situation. Instead they seek to get ideas and opinions from their team. They work with their employees to solve problems and aim to achieve improvement by harnessing the talent available within the group. Supporting leadership means passing day-to-day decisions, such as task allocation and processes, to employees where appropriate. The supporting leader facilitates and takes part in decisions, but greater control is with the employee.

**Delegatory (S4):** *Delegatory leadership* is where the leader allows the team or individuals to get on with the job, within defined limits of authority, as they know their team is competent enough to use their own initiative. The leader will of course monitor progress, but will only intervene if serious

problems arise. Delegatory leadership is where the leader is still involved in decisions and problem-solving, but a lot of control is with the employee, because they are competent and motivated.

This is not a complex process to understand and simply describes different approaches for leading and managing employees. The key to situational leadership is that leaders must be able to adopt one of the four styles to suit a given situation. Choosing the right style will be dependant upon factors such as:

- The type of project, problem or situation
- The time pressures
- The skills and abilities of the individuals (competence)
- The level of commitment of the individuals (commitment)

In particular, the style adopted will be influenced by the competence and commitment of the individual or team. Low competence and/or commitment will generally require the leader to adopt more directive styles and vice versa, as shown in the table below:

Level of Competence and Commitment	Description of Individual/Team Behavior	Leadership Style
Low Competence Low Commitment	Generally lacking the specific skills required for the job in hand, and lacks any confidence and / or motivation to tackle it.	Directive
Some Competence Low Commitment	May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.	Coaching
High Competence Variable Commitment	Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly	Supporting
High Competence High Commitment	Experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader.	Delegatory

Situational leadership should help clarify the concept of being flexible in terms of leadership. Center directors and supervisors must strive to strengthen their leadership capabilities as this will play an important role in managing the model centers. As stated earlier, leadership is an abstract concept and each individual will be different, but they must seek to bring out the best in Instructors and employees through leading by example.

Being an effective Leader is about many things and no one list could summarize all the qualities required. However there are qualities that can be identified as being common to most leaders in the workplace such as:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Clear Vision and Goals - Forward Looking                             <ul style="list-style-type: none"> <li>▪ Excellent Communication Skills                                     <ul style="list-style-type: none"> <li>▪ Assertiveness</li> </ul> </li> <li>▪ Energy/Inspirational                                     <ul style="list-style-type: none"> <li>▪ Enthusiasm</li> <li>▪ Honesty</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Approachability                             <ul style="list-style-type: none"> <li>▪ Modesty</li> </ul> </li> <li>▪ Self-Confidence</li> <li>▪ Determination</li> <li>▪ Competence</li> <li>▪ Fairness</li> </ul> |
|--|--|

Best practice requirements in this area are summarized below:

### 3.1.1 Leadership

#### Objective

*Senior center management display strong leadership characteristics*

#### Best Practice Criteria

1. The Director has a clearly defined vision for the center and communicates this regularly to employees and key stakeholders
2. The center director and supervisor are effective leaders and motivate, support, develop and value their employees
3. The director involves the key team members in the running of the center and all management & employees at the center share a genuine commitment to achieving excellence

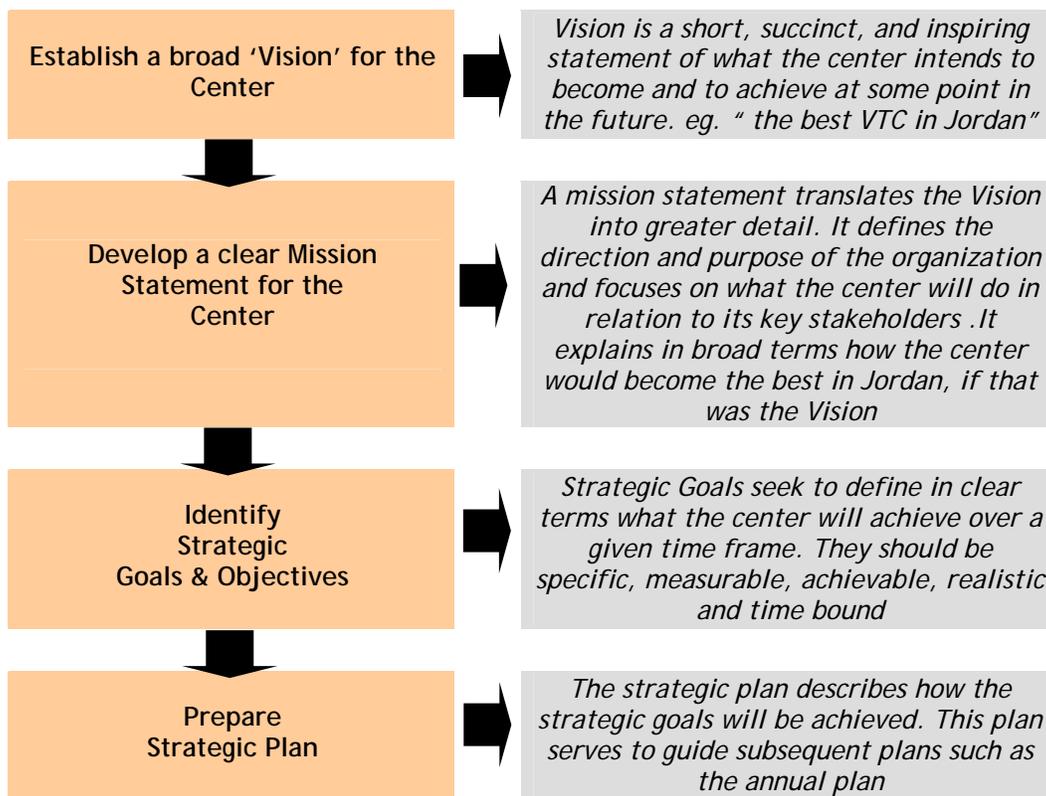
#### Indicators

1. **The Director has a clearly defined vision for the center and communicates this regularly to employees and key stakeholders**
  - The center director understands the unique features of vocational training in hotel & tourism
  - A genuine passion for achieving excellence is demonstrated by the center director and supervisor
  - The center director can define their vision for the center in simple terms and explains this to employees and stakeholders at every opportunity
2. **The center director and supervisor are effective leaders and motivate, support, develop and value their employees**
  - Center director and supervisor set an example for others by their levels of enthusiasm, commitment and professionalism
  - Concrete steps are taken by the director and supervisor to motivate instructors and other center employees
  - Center employees feel that their contribution is valued by the director and supervisor
3. **The director involves the key team members in the running of the center and all management & employees at the center share a genuine commitment to achieving excellence**
  - Involvement and participation by employees in operating the center is encouraged and practical measures are in place to achieve this
  - Instructors and employees demonstrate their commitment to the center by their actions

3.1.2 Strategic Direction

There is a temptation to view issues such as ‘strategic direction’ as being beyond the scope of a VTC - after all they are in effect charged with implementing an overall strategy for vocational training which is established at a national level. However, this mindset is incorrect. Every organization, at every level needs its own strategic framework to guide its actions, even though that strategy must fit within an overall national context. This strategic framework does not have to be complex, but should set out future action based on the vision for the center promoted by the director and should guide all planning activities within the center.

The basic process for establishing a strategic direction for the center includes the following components:



Looking at this model in simple terms, the process begins with a broad statement of where we want to be (vision), getting more specific as we progress through each level. The important point is that for the VTC's, the establishment of a strategic direction does not have to be a complex process, but it must be structured and adhere to the general principles of strategy development outlined above. This can be achieved through the director holding a workshop with their key employees and simply discussing where they want the center to be in the years ahead. What do they want to achieve? How will it be achieved? What do the key stakeholders expect from the center? What are the changing trends in the industry and how will the center respond to them? Long winded documents are not required in the context of a VTC but simple, concise and clear summaries of the agreed strategy for the center is sufficient. Everybody at the center should understand the goals and be committed to achieving them.

Best Practice requirements in this area are summarized below:

3.1.2 Strategic Direction	
<p><b>Objective</b></p> <p><i>The Center has clearly defined its strategic direction</i></p>	
<p><b>Best Practice Criteria</b></p> <ol style="list-style-type: none"> <li>1. The Center has defined its vision &amp; mission which reflect the unique features of vocational training in hotel &amp; tourism</li> <li>2. An overall strategic plan has been developed, with input from industry stakeholders</li> <li>3. The external environment is constantly monitored and the center is proactive in responding to industry trends</li> </ol>	
<p><b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. <b>The Center has defined its mission and goals which reflect the unique features of vocational training in hotel &amp; tourism</b> <ul style="list-style-type: none"> <li>▪ Center Director should define their vision for the center</li> <li>▪ Center Director should hold a workshop with key employees to communicate this vision and to translate this into a mission statement and strategic goals</li> <li>▪ The Vision and Mission for the center are communicated to relevant stakeholders</li> </ul> </li> <li>2. <b>An overall strategic plan has been developed, with input from industry stakeholders</b> <ul style="list-style-type: none"> <li>▪ The center director should work with senior employees to develop an overall strategic plan</li> <li>▪ Stakeholder needs are taken into account when developing the plan</li> <li>▪ The plan clearly describes what will be the key focus of activities at the center in the years ahead, but does not have to be a complex document</li> <li>▪ Center director ensures that operations within the center are continuously aligned to the strategic direction</li> </ul> </li> <li>3. <b>The external environment is constantly monitored and the center is proactive in responding to industry trends</b> <ul style="list-style-type: none"> <li>▪ Mechanisms are in place to monitor trends and get feedback from the industry. This information should be used to support the strategic planning process. <i>Measures outlined in 3.1.3 Stakeholder Involvement and 4.1.1 Organization Structure will assist in this.</i></li> <li>▪ Strategic direction should be regularly reviewed in light of any changing trends or needs</li> </ul> </li> </ol>	

3.1.3 Stakeholder Involvement

Vocational training can only be effective within the context of strong partnerships with key stakeholders and the achievement of excellence dictates that training centers view all relationships from a stakeholder perspective. Unfortunately, there has been an absence of a stakeholder focus within the centers in the past. This has primarily been due to the fact that in most cases employers, center employees and students have not been viewed as customers or stakeholders by center management and employees. This must change in the future and a more partnership orientated approach taken to managing and operating the center.

Center management and employees must change their mindset and from this point forward begin to see the VTC's as being at the hub of a partnership with key these stakeholders. Partnership is the defining concept for moving forward, as without this approach, the national goals and objectives established for vocational training cannot be achieved. It is the center director's responsibility to ensure that the necessary frameworks are created to facilitate regular, structured and meaningful linkages with key stakeholders.

Stakeholder involvement can happen in many different ways. On some occasions, the involvement may simply take the form of transmitting relevant information to the appropriate stakeholders. On other occasions, the involvement may be more substantial, whereby stakeholders will be involved in the decision making process. The format for the stakeholder involvement will of course depend upon the issue at hand. However, center management should be aware that stakeholders desire, expect or are entitled to a particular level of involvement in center activities and their role is to facilitate these relationships. The alternative formats for stakeholder involvement can be described as ranging from high level to low level as summarized below:

Low Level stakeholder Involvement	Mid Level stakeholder Involvement	High Level stakeholder Involvement
<b>Purpose</b>		
To inform stakeholders on a particular topic, or to share information and gather low level feedback	To gather detailed feedback and to solicit ideas to support decision making	To develop full partnerships for decision making and implementation of solutions
<b>Examples</b>		
Attending an industry meeting and outlining center strategy	Involving industry representatives in designing programs and curricula	Working with companies to deliver work placement training

Mechanisms introduced to facilitate stakeholder involvement/communication can include:

- Committees/Advisory boards
- Focus groups
- School Visits
- Presentations/Job Talks
- Center Visits/Open days
- Workshops
- Website

Specific best practice requirements in this area are summarized below:

3.1.3 Stakeholder Involvement
<p style="text-align: center;"><b>Objective</b></p> <p style="text-align: center;"><i>Effective structures are in place to encourage involvement of industry stakeholders in centre activities</i></p>
<p style="text-align: center;"><b>Best Practice Criteria</b></p> <ol style="list-style-type: none"> <li>1. Center directors and employees are committed to stakeholder participation in managing and operating the center</li> <li>2. Structured channel(s) or mechanisms are introduced and implemented which facilitate stakeholder involvement in center activities</li> </ol>
<p style="text-align: center;"><b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. Center directors and employees are committed to the stakeholder concept in managing and operating the center <ul style="list-style-type: none"> <li>▪ The center has identified the main stakeholders it serves</li> <li>▪ A partnership approach is adopted with these key stakeholders and the center actively engages them in center management and operation</li> </ul> </li> <li>2. Structured channel(s) or mechanisms are introduced and implemented which facilitate stakeholder involvement in center activities <ul style="list-style-type: none"> <li>▪ Strong linkages with local industry and public representatives are established</li> <li>▪ Center management identifies ways in which they can establish direct contact with parents</li> <li>▪ Formal communication channels are established to facilitate feedback from students at the center</li> <li>▪ Employees are encouraged to contribute ideas and regular meetings are held to share information and gather feedback</li> </ul> </li> </ol>

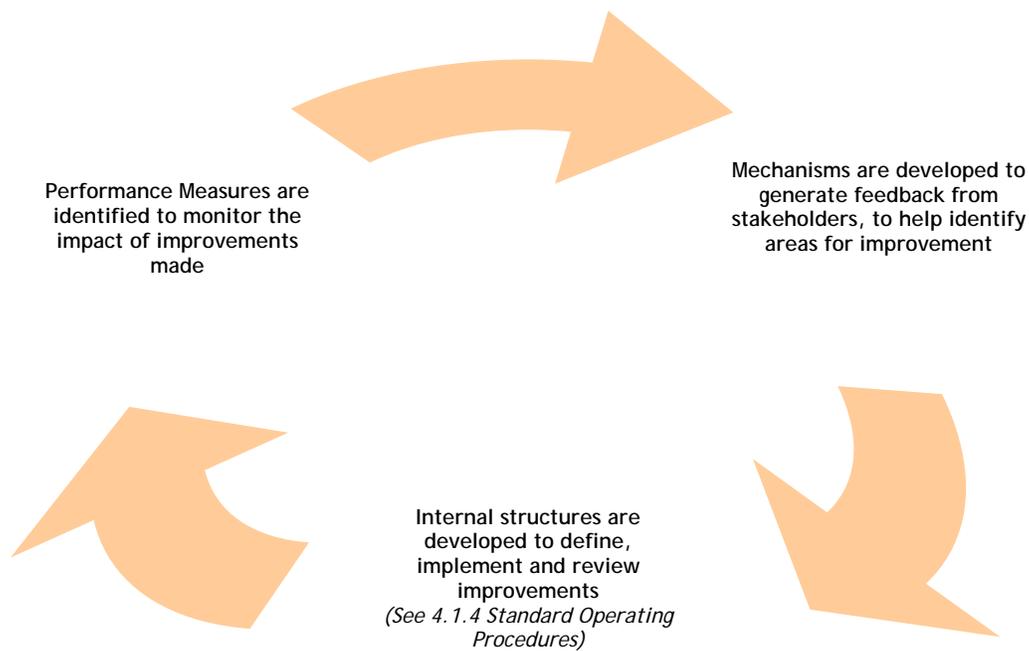
### 3.1.4 Continuous Improvement

As part of striving to achieve excellence there will be a need to continually improve the service offered within the center to meet the rising expectations and demands of stakeholders. Each center should aim to be better at all its key activities a year from now, than it is today. Continuous improvement is now a feature of all successful enterprises or organizations and these key principles must be implemented within the center. Continuous improvement can be simply described as being “the constant improvement and upgrading of products and services, based upon feedback from key stakeholders and comparisons with leading organizations providing similar services”. Continuous improvement can only be achieved within a culture where there is genuine concern, dedication and a willingness among management and employees to improve. Hence, the center director, supervisor and key employees have a major role to play in leading continuous improvement efforts. But it cannot, and must not, only be a top down process. Everyone must participate in improvement efforts to some degree. In any case, employees at all levels often see the operation from a different perspective and as such can bring useful inputs and ideas to the process.

There are many ways to manage and organize continuous improvement, but from the point of view of simplicity, the center should begin with a basic approach which can be built upon in the future. This should also be linked to the best practice requirements described in *4.1.4 Standard Operating Procedures*. Continuous improvement must be guided and supported by objective information and feedback from various stakeholders and as such requires:

- Feedback from a variety of stakeholders & sources - industry, employees, students etc
- Performance measures which will enable the center to monitor its progress. In other words, how will the center know it is getting better?
- An internal mechanism which allows employees from different areas and levels to come together to discuss how improvements can be made
- A structured approach to implement and follow up change or improvement initiatives

A basic process for managing continuous improvement can be depicted as:



Specific best practice requirements in this area are summarized below:

### 3.1.4 Continuous Improvement

#### Objective

*A culture that supports continuous improvement is evident at the Centre*

#### Best Practice Criteria

1. Senior management within the center are proactive in their attitude to change and actively drive continuous improvement
2. Mechanisms are in place to generate appropriate feedback on current performance and action is taken to identify and implement improvements where necessary
3. All managers and employees within the center are actively involved in identifying and implementing change initiatives and team based approaches are widely used

#### Indicators

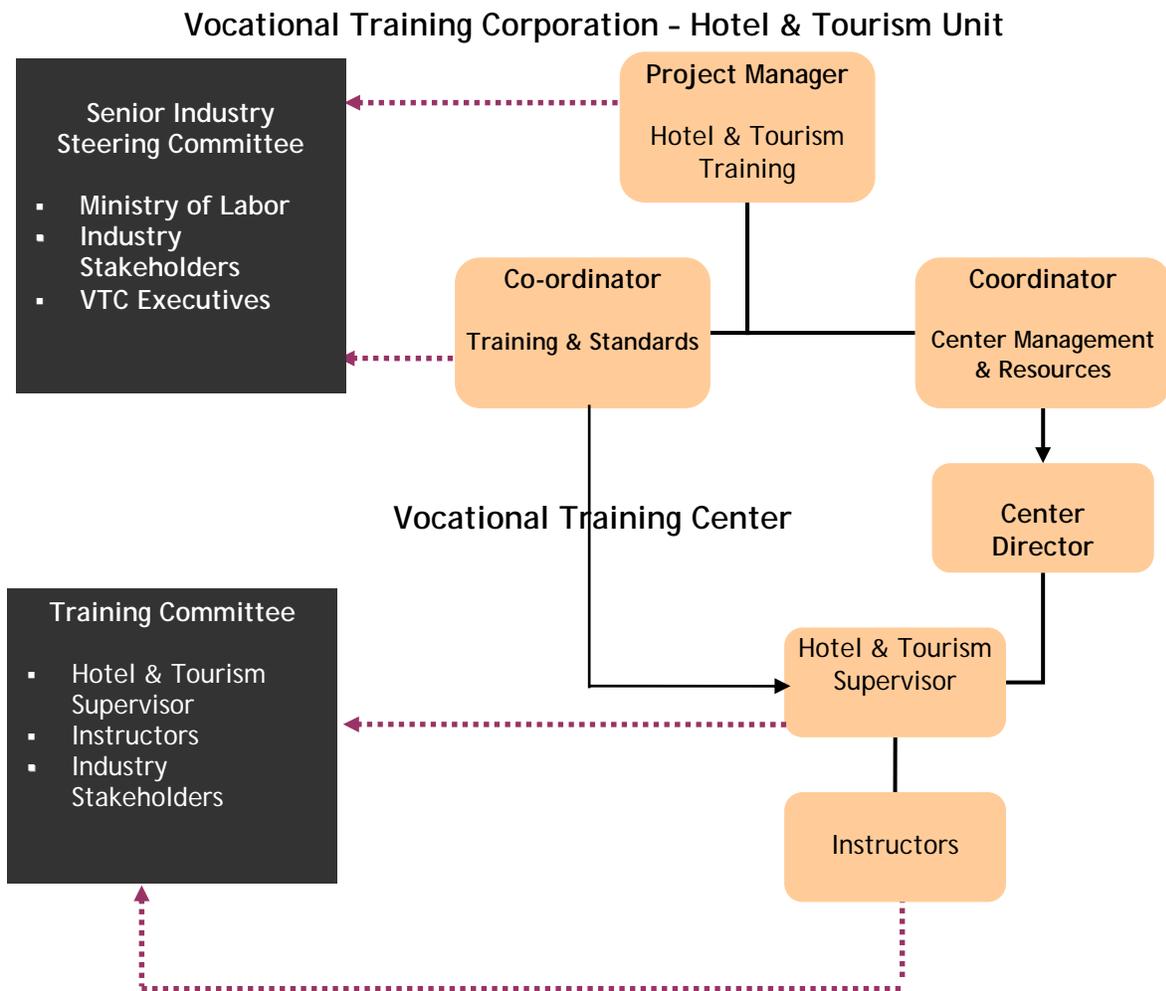
1. **Senior management within the center are proactive in their attitude to change and actively drive continuous improvement**
  - Center Director creates a culture within the center which is focused on continuous improvement
  - The importance of continuous improvement is regularly emphasized to staff
2. **Mechanisms are in place to generate appropriate feedback on current performance and action is taken to identify and implement improvements where necessary**
  - Structured feedback is regularly obtained from key stakeholders through existing communication mechanisms
  - Measures are in place which quantify performance and assist in defining areas for improvement as well as the impact of changes implemented to address weaknesses
3. **All managers and employees within the center are actively involved in identifying and implementing change initiatives and team based approaches are widely used**
  - Ideas and suggestions from staff are encouraged and implemented, where feasible
  - Standards of performance are regularly reviewed and updated where appropriate
  - Regular staff meetings are conducted to examine ways in which performance can be improved.
  - A 'continuous improvement' committee is established with staff members from different areas to define, implement and review effectiveness of improvements made. See *4.1.4 Standard Operating Procedures* to see how continuous improvement efforts must be linked to the standard operating procedures

4.1 Organization & Management

All organizations, of any size need to have an effective organization structure that facilitates management and operational efficiency. This is particularly true in a training center, where human resources play the dominant role in achieving the goals and objectives. Any structure adopted must define clearly the lines of authority and the division of responsibilities. Allied to that, principles and practices must be adopted which contribute to management effectiveness and make the optimum use of available human resources. Finally, to ensure consistency within the center, standard operating procedures must be developed for key tasks and processes. These issues are addressed in this section of the manual.

4.1.1 Organization Structure

In line with the development of the model center concept a revised organization structure is proposed for the center. This new approach is intended to strengthen the capabilities within the center to deliver high quality vocational training for students. The new structure is depicted in the diagram below:



This diagram above demonstrates the linkages between the Vocational Training Corporation and the VTC's under the new organization structure.

At the level of the VTC, the new structure aims to strengthen the support offered to the center from within the VTC by increasing the number of individuals responsible for managing vocational training in hotel and tourism. Broadly the individual roles can be defined as follows:

- Project Manager - To oversee the management of all aspects of vocational training in hotel and tourism.
- Coordinator, Training & Standards - To assume responsibility for all matters directly relating to training and standards in the centers, such as program design & delivery, Instructor competence and hygiene and safety. They should liaise directly with the hotel & tourism supervisor in the centers.
- Coordinator, Center Management & Resources - To assume responsibility for all matters relating to how the centers are managed and resourced, including improving management effectiveness, developing a revised budgeting process for hotel & tourism training and facilities management within the centers. They should liaise directly with the center directors.

At the center level, this structure seeks to strengthen the capability within the center for managing the delivery of high quality training. The center director retains overall responsibility for the center, but now directly interacts with the Coordinator, Center Management & Resources at the VTC level. A strengthened post of hotel & tourism supervisor is introduced into the center and they will assume direct responsibility for the management of the hotel & tourism programs and will report to the Coordinator, Training & Standards in the VTC. The selected individual must have an industry background, excellent training experience and strong leadership skills. Broadly their role will be to:

The center director and hotel and tourism supervisor must liaise closely on all matters relating to training in the center, but the supervisor will now assume greater responsibility for managing the quality of training in hotel and tourism.

- Ensure that high quality training is offered in hotel & tourism disciplines
- Oversee the activities and performance of the hotel & tourism instructors
- Plan, organize and control all activities relating to the delivery of hotel & tourism training
- Liaise with the center director to develop an annual plan and budget for hotel & tourism training

In addition, this new structure enhances Industry participation at both national and local levels. The *Senior Industry Steering Committee* creates a mechanism to facilitate the integration of Private sector expertise into the leadership and management of the VTC, hotel & tourism unit. Within the VTC's, the *Training Committee* formalizes industry partnerships at the local level, which can advise and support in program development, work placement and trainer development. These two committees will meet two or three times a year.

Each employee within this structure must be fully clear on the requirements and expectations of their role and the formal reporting mechanisms. Consequently, job descriptions for each position may need to be revised to reflect the new arrangements.

Best practice requirements in this area are summarized below:

### 4.1.1 Organization Structure

#### Objective

*An effective organization structure contributes to the efficient running of the center*

#### Best Practice Criteria

1. An organization structure is clearly defined which maximizes the potential of the talent available
2. All employees are clear on their individual role and responsibilities and lines of authority are established

#### Indicators

1. An organization structure is clearly defined which maximizes the potential of the talent available
  - The revised organization structure is implemented in the center
  - Hotel & tourism supervisor assumes direct responsibility for all operational matters relating to the delivery of training
2. All employees are clear on their individual role and responsibilities and lines of authority are established
  - Job descriptions have been defined for all key positions, outlining individual roles and responsibilities
  - Communication channels are agreed and adhered to and reporting arrangements under the new structure are agreed

### 4.1.2 Human Resource Management

Human Resource Management can be defined as the development of a strategic approach to employee management and is based on the recognition that employees, at all levels have a contribution to make in achieving organization goals. In a vocational training center, key employees such as instructors play a critical role, as it is they who are charged with training and developing the students. Therefore it is essential that they are competent, motivated and enthusiastic about their role.

It is the center director's responsibility to create a working environment which brings out the best in employees, through the implementation of a range of activities aimed at demonstrating to employees, in meaningful terms, that they are valued and important. This includes all activities from recruiting and selecting employees, to measuring their performance on an ongoing basis and the key elements are highlighted in the diagram below:



#### *Recruitment, Selection & Induction*

Although center directors may not always be involved in recruiting instructors, it is important when they are directly responsible for appointing instructors, that they follow a defined approach to ensure that the most competent individuals are selected. However, even when they are not responsible for the recruitment of an instructor, the center director or hotel & tourism supervisor must ensure that any new employee joining the center receives a full induction which explains their role, outlines key elements concerning the center and also highlights the expectations from them in terms of attitude and performance. This should be summarized in a formal job description.

It is vital that new instructors, or indeed any employee, are chosen on the basis that they have the best qualifications for the position and that they are suitable in terms of personality/disposition for the role

they will take on. Equally, they must be made aware of the best practice culture from the beginning so that they can make a positive contribution to continuous improvement efforts at the center.

#### *Training & Development*

Training and development is critical in all organizations, but it assumes even greater importance in a learning environment. Instructors must continuously develop and enhance both their technical and trainer skills and this must be managed in a structured way within the center. To achieve this, the hotel & tourism supervisor must regularly monitor their performance and identify training or development needs. The supervisor should then liaise with the center director and the Coordinator, Training and Standards from the VTC to ensure that the required training is provided.

#### *Performance Appraisal*

Every employee is entitled to receive structured feedback from their leaders. Informal feedback should be given on a continuous basis, but at least once a year the center director and/or the hotel & tourism supervisor should hold a formal individual appraisal with all employees. This provides an opportunity to review current performance and to address any difficulties that have arisen, whilst at the same time planning development activities for the coming year. It also gives the center director an opportunity to gather feedback from employees about working at the center. As was stated earlier, if we genuinely view employees as key stakeholders, then it is important to offer them structured feedback during the year.

#### *Rewards & Recognition*

The center director may not have the authority to adjust pay scales, but they should ensure that employees who make a positive contribution are recognized and rewarded, where possible. This recognition does not have to be financial, and can be as simple as thanking them for their effort. Research has consistently shown that employees who do make an extra effort are further motivated when their work is recognized and appreciated.

Specific best practice requirements in this area are summarized below:

## 4.1.2 Human Resource Management

### Objective

*Employees are seen as an important stakeholders in the center and a structured approach is taken to managing and developing employees*

### Best Practice Criteria

1. Human resource management is seen as an important element in achieving success and center employees are valued and developed
2. When employees/instructors are directly recruited by the center, defined guidelines and recruitment procedures are followed and conducted in a professional manner
3. Individuals are competent in their area of responsibility and receive regular training and development to continuously upgrade their skills, including practical work experience in industry
4. Annual performance reviews are held with employees to monitor individual performance and identify development needs
5. Appropriate records are maintained to support the human resource function

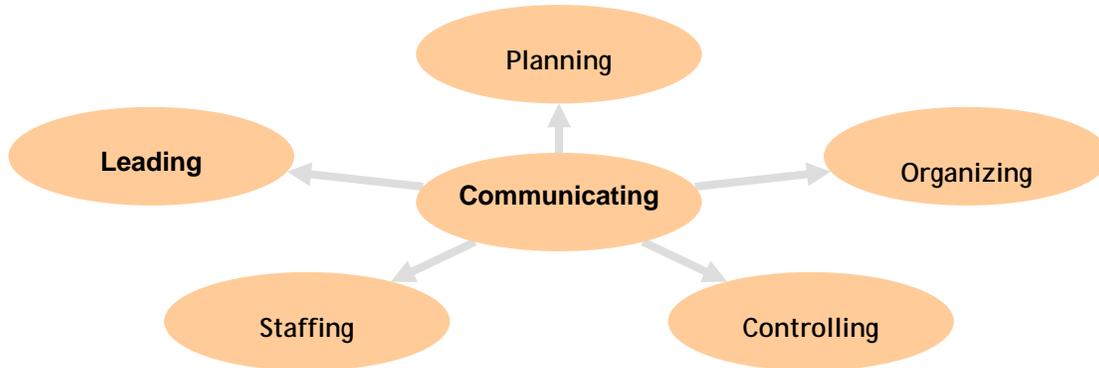
### Indicators

1. **Human resource management is seen as an important element in achieving success and center employees are valued and developed**
  - An overall HR policy has been developed and communicated appropriately
  - Responsibilities for human resources (HR) within the center have been allocated. This will likely be shared between the Center Director and the Hotel & Tourism Supervisor
  - Best practice principles and procedures have been identified for key HR activities and are adhered to
  - An annual HR plan is produced as part of the annual plan for the center, in consultation with relevant employees
2. **When employees/instructors are directly recruited by the center, defined guidelines and recruitment procedures are followed and conducted in a professional manner**
  - The center director/hotel & tourism supervisor are fully trained in recruitment & selection techniques and are aware of any relevant legislation
  - All defined procedures for recruiting and appointing new employees are adhered to
  - Appropriate contracts are issued to all new employees and relevant administration procedures are completed, prior to the commencement of employment
  - All employees receive a full written job description, clarifying their duties and responsibilities

3. **Individuals are competent in their area of responsibility and receive regular training and development to continuously upgrade their skills, including practical work experience in industry**
  - All employees receive a full induction to the center upon joining
  - Training needs are regularly identified and appropriate training is given and recorded
  - Instructors spend a defined time each year working in industry to maintain their skills and knowledge up to date
  - All relevant induction and training records are maintained and kept up to date
  
4. **Annual performance reviews are held with employees to monitor individual performance and identify development needs**
  - Defined criteria are established for the performance appraisals in the center
  - Employees have an opportunity to rate their own performance prior to meeting with the center director/hotel & tourism supervisor
  - The appraisal meeting follows a structured approach and an agreed appraisal summary is completed following the meeting
  - Development activities agreed during the appraisal are actioned by the center director
  
5. **Appropriate records are maintained to support the human resource function**
  - Individual personnel records are maintained and updated regularly
  - Personnel records contain all relevant information and are confidentially held
  - Training and appraisal information is recorded in each individual's file
  - Disciplinary records are maintained, where appropriate

4.1.3 Management Effectiveness

In addition to providing strong leadership and direction, the center director and hotel & tourism supervisor must have the range of skills necessary to manage the center to a high standard. The management role is varied and complex and requires a broad range of skills and knowledge to be effective. The key functions of any manager can be summarized under the following headings:



The above functions are a common method of grouping all management activities under key headings. All the activities undertaken by the center director/hotel & tourism supervisor can be classified under one, or more of these headings. Specific activities within the above headings include:

Planning	Organizing	Controlling
Setting objectives and preparing plans to achieve those objectives. This involves:	Initiating steps to put plans into action, including:	Maintaining performance levels through monitoring and evaluation, including:
<i>Understanding Management</i>	<i>Decision making</i>	<i>Budgeting</i>
Knowing the functions of, a manager	✓ Making a judgment about different courses of action	✓ Planning and monitoring center expenditure ✓
<i>Strategic Direction</i>	<i>Managing Time</i>	<i>Problem solving</i>
✓ Developing a vision, mission and strategic plan	✓ Conducting a wide range of tasks within the available time	✓ Taking action to correct a problem
<i>Annual Planning</i>	<i>Delegation</i>	<i>Appraising</i>
✓ Preparing an annual plan to guide center activities	✓ Identifying priority tasks and who will tackle them ✓	✓ Reviewing individuals' contributions and taking appropriate action

Staffing	Leading	Communicating
Helping employees to perform effectively:	Inspiring center employees to perform in order to achieve the objectives:	Exchanging information, discussing plans and overcoming problems:
<p><i>Recruiting and Selecting</i></p> <p>✓ Establishing and choosing the best person for the job</p>	<p><i>Leadership</i></p> <p>✓ Inspiring others to follow your direction</p>	<p><i>Communicating</i></p> <p>✓ Questioning, listening - clarifying</p>
<p><i>Training and Development</i></p> <p>✓ Developing employee/instructor competences</p>	<p><i>Motivating</i></p> <p>✓ Promoting a collective desire to achieve center goals</p>	<p><i>Writing</i></p> <p>✓ Expressing yourself clearly on paper/electronically</p>
<p>Disciplinary and Grievances</p> <p>✓ Addressing employee underperformance</p>	<p><i>Communication/feedback</i></p> <p>✓ Encouraging performance by providing constructive information</p>	<p><i>Managing Meetings</i></p> <p>✓ Working with a group to plan and make decisions</p>

Improving management effectiveness requires effort at three levels. First, the center director and hotel & tourism supervisor must continually self-assess their capabilities against the skills outlined above and take action to improve their own performance. A key part of the leadership role mentioned earlier is to apply the concept of continuous improvement to individual performance. The second level, in terms of improving management effectiveness, is to examine all management processes within the center with a view to identifying and rectifying areas for improvement. This operations manual is designed to facilitate this assessment of current management effectiveness. The third level is to explore how teamwork can be improved and team based approaches should be the norm at the center.

Best practice criteria in this area are summarized below:

### 4.1.3 Management Effectiveness

#### Objective

*Effective management practices are implemented at the center and teamwork is evident across a range of activities*

#### Best Practice Criteria

1. Key management processes are defined and best practice principles applied to each
2. All center employees are actively involved in the efficient and effective day to day management of the center
3. Clear channels of communication have been defined to facilitate employee involvement and effective center management

#### Indicators

1. **Key management processes are defined and best practice principles applied to each**
  - Using this manual as a guide, the management team at the center have identified current strengths and areas for improvement across key management processes
  - Concrete action is planned and implemented to address problems identified
  - Workload within the center is fairly distributed and individual underperformance is addressed by the center director
2. **All center employees are actively involved in the efficient and effective day to day management of the center**
  - Teamwork is fostered and promoted by the center director
  - Cross functional teams are set up to solve problems, where appropriate
  - Employees are afforded opportunities to offer ideas and make suggestions regarding improving center operations
3. **Clear channels of communication have been defined to facilitate employee involvement and effective center management and are adhered to**
  - Employees receive regular briefings from the center director/hotel & tourism supervisor to guide their efforts.
  - Daily/weekly meetings are held between the management team and key employees to ensure the effective coordination of efforts.
  - Center Director ensures that meetings are structured, productive and effectively time managed
  - Action points are developed from each meeting, responsibilities allocated and implementation activities reviewed by the center director

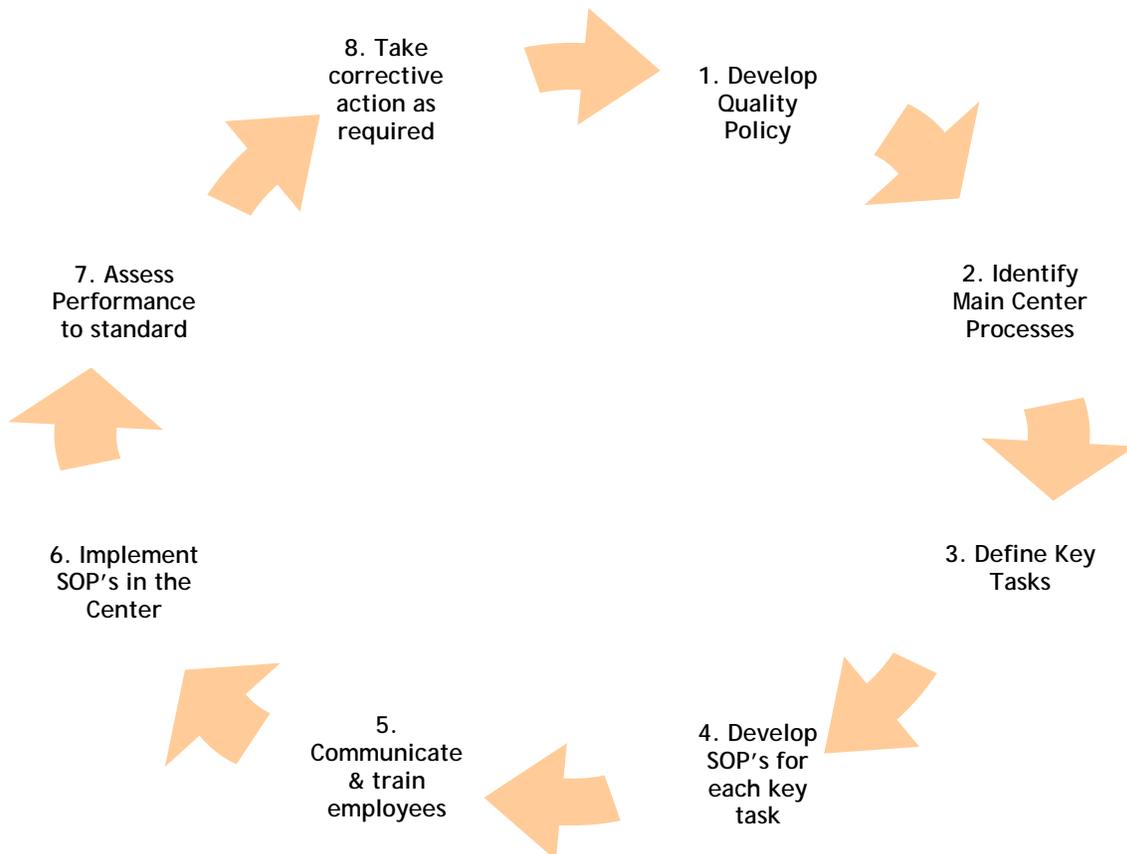
4.1.4 Standard Operating Procedures

Linked to the concept of continuous improvement mentioned earlier in the manual (3.1.4), is the concept of quality management and this will be a key priority area for center directors, hotel & tourism supervisor and employees.

Quality is defined as meeting or exceeding the needs and expectations of the customer. As stated previously, center director and employees must now adopt a customer focused approach to all activities undertaken within the center. Thus, the goal should be to determine what the 'customer' wants and then to fine tune all center operations to ensure that their expectations are met and exceeded. The term 'customer' is used to include internal customers, as well as external customers and as such, customers in the context of the center should be seen as industry, students and center employees.

At its most basic level, quality management is about doing things right first time, every time. In a labor intensive operation such as a training center, reducing mistakes and errors by improving the way things are done can make a significant impact on center operations. The downside is that unlike machines, humans are prone to mistakes so the concept of achieving consistency is somewhat more challenging. How can consistency be achieved in a labor intensive work environment? This can only happen if standard operating procedures (SOP's) are developed for each key task and appropriate training given to employees to help them meet the requirements of the SOP's. In reality, quality management is more than just developing and implementing SOP's, but they will make a good starting point for the center on the road to effective quality management. Quality management can help the training center to increase stakeholder satisfaction, improve productivity and efficiency, build team spirit, and improve morale and reduce internal conflict

The quality management process can be simplified and depicted as follows:



Achieving quality is a difficult process and focuses upon determining the *key activities* that impact on each customer group and ensuring they are delivered to a consistently high standard. The process should begin with the development of a quality policy which defines what the center hopes to achieve by implementing quality management through the development and implementation of standard operating procedures. This policy does not have to be a complicated document, but rather should simply summarize what the center is hoping to achieve in this area. It is the discussion between center management and employees when developing the policy which is of real benefit, as it helps to generate a common goal for improving performance at the center.

The process described above broadly outlines the key steps involved in the process. Developing SOP's begins with an identification of key processes within the center. Within each key process are a series of tasks which combine to make up that process. To achieve consistency in delivery, standards should be developed for each of these key tasks. SOP's define the steps required to complete the task to high level - in other words to meet or exceed the needs of the relevant customer. They do not have to be complicated but should simply describe the correct way for completing a particular task. Once the standards have been developed, it will be necessary to communicate the standards to employees and train or upgrade their skills where necessary. This is important to ensure that they can actually complete the tasks to the required standard.

Once employees are clear on the standards required it is a matter of ensuring that they continuously work to the required standard when completing given task. This can be achieved through supervision at work. As mentioned earlier when discussing continuous improvement, it is important at defined time frames to stop and measure how effective the implementation has been. This is also true with the standards of performance. The 'continuous improvement' team should play a lead role in this and a number of times each year they should review actual performance to standards. This can be achieved in a number of ways; through soliciting feedback from stakeholders and employees or more simply through an honest and objective discussion amongst the team using a simple checklist designed around the standards.

The development and implementation of the standards of performance should be one of the primary activities undertaken within the center as part of continuous improvement efforts and should not be seen as a separate process. An important point in seeking to develop a quality system, is to view the process from a team-based perspective. Everyone within the center should be involved in the process in some way as quality cannot be achieved without their input. A useful approach is to use the continuous improvement team recommended under 3.1.4. Developing such a team also has hidden benefits in terms of internal communication and team work. A major part of the role of this team is to oversee and manage the development and implementation of the standard operating procedures.

Best practice requirements in this area are summarized below:

#### 4.1.4 Standard Operating Procedures

##### Objective

*Standards are defined for key activities within the center*

##### Best Practice Criteria

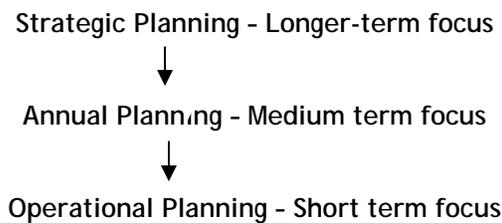
1. Center management and employees are committed to delivering quality within the center
2. Key activities within the center are defined and standard operating procedures developed
3. Standard Operating Procedures are implemented throughout the center
4. Performance to standard is measured on a regular basis and underperformance addressed

##### Indicators

1. **Center management and employees are committed to delivering quality within the center**
  - A Quality policy has been developed which defines the center's approach to managing quality and is communicated to all employees
  - A 'continuous improvement' team is established to oversee the development and implementation of standard operating procedures
2. **Key activities within the center are defined and standard operating procedures developed**
  - Main operational processes for each customer/stakeholder group are defined within the center
  - Key tasks within these processes are identified
  - Standard operating procedures are developed for each task
3. **Standard Operating Procedures are implemented throughout the center**
  - All employees are trained according to the defined SOP
  - Standards are consistently implemented and adhered to by all employees in the center
4. **Performance to standard is measured on a regular basis and underperformance addressed**
  - Mechanism are defined to review and assess operational performance on a regular basis
  - Targets are established for the standards of performance and regular internal and external audits are conducted to measure progress. Action is taken to address problems within each area
  - Stakeholder feedback, where relevant, is compiled and results communicated to relevant employees

## 5.1 Planning & Control

Every organization requires effective planning, if it is to achieve pre-determined goals and objectives. Without an effective planning process, the center will have no clear direction, or any means of measuring success. In many ways the planning function within the center precedes all other functions, as all other activities should be geared towards achieving the goals and targets established in the plans. Consequently, without an effective planning process the center will lack direction. Planning should happen at all levels within the center and this should be linked to the strategic direction established earlier. At a basic level, there are three levels of planning that should happen within the center:



It is important that all levels of planning are integrated and it is the strategic direction that provides the starting point for this. The purpose of an overall strategy is that it should guide all operational efforts and decisions within the center.

### *Key Elements of Planning*

There are four major aspects to planning that should be considered within the center. Planning should,

- Make it easier for the center to achieve its goals and objectives
- Provide overall direction for all other management activities
- Involve all employees, in some way, in the process
- Help identify actions that will assist in achieving a stated objective, or those that will have a negative impact

Planning can be a challenging process and there are a range of factors that can impact on the effectiveness of the process, such as;

- Lack of awareness of industry trends
- Lack of up-to-date/accurate management information
- Lack of understanding of the planning process/tools
- Lack of commitment/understanding of the importance of planning

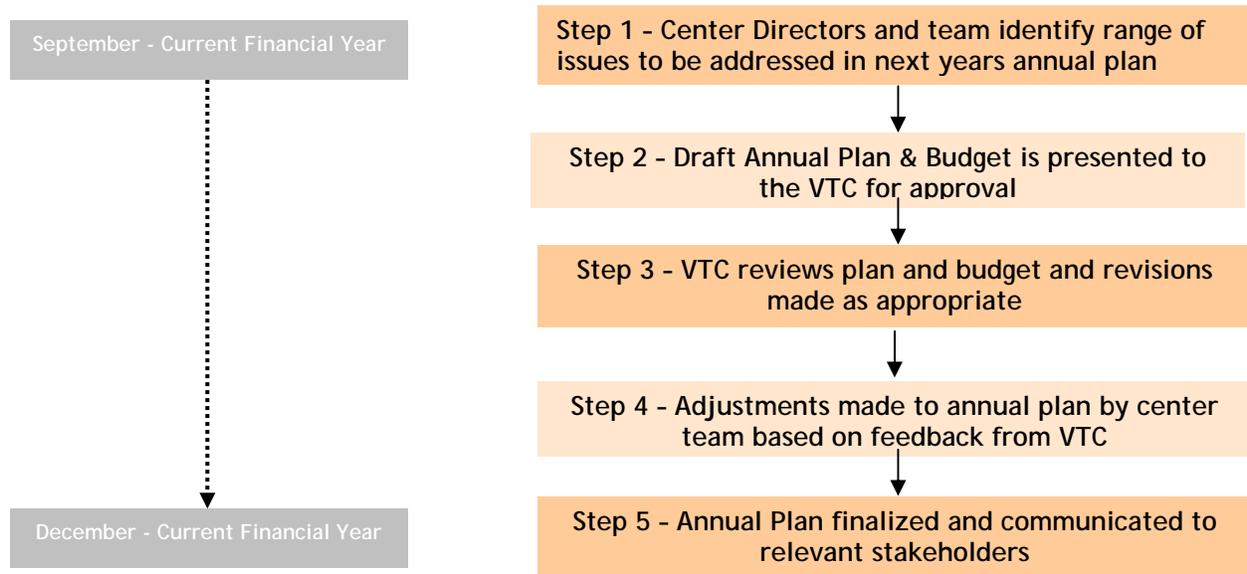
This section of the manual focuses upon the annual planning process in the center, but the overall strategic context outlined above should not be overlooked when developing the annual plan.

### *Control*

Control is an important element in ensuring that action taken makes a tangible impact on the performance of the center. Without an effective control system, planning becomes an irrelevant exercise, as there is no guarantee that planned actions are implemented, or more importantly there is no check made to measure the impact of action taken. Control should broadly occur at two levels. First the center director must ensure that action agreed is actually implemented. This can be achieved by reviewing progress on the annual plan at monthly meetings. A deeper level of control is also required, whereby specific measures/indicators are identified which can be reviewed throughout the year to determine if the action implemented is translating into improved center performance. The details provided in *5.1.4 Performance Measurement*, will assist with this evaluation.

### 5.1.1 Annual Planning

Annual planning should be structured and organized and occur within a defined timeframe. Naturally, it should be aligned to the budgeting process, but it shouldn't only focus on the financial aspects of operating a vocational training center. It is important to stress that annual planning within the center does not have to be a complicated process; the main objective is that it provides clear direction for the year ahead. The planning process should be completed within a set time period each year, to be agreed within the VTC. A Five-Step procedure for preparing and implementing center annual plans is suggested, based on a calendar financial year:



Using this five step procedure the key steps should include the following actions:

***Step 1 Center Directors and team identify range of issues to be addressed in next years annual plan***

The center director and their team should gather appropriate data to guide decision-making, such as;

Examine stakeholder concerns/issues:

- What does the industry expect (programs/other services)?
- What are the VTC, Hotel & Tourism Unit expectations for the coming year?
- Are there problems/issues in relation to the students tat must be addressed?
- Is there feedback from other stakeholders that may need to be considered when planning for next year?

Consider the External Environment

- What are the potential opportunities and threats?
- Which external factors are critical to success?

Consider the Internal Environment within the center

- What are the current strengths and weaknesses in performance?
- What human resource issues need to be addressed?
- What operational/continuous improvement issues should be considered?
- What training related issues will impact on the planning for next year?

This information should be gathered and the center director should meet with key employees to discuss the range of issues that need to be addressed in the plan for the following year. As stated previously,

the overall strategy for the center should always form the frame of reference for all decisions to be made and annual plans must never be prepared in isolation from the overall strategy.

*Step 2 - Draft Annual Plan & Budget is presented to the VTC for approval*

Once the broader issues have been discussed and agreed, a draft annual plan should be prepared. The plan should cover a number of areas, not only financial. Suggested areas to be included in the plan:

- Financial/Budget - what level of resources are likely to be available for the coming year? How might this be supplemented? Are there potential opportunities for partnerships with industry to provide direct or indirect funding support?
- Human Resource - What training and development is required for instructors/ employees in the coming year? How and when will this be provided? What are the likely costs? Are there wider human resource issues that need to be addressed?
- Operations - Is there capital expenditure required to expand/upgrade facilities? What plans are there for the coming year in relation to continuous improvement? Are there maintenance issues that need to be dealt with in the coming year? Are there operational matters that need to be changed in the next year? Is there a cost associated with these changes?
- Recruitment - What numbers of students are projected for the coming year? What are the recruitment plans? How and when will they be put into practice? What are the likely costs?
- Training - Are there training related issues to be addressed in the coming year? Are additional training/tools and resources required?

This list should not be seen as exhaustive, but the main point to emphasize again is that the annual plan should not solely be a budget. Again the plan does not have to be a complicated document, just list of key actions in the above areas.

*Step 3 - VTC reviews plan and budget and revisions made as appropriate*

The VTC should review the submitted plan and then determine if the requested level of resources defined in the budget are feasible.

*Step 4 - Adjustments made to annual plan by center team based on feedback from VTC*

Based upon the feedback from the VTC, the center director may have to make adjustments to the draft plan.

*Step 5 - Annual Plan finalized and communicated to relevant stakeholders*

Once approval is received from the VTC, the annual plan should be signed off and communicated to all relevant stakeholders. Implementation activities and timetables should be agreed between the center director and relevant employees to ensure the details in the plan are put into action during the year.

Best practice requirements in this area are summarized below:

### 5.1.1 Annual Planning

#### Objective

*An annual plan for the centre is in place and implemented*

#### Best Practice Criteria

1. An annual business plan for the center is developed, which translates the strategic goals into action
2. The planning process is clearly defined and individual roles and responsibilities are assigned
3. All managers and employees at the center are involved in the planning process as appropriate
4. The annual plan is formally reviewed by the center director and hotel & tourism supervisor on an on-going basis to measure progress. Adjustments or revisions to annual plans are made if necessary

#### Indicators

1. **An annual business plan for the center is developed, which translates the strategic goals into action**
  - Ensure that a structured approach is adopted to the development of the annual hotel plan
  - The plan is developed within the framework of an overall strategic plan
  - The plan is not confined to a budget, but contains sections outlining action in key areas affecting center operations
2. **The planning process is clearly defined and individual roles and responsibilities are assigned**
  - Responsibilities in the planning process are clearly defined and communicated
  - Concise timeframes for the development of the annual plan are established and adhered to
3. **All managers and employees at the center are involved in the planning process as appropriate**
  - Senior center management guide the planning process and all relevant employees contribute in some way to the planning process
  - Appropriate consultations and meetings are held with key employees as part of the planning process
4. **The annual plan is formally reviewed by the center director and hotel & tourism supervisor on an on-going basis to measure progress. Adjustments or revisions to annual plans are made if necessary**
  - Regular reviews of performance are undertaken to assess progress on the annual plan
  - Appropriate financial and non-financial data is available to facilitate effective decision making
  - Adjustments or revisions to annual plans are made if necessary and communicated appropriately

### 5.1.2 Financial Management

In the past, the approach to financial management in the VTC's has been that senior management within the Vocational Training Corporation determined the budget for each center, with little or no input from the center directors. This approach must change as part of the model center approach and in fact, separate budgets for hotel & tourism training within the center should be developed. It should also be accepted that operating a center of excellence will require more resources, but the returns in terms of student outputs will be greater and as such should justify this. Consequently, there is an onus on the VTC to provide the necessary level of annual operating resources to meet the needs of a center of excellence and there is significant responsibility on the center director and hotel & tourism supervisor to manage and utilize those resources to best effect.

A common pitfall of budgeting in the public sector should be avoided when preparing the annual budget for hotel & tourism training in the center. If the budget is determined by senior VTC management only, then the level of resources provided to the center is unlikely to meet the actual needs, as in reality senior management will not know the real needs. The budget allocation is often determined by what funding is available, as opposed to what the real needs are. Whilst this is a fact of life in public bodies, it will not be sufficient for operating the model centers. What must happen is that the level of resources required for the coming year to operate the center to a best practice level must be determined first, then the VTC should identify whether or not it can provide the necessary resources. If they cannot, that should not automatically mean that the center must cut back on the quality of what they offer. What should happen is that there is then an examination of how the funding gap could be bridged through partnerships with industry etc. To achieve this, the budgeting process needs to be less a 'top-down' process.

All best practice organizations allow lower-level managers to participate in the budgeting process and the planning process outlined in the previous section facilitates this. There are several advantages to expanding the number of individuals participating in the budgeting process. First, enabling center directors and hotel & tourism supervisors to participate will give a clearer indication of what the real resource needs are. They are more likely to know this, than senior management in the VTC. Second, by having the opportunity to participate in the development of the budget, the center director and supervisor are more likely to be committed to achieving the targets established.

In terms of defining the resource needs for hotel & tourism training within the center, this should occur as part of the annual planning process described above. The hotel & tourism supervisor should work with the instructors to broadly identify the likely level of resources and to draft an initial budget for hotel & tourism training. The supervisor should then work with the center director to finalize a draft budget for submission to the VTC, within the context of the annual plan. Where there is a shortfall between the center's requirements and what is available from the VTC, the center management team should actively explore alternative sources of funding in conjunction with the VTC Coordinator, Center Management & Resources.

As part of the center management role, the center director and particularly the hotel & tourism supervisor must strive to keep operational costs to a minimum, without detracting from the quality of training on offer. Monthly reviews of actual performance to budget should be completed as part of the management meeting and active steps taken to reduce expenditure where possible. The points outlined under 6.1.3 Environment Management should also be considered here in terms of assisting in effective cost management.

Best practice requirements in this area are summarized below:

## 5.1.2 Financial Management

### Objective

*Defined financial management procedures are in place which adequately fund the Center*

### Best Practice Criteria

1. Roles and responsibilities within the financial management system are clearly defined and communicated
2. The overall level of funding provided to the center is sufficient to support the delivery of high quality training to a best practice standard
3. Actual expenditure against budget is adequately monitored and sufficient controls are in place to identify and address shortfalls/variances

### Indicators

1. Roles and responsibilities within the financial management system are clearly defined and communicated
  - A structured approach is adopted to financial planning within the center and the budgeting periods are defined. ie. annual, quarterly and monthly
  - Center Director and Hotel & Tourism Supervisor are clear on their individual responsibilities for financial management
  - In conjunction with the annual plan, clear budgeting & control procedures are in place to manage the Centre's financial resources
  - The budgeting process is inclusive and based on need identification as the first step
2. The overall level of funding provided to the center is sufficient to support the delivery of high quality training to a best practice standard
  - Supervisor prepares individual annual budget requirements for delivering food production, food service and housekeeping training
  - Center director & supervisor define the overall resource requirements for the coming year as part of the annual plan
  - VTC reviews annual plan and budget request and determines an appropriate level of funding
  - Mechanisms are explored to secure private sector support to bridge any funding gaps

3. Actual expenditure against budget is adequately monitored and sufficient controls are in place to identify and address shortfalls/variances
  - Comprehensive financial reporting procedures are in place, producing accurate and up to date information to support decision making
  - All required financial statements are produced annually/monthly/weekly, as required.
  - Appropriate operating and financial ratios/indicators are identified to measure and track center financial performance.
  - Individual center performance in key areas is benchmarked against other VTC's

5.1.3 Resource Provision & Allocation

The issue of how resources are provided and allocated within the centers will play an important role in supporting the delivery of high quality training. The previous section of the manual explored how the overall level of financial resources to support hotel and tourism training is agreed. This section focuses upon how resources are provided to each discipline; food production, food service and housekeeping from the hotel & tourism budget. It is important that each discipline is adequately resourced and responsibility for this area will be placed with the hotel & tourism supervisor, working in conjunction with the center director.

The nature of resources required will vary for each discipline, but can be generally grouped as:

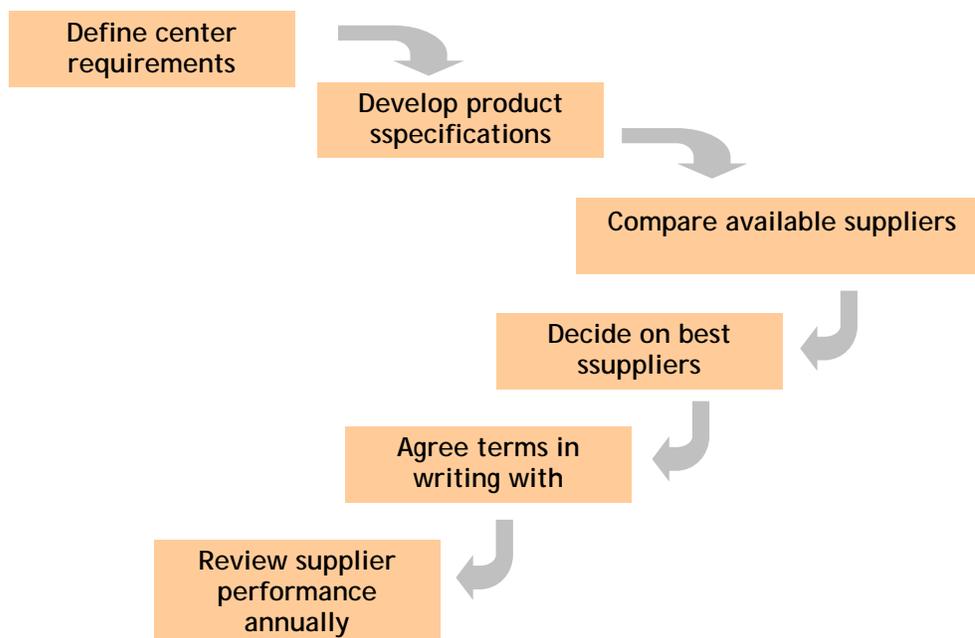
- Small equipment (Large equipment should be treated s capital expenditure)
- Training Tools & Resources
- Linen etc
- Uniforms
- Food Stuffs
- Cleaning Products

From an operational perspective, the hotel & tourism supervisor should assume responsibility for the purchasing and allocation of the necessary resources. This will involve the overseeing the following elements of the process:

- Purchasing
- Receiving/Storing
- Issuing

*Purchasing*

Although much of the purchasing within the VTC is centralized, there are a range of items purchased from local suppliers. It is important from a quality, hygiene and safety perspective that relationships with all suppliers are formalized. The process to achieve this is depicted below.



The hotel & tourism supervisor should work with instructors to define the most regular items that need to be purchased within each discipline. From that, they should define specifications which broadly describe the products required in terms of quantity, quality, and delivery terms. Local suppliers should be requested to provide quotes and the most suitable supplier chosen, based on their quotation in relation to the defined criteria. Once a supplier is selected, the relationship should be formalized through a written contract and performance of the supplier reviewed once a year. Stock levels within the center should be kept to a minimum.

#### *Receiving/Storing*

All goods delivered to the center, particularly food, should be checked for quality upon delivery. Any substandard items should not be accepted and be returned. Designated storage areas should be provided for particular items and these areas must be maintained in good condition at all times. Food storage must adhere to relevant food hygiene requirements.

#### *Issuing*

Access to storage areas should be strictly controlled and overall responsibility for issuing items should be retained by the hotel & tourism supervisor. A basic requisition system should be introduced which requires the instructor to submit a requisition request to the supervisor prior to removing the items from storage.

This system for purchasing and allocating resource items may seem like a complicated process for a training center, but it is intended to ensure that all products used in the center, particularly food items, are of good quality and safe for use. It is also designed to ensure that resources are protected and that pilferage is eliminated. These are basic control procedures used in any operation and they should be introduced into the center.

The effective provision and allocation of resources will require close coordination between the instructors and the hotel & tourism supervisor. For example, the food production instructor must define their training menus in advance and liaise with the supervisor to ensure that the necessary quantity and quality of items are available on the day and at the time required. An ad hoc approach to resource provision and allocation is not acceptable in a model center.

Best practice requirements in this area are summarized below:

### 5.1.3 Resource Allocation

#### Objective

*Appropriate resources are allocated to support excellence in hotel & tourism training*

#### Best Practice Criteria

1. Hotel & tourism supervisor liaises with center director to ensure sufficient resources are provided to support hotel & tourism training
2. Effective inventory control procedures are in place to maximize the utilization of resources provided

#### Indicator

1. **Hotel & tourism supervisor liaises with center director to ensure sufficient resources are provided to support hotel & tourism training**
  - Hotel & Tourism supervisor retains overall responsibility for resource provision and allocation for hotel & tourism training within the center
  - Supervisor plans resource requirements in conjunction with instructors on a weekly basis
2. **Effective inventory control procedures are in place to maximize the utilization of resources provided**
  - Clearly defined purchasing policies and procedures are implemented
  - Contractual agreements are in place with all local suppliers used directly by the center
  - All deliveries are inspected for quality and independently counted, measured, or weighed as appropriate
  - Designated storage areas are allocated for different items and hygiene and safety requirements are adhered to
  - Access to storerooms is restricted and the issuing of stock takes place in accordance with defined procedures
  - Regular stock taking is undertaken and any variances analyzed, causes identified and rectified

5.1.4 Performance Measurement

Performance measurement makes an important contribution to the achievement of the center’s goals and objectives through the analysis of actual performance against expected or budgeted outcomes. At its simplest level, performance measurement seeks to answer some basic questions:

- What was the result, as opposed to what was expected?
- Why did the result occur?
- Are we happy with the result?
- If yes, how can we make it even better?
- If no, what are we going to do about it?

The nature of the performance measures used in the center will depend upon what areas the center director and the team feel will be important to help them manage operations more effectively. However, measures should not be limited solely to financial metrics and non-financial measures should also be considered. The number of students will of course be an important non-financial measure, but there are others that can be selected. The goal of performance measurement is to provide as wide a perspective of center operations as possible. At least one measure should be established for each section of the annual plan. Measures could include:

Performance	Measures/Sources of information
Financial	Expenditure/Cost budgets Wage costs
Quality	Hygiene & safety measures Industry Feedback Employee Feedback
Resource Utilization	Productivity - Ratio of students per instructor Energy Efficiency Food Cost
Training	Number of students Assessment/test results Students gaining full time employment
Human Resources	Number of training days per year per employee Employee feedback or survey results Appraisal results

Whatever the measures selected, it is important that an agreed approach is taken for all VTC’s, so that comparisons in performance can be made between the centers in the future. This approach should be agreed by the center directors and the coordinator, center management and resources within the VTC.

The process of performance measurement begins with agreement on the measures to be used and the intervals when the measurement will be analyzed ie. weekly, monthly, yearly etc. Then it is necessary to put systems in place to capture the required data. Following this, the data must be analyzed at the agreed intervals and appropriate action taken depending upon the result. It is also important to benchmark center performance against other VTC’s as mentioned above, and indeed over the longer

term in comparison to other business types where appropriate. Benchmarking plays an important part in supporting continuous improvement.

The center director and hotel & tourism supervisor must take the lead roles in establishing basic systems for performance measurement. In support of the requirements of *3.1.4 continuous improvement*, *4.1.3 management effectiveness* and *5.1.2 Financial Management* the data generated by the performance measurement system will assist in developing and sustaining a center of excellence for vocational training.

Best practice requirements in this area are summarized below:

### 5.1.4 Performance Measurement

#### Objective

*Agreed measures are in place and used to review centre performance*

#### Best Practice Criteria

1. Key performance measures are determined which assist in identifying center performance in priority areas
2. Defined information systems are used to gather the necessary data to aid decision making
3. Analysis of current performance is used to guide the future direction of the center

#### Indicators

1. **Key performance measures are determined which assist in identifying center performance in priority areas**
  - A range of financial and non financial measures are determined to provide a broad view of center performance
  - A common performance measurement framework is agreed for all centers to facilitate future benchmarking and comparison
  - The measurement intervals are agreed for the key measures defined
2. **Defined information systems are used to gather the necessary data to aid decision making**
  - The necessary procedures and systems are agreed and implemented to capture the required information to facilitate effective performance measurement
  - Greater use of IT is made where possible to simplify the data collection process
3. **Analysis of current performance is used to guide the future direction of the center**
  - Center director and key employees review results at defined intervals
  - Remedial action is agreed and implemented where required
  - In particular, the center ensures that it achieves its targets in relation to student throughputs

## 6.1 Facilities Management

Facilities management is based on the principle that the efficiency of the training center is linked to the physical environment in which it operates and by effectively managing and maintaining the facilities, this can lead to improved performance in the center. Facilities management is a broad term, which includes a wide range of activities involved in the effective management of the physical structure and assets in the center. It involves the total management of all services that support the core operation of the center.

### Design & Maintenance

The existence of a comprehensive facilities management system assists in identifying potential problems with maintenance before they result in breakdown or even temporary shutdown of buildings. The aim of facilities management is not just to optimize running costs, but to raise the efficiency and suitability of the management of space and other related assets within the center, in order that the mission and goals of the center may be achieved at the best combination of efficiency, cost and quality.

The facilities management process begins by ensuring that the design and construction of buildings is of high quality and fit for the intended purpose. Defective premises will incur increased maintenance costs and will have a lower life expectancy. The same principle applies to buying the best equipment for the center and the director and supervisor should ensure that all equipment purchased and used in the center is of high quality and intended for industrial usage.

### *Health & Safety*

In a training center environment, facilities management also incorporates a range of activities in relation to health and safety. For obvious reasons, this is of vital importance given the fact that food is prepared and served in the center, and students are unfamiliar with the potential danger and risks associated with working in the industry. The hotel & tourism supervisor must pay particular attention to this area.

### *Environment Management*

Facilities management also seeks to examine ways in which the operation of the center can be managed in a way that minimizes the negative impacts on the local environment. Waste disposal, energy and water usage should be monitored and controlled to maximize efficiency. Not only can this protect the environment but it can also lead to significant cost savings over time.

### *Information Technology*

Finally, the utilization of IT within the center, both as a management resource and for student training should be maximized and facilities management seeks to achieve this goal.

This section of the manual explores these issues in greater detail and highlights best practice principles in each key area.

### 6.1.1 Maintenance Management

The provision of premises and equipment for a vocational training center represents a significant investment and these resources must be managed and maintained to maximise the return on this capital expenditure. This is achieved through structured and effective maintenance systems which generally incorporates the following elements:

- A maintenance programme for planning and managing all routine facilities maintenance
- Preventative maintenance activities, focusing on key equipment
- Identification of back-up arrangements to cover breakdowns
- A programme of routine maintenance checks

Maintenance can be categorized as

- Autonomous Maintenance
- Unscheduled maintenance
- Scheduled maintenance

Once in place, premises and equipment must be continuously managed and maintained to ensure a positive return on investment. An important element here is to prepare a list, or register, of all fixed assets and equipment within the center to ensure that all items can be monitored over time and service records maintained. The key types of maintenance likely to be encountered at the center include:

#### *Autonomous Maintenance*

Not all maintenance needs to be undertaken by qualified or experienced personnel. There are a number of simple, but very cost effective maintenance routines that can be undertaken by employees. This is known as autonomous maintenance. The important issue here is to ensure that employees do not put themselves in danger whilst conducting autonomous maintenance and only minor, non specialized tasks are tackled.

#### *Unscheduled Maintenance*

In all operations, unexpected breakdowns will occur and it is important that arrangements are in place to respond promptly to such instances. Maintenance employees within the center must be trained to repair key pieces of equipment where appropriate, or alternatively, external contractors must be available to complete the work. It is unacceptable in a center of excellence to allow broken or defective equipment to remain out of commission for long periods.

#### *Scheduled Maintenance*

An important best practice principle in relation to facilities management is the concept of preventative maintenance. Rather than waiting for equipment to break down, it is essential to conduct regular servicing of equipment at designated intervals to prevent problems before they arise.

It is the responsibility of the center director, in conjunction with the hotel & tourism supervisor to introduce a maintenance program which addresses the issues described above. A basic record keeping system will also be required, for the asset register and to support the maintenance program. The program should also include a reporting system, so that maintenance problems can be brought to the attention of the center director/hotel & tourism supervisor in a structured way by instructors. To facilitate this, it is the responsibility of each instructor to conduct general maintenance checks on a daily basis and to notify problems to the center director by the agreed mechanism. This is common practice in industry and again the center must adopt these principles.

Best practice requirements in this area are summarized below:

### 6.1.1 Maintenance Management

#### Objective

*Systems are developed and followed to protect and maintain the assets within the Centre*

#### Best Practice Criteria

1. A comprehensive register of assets is maintained at the Center and regularly updated and includes details such as; asset description, cost, location, reference number etc
2. Premises and equipment are closely monitored and maintained
3. A comprehensive maintenance programme is established and appropriately resourced to ensure that defective or broken equipment is promptly repaired
4. All areas of the Center are maintained to a high standard, which is reflective of the industry it serves and the centre projects a positive image overall by its maintenance & appearance

#### Indicators

1. **A comprehensive register of assets is maintained at the Center and regularly updated**
  - Asset register includes details such as; asset description, cost, location, reference number, depreciation and current market value
  - Asset register is regularly reviewed to identify obsolete or underused assets
2. **Premises and equipment are closely monitored and maintained**
  - Premises and equipment are continuously monitored against misuse, theft, poor performance or maintenance problems
  - A regular inspection of all center equipment is conducted
  - Premises and equipment at the center receive regular preventative and planned maintenance
  - Maintenance contracts are in place for all major equipment items
3. **A comprehensive maintenance programme is established and appropriately resourced to ensure that defective or broken equipment is promptly repaired**
  - Responsibilities for the maintenance function have been clearly defined within the center
  - Maintenance employees in the center are fully qualified and are competent in completing all relevant tasks
  - Service agreements are in place with all external maintenance contractors and all contractors meet the required standards
  - Preventative, planned, routine and emergency maintenance is carried out effectively
  - Appropriate maintenance records are maintained in the center

4. All areas of the Center are maintained to a high standard which is reflective of the industry it serves and the centre projects a positive image overall by its maintenance & appearance
  - A defined system exists for the reporting of routine maintenance problems and is adhered to by all center employees
  - Work is planned, scheduled, conducted and recorded, where appropriate
  - Planned and preventative maintenance is carried out on:
    - Exterior areas
    - Interior areas
    - Heating and ventilation systems
    - Electrical systems
    - Plumbing systems
    - Electrical and gas equipment
  - Emergency maintenance problems are dealt with promptly

## 6.1.2 Hygiene & Safety Management

Hygiene and safety are of paramount importance in a vocational training center. Not only must the standards in these areas be high, but they must serve as a model to industry. This places significant pressure on the center director, supervisor and instructors to develop and implement the necessary measures to ensure a safe and hygienic environment within the center, at all times. In particular, any operation which deals with food preparation and service poses significant health risks and these dangers must be identified and action taken to ensure they are minimized or eradicated.

### Food Hygiene & Safety

An internationally recognized model for managing food hygiene and safety is the Hazard Analysis and Critical Control Point (HACCP) approach and it is recommended that the principles of this model are applied in the center. In larger operations, the HACCP system can be quite complex, but a more simplified approach is relevant in the context of a VTC. HACCP builds safety into each step of the food process and is designed to do the following:

HACCP
Look at the operations from start to finish
Decide where hazards could occur
Put in controls and monitor them
Document and keep records
Review on an ongoing basis

The system is widely used in the food production and service industry due to the growing awareness of the need to prevent food poisoning outbreaks and to improve food safety standards. As part of implementing HACCP, basic food hygiene conditions and practices must be in place within the center, including:

#### *Cleaning and Sanitation*

A routine cleaning programme is essential within the training center and cleaning duties should form part of student schedules every day, as it would in industry. Opening and closing duties in each discipline should include full cleaning of the training area and in the kitchen environment, the principles of "cleaning as you go" must be instilled in students, through training by the instructor. Cleaning is an important operation and all employees and students within the center must treat it as such. In addition, any cleaning equipment, materials or agents used in the center must be 'fit for purpose' and appropriate training on their use provided for students by instructors.

#### *Maintenance*

As described under maintenance management, effective maintenance is essential within the center. From a hygiene perspective, poor maintenance can create areas which harbor germs and pose a potential hygiene risk and this should be prevented. Equally, poor maintenance can also raise significant safety concerns and center management and instructors must not allow potential hazards arising from poor maintenance to put student safety at risk.

### *Personal Hygiene*

Personal cleanliness and good health are essential requirements for hospitality professionals and the principles of good personal hygiene must form a significant part of all training given. Students, and indeed instructors, who do not meet the required standards, must be addressed by the hotel & tourism supervisor or the center director as it is ultimately their responsibility to develop good personal hygiene practices in the employees and students. In addition, smoking, gum chewing or spitting should be banned inside the center.

### *Pest Control*

Pests carry diseases which can be transmitted through food. Every effort must be made within the center to exclude rodents, insects, birds and domestic animals from, in and around the premises. To prevent the establishment of sites for the breeding and nesting of pests, center premises must be properly constructed and maintained in a clean condition at all times.

### *Plant and Equipment*

Plant and equipment must be easy to clean and this necessitates that all parts of the plant and equipment used in the center, unless properly sealed, must be accessible for cleaning. This requirement is in addition to the necessity for plant and equipment to be properly installed, safe to use and suitable for the purpose for which it is used.

### *Premises and Structure*

A well designed and properly appointed training center is an essential prerequisite for a good hygiene regime. Center management must identify and address problems in relation to their premises and request a capital expenditure allocation to resolve any problems.

### *Services*

Services such as lighting, ventilation and storage facilities will all make an important contribution to hygiene in the center. Adequate lighting must be provided in all training and operational areas and ventilation systems must ensure regular air changes within food production and service areas. Storage facilities must be well designed and contribute to the safe storage of food items. To prevent contamination, and to obtain the maximum shelf life of perishable foods, it is necessary that all food deliveries be inspected and immediately transferred to a suitable store. Stock levels within the center should be kept to a minimum.

### *Waste Management*

All refuse and waste items should be placed in secure bins within the training center, which are then removed to an external waste disposal area on a daily basis. External bins must be covered and inaccessible to animals, pests etc.

### *Zoning*

Zoning refers to the physical separation of activities to prevent potential food contamination and primarily relates to the food production and storage areas. Sections within the food production area in the center should be designated for specific activities, for example:

- Preparation of raw food for cooking e.g. meat, poultry, fish & vegetables
- Preparation of raw food for consumption e.g. salads.
- Cooking, roasting and baking.
- Portioning, slicing and plating of food/Wash up.

## Training

Training in hygiene is essential for all center employees and students. All center employees, at all levels must be aware of the potential risks to public health and how to prevent them. This can only be achieved through regular training.

Broadly, these areas explored above refer to the basic standards that should be in place within the center, from how the center is cleaned and maintained to how food preparation and storage areas are segregated to prevent cross contamination of raw and cooked foods.

## Hygiene Management

Within the center, the hotel & tourism supervisor along with the instructors should take ownership of hygiene and safety issues forming a hygiene and safety committee (or using the existing continuous improvement committee) to monitor the implementation of the HACCP principles. The role of this committee will be to:

### 1. Identify the Hazards

The first step taken by the committee should be to develop a hygiene policy for the center. This should simply summarize what their goals are in relation to hygiene. In practice, the hygiene policy should address:

- A definition of the standards of hygiene to be achieved
- Roles and responsibilities
- Priority areas to be addressed

The hygiene and safety committee should conduct an audit of the center against the headings covered earlier to determine where current and potential problems and hazards lie. *For example, a sample of a potential hazard is the storage of food. The team should identify current procedures in this area and identify the risks and introduce measures to counteract the dangers.*

### 2. Introduce Controls

Based upon the findings of their audit, the committee should introduce practices and procedures to address the potential risks identified. The work completed here can also form part of the efforts in developing SOP's.

### 3. Maintain Appropriate Records

The committee should maintain appropriate records to support the implementation of the hygiene system which could include cleaning schedules, temperature checks and hygiene assessments.

### 4. Review the system

As part of ongoing efforts at continuous improvement, the measures implemented should be regularly reviewed and improved where appropriate.

The information provided above provides a brief summary of the requirements for an effective hygiene management system within the center. The center director and supervisor must build on these points to ensure that the center represents a model of excellence in this regard. Poor hygiene is unacceptable in a center of excellence.

## Safety Management

In addition to hygiene, safety within the training center is critically important, particularly as inexperienced students are often working with potentially dangerous equipment. The hygiene and safety(continuous improvement) committee must also strive to create a safe working environment for employees and students at the center, beginning with the preparation of a safety policy and conducting a comprehensive safety audit to identify risks. Based on the outcomes of the audit, the committee should organize to put in place appropriate safety measures supported by regular training. Again, standards of performance should be developed for the key areas. Some of the areas to be addressed in safety management will include:

### *1. General working environment*

The safety audit conducted by the committee must examine all potential risks within the center and define measures and controls to eradicate the risks. In particular, prevention of falls, dealing with general health problems and sickness and using cleaning agents and detergents are examples of the issues to be addressed. Once again, the importance of maintaining premises and equipment cannot be over emphasized. In addition, First aid training should be provided for key employees to ensure that prompt and appropriate action can be taken when accidents do occur.

### *2. Fire Safety*

A comprehensive fire safety program must be developed within the center. This will include a range of measures including; fire prevention, first fighting, and evacuation. Fire drills should be conducted at least twice every year and full training given to all employees and students on fire safety.

### *3. Working with Electricity/Machinery*

All electrical and mechanical equipment must be safe for use in the center and sockets, plugs etc in good working order. Again effective maintenance plays an important role here. Students should never operate electrical or mechanical equipment without prior training and they should be continuously supervised during use.

### *4. Manual handling*

Lifting and carrying items may seem unimportant, but there are many potential risks. Correct procedures have been developed for lifting and carrying at work and standard operating procedures should be developed in this area, with appropriate training given to employees and students.

The information provided here is by no means exhaustive, but it is intended to serve as a guide to the action required. Hygiene and safety is a priority area and must be treated as such by everyone at the center.

Best practice requirements in this area are summarized below:

## 6.1.2 Hygiene & Safety Management

### Objective

*A systematic approach is adopted to Hygiene & Safety management at the center*

### Best Practice Criteria

1. A comprehensive approach to Hygiene and Safety Management is adopted at the center
2. A comprehensive hygiene management system (HACCP or derivative) is implemented within the center. The system is regularly audited for compliance
3. Center management, employees and students possess a good knowledge of all relevant hygiene regulations and practices
4. Operational hygiene procedures are clearly defined and adhered to
5. A comprehensive safety management system is implemented within the center. The system is regularly audited for compliance
6. Safety management is a priority at the center and defined safety measures are in place, with adequate safety notices placed in critical areas
7. Fire safety and evacuation procedures are established and monitored

### Indicators

#### General

1. **A comprehensive approach to Hygiene and Safety Management is adopted at the center**
  - A Hygiene and safety committee is established to address the range of issues in this area
  - Hygiene and safety policies for the center have been developed, which set out the hygiene and safety standards to be achieved
  - Comprehensive hygiene and safety audits are conducted to define potential risks
  - A structured approach is taken to implementing the range of measures necessary to provide a safe and hygienic environment at the center
  - Individual responsibilities for hygiene and safety management have been defined
  - Standards of performance have been developed for all activities that impact on hygiene and safety and are adhered to at all times
  - First aid training is provided for all relevant employees at the center

## Hygiene Management

2. **A comprehensive hygiene management system (HACCP or derivative) is implemented within the center. The system is regularly audited for compliance**
  - Potential food safety hazards are identified and eradicated
  - Food safety measures are implemented and monitoring procedures are established
  - Center management ensures that all relevant food safety standards are adhered to
  - The design and layout of center premises and equipment facilitates effective food safety management
  - Regular Hygiene audits are conducted and action taken to address areas for improvement
  - Appropriate records are maintained to support the hygiene management system
  
3. **Center management, employees and students possess a good knowledge of all relevant hygiene regulations and practices**
  - All management, instructors and students receive regular training in hygiene
  - Personal hygiene and appearance are given high priority within the center, and are of an industry standard
  
4. **Operational hygiene procedures are clearly defined and adhered to**
  - Daily, weekly and deep cleaning schedules for all areas are drawn up, displayed and adhered to
  - Employees and students at the center are trained in cleaning methods and ensure that cleaning is carried out to the required standard and in accordance with the schedules
  - Instructors monitor cleaning standards on a daily basis and non-conformances to cleaning standards are addressed
  - Potential food safety hazards associated with cleaning have been identified and prevented
  - Effective pest control measures are in place at the center
  - Waste disposal procedures minimize the risks to food safety
  - Student changing facilities are of good quality and well presented at all times

## Safety Mangement

5. **A comprehensive safety management system is implemented within the center. The system is regularly audited for compliance**
  - Potential safety hazards are identified and eradicated
  - Safety measures are implemented throughout the center to address the risks identified
  - Center management ensures that all relevant safety standards are adhered to
  - The design and layout of center premises facilitates effective safety management.
  - Regular safety audits are conducted and action taken to address areas for improvement
  - Appropriate records are maintained to support the safety management system
  
6. **Safety management is a priority at the center and defined safety measures are in place, with adequate safety notices placed in critical areas**
  - Effective maintenance contributes to the development of a safe working environment
  - Safety notices are displayed in correct locations and are clearly visible to employees and students, as appropriate
  - Protective clothing and equipment is provided and worn by employees and students, where appropriate
  - Appropriate training is given and the necessary measures are in place to ensure employee and student safety, when working with electrical equipment
  - Students are closely monitored and controlled when using dangerous electrical/mechanical equipment
  - Training is provided to employees and students in manual handling techniques
  - Measures are in place to prevent falls throughout the center
  - Dangerous cleaning agents, chemicals and other substances are always stored and used safely
  - Exterior areas around the center are kept secure and safe at all times
  - Interior areas of the center are free from safety hazards at all times
  
7. **Fire safety and evacuation procedures are established and monitored**
  - Regular fire hazard analysis is conducted and action taken to prevent risks
  - Center management, employees and students are fully aware of their duties and responsibilities under Fire Safety regulations
  - Fire prevention measures have been identified and fire precautions are implemented
  - Fire evacuation drills are held at least twice yearly in the center and results assessed, with improvements made, where necessary.
  - Fire extinguishing equipment is in the correct position, regularly serviced and students and employees trained in their use
  - Fire exits are clearly marked and never blocked

### 6.1.3 Environment Management

Environment management may seem unimportant in a vocational training center, but it can have a significant impact on center operating costs over the long term. For example, simple measures, such as the utilization of energy efficient light bulbs have been shown to contribute to significant cost savings in many organizations. In addition, the protection of the environment should be everyone's concern and center management should make a contribution to this effort - albeit in a limited way.

An ideal way to approach this issue is to involve all employees and students in the process and it can also be incorporated into student learning activities through project work and practical exercises. In addition, the establishment of an environmental team ( or using the continuous improvement team) would assist in managing the process but, as with all matters, the process must be led and managed by the center director and the hotel & tourism supervisor.

The first step is to prepare a basic environmental policy which will define what the center hopes to achieve in this area. Some of the goals of the center should include:

- To reduce waste that results from center operations
- To increase energy efficiency
- To minimize water usage
- To educate students in the importance of sound environmental practices
- To reduce overall operating costs for the center over the long term

In particular, environment management within the center should focus on the following areas:

#### *Waste Reduction*

Many organizations in the food production sector have introduced measures to separate vegetable and other waste, which can then be used for developing organic compost for use in agriculture. The potential to apply these principles in the center should be explored. Apart from such innovative approaches, the center should examine basic waste control measures, such as opening the restaurant to students, employees or the general public, so that food prepared in training can be sold for a small fee rather than discarded. Training itself, if conducted correctly, can also lead to waste reduction as students with the correct technical skills will naturally waste less in the preparation of food. Individually, these measures may seem insignificant, but collectively over a year they can make a noticeable difference.

#### *Energy Efficiencies*

The energy costs associated with running the center can be quite significant and every effort must be made to reduce costs in this regard. Again the measures taken do not have to be major, but simple actions can have a collective impact over time. This should start with such basic activities such as switching off lighting in areas that are not in use or more effective use of electrical equipment such as fridges by consolidating goods stored into one fridge, rather than running three half empty. (Hygiene requirements for separate storage of food item should not be overlooked however).

#### *Water Consumption*

Water is an important and often scarce commodity in Jordan and the center must make every effort to reduce its water consumption through the introduction of basic controls.

Best practice requirements in the area of environment management are summarized below.

### 6.1.3 Environment Management

#### Objective

*Environment management is given high priority within the center*

#### Best Practice Criteria

1. A strong commitment to environmental management is shown at all levels within the center
2. An implementation plan is introduced to achieve the goals of the environmental management system
3. Environment management system is regularly reviewed and improved

#### Indicators

1. **A strong commitment to environmental management is shown at all levels within the center**
  - Commitment of senior management and instructors within the center is secured and environmental management is part of the overall strategic goals for the center
  - An environmental policy has been developed outlining the center's approach to environment management
  - Individual roles and responsibilities are defined for improving the management and use of waste, energy and water within the center
  - A detailed assessment of current environmental management performance is undertaken throughout the center and areas for improvement identified
  - An environmental management system is developed and measures to be adopted are defined and measurable targets established for each
  - Monitoring and control mechanisms are established for measuring progress in waste reduction, energy efficiency and water usage
2. **An implementation plan is introduced to achieve the goals of the environmental management system**
  - Waste management procedures have been defined which seek to minimize waste and maximize the use of recycling
  - Energy costs are measured and action is taken to reduce these costs over time
  - Current water usage at the center is established and targets set to reduce consumption in the future
  - Employees and students are encouraged to participate in efforts

3. Environment management system is regularly reviewed and improved

- Internal review procedures ensure that progress is continuously monitored against targets
- Center director and key employees regularly review progress and changes/improvements made where required

6.1.4 Information Technology

Information technology (IT) provides significant opportunities for center management to improve effectiveness across a range of functions including; communication, finance and operations. IT has the potential to revolutionize center operations in the longer term and the extension of IT usage within the center should form part of all continuous improvement efforts. The availability and usage of IT resources within the VTC’s must be examined from two perspectives. From one point of view, it will be important to examine how IT can be used more effectively as a management tool to facilitate the smooth operation of the centers. From another viewpoint, it is essential that students receive IT training as part of their programs, which will prepare them for what they will experience in industry.

The goals of extending IT usage within the center should focus on:

Management Effectiveness	Student Development
<ul style="list-style-type: none"> <li>▪ Improve internal and external communication</li> <li>▪ Increase innovation in center management</li> <li>▪ Increase management and operational efficiency</li> <li>▪ Improve administration and record keeping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing students with basic IT skills in common office applications                             <ul style="list-style-type: none"> <li>▪ Introducing students to IT systems widely used in industry</li> </ul> </li> </ul>

*Management Effectiveness*

The center director (with support from the VTC) should conduct a full review of current IT usage within the center, with a view to expanding its use and broadening the scope of activities which are supported by IT. The focus of this review should seek to address a range of questions, including:

- What processes/activities within the center are currently computerized?
- How effective are current IT systems?
- What additional processes/activities could be computerized?
- Can existing IT resources achieve this?
- What will the potential costs be?
- Will training be required to support this?

*Student Development*

It is essential that students receive structured training in the area of IT. The revised programs will include an IT component, but it is the responsibility of the center director and the hotel & tourism supervisor to ensure that this training is actually delivered. An important step in this process is to provide an instructor who has the necessary competences in the area of IT training. Center management should also discuss with industry representatives the potential for students to visit local hotels to see specific hotel systems in use.

Best practice requirements in the area of Information Technology are summarized below:

#### 6.1.4 Information Technology

##### *Objective*

*Sufficient IT resources are available to support effective centre management and student development*

##### Best Practice Criteria

1. Management effectiveness within the center is enhanced by the widespread use of IT resources
2. Students are provided with opportunities to develop their IT skills during their training program

##### Indicators

1. Management effectiveness within the center is enhanced by the widespread use of IT resources
  - An IT audit is conducted within the center to identify the effectiveness of current IT utilization
  - Key processes/activities are computerized where possible
  - Available IT resources are sufficient to facilitate the effective running of the center
2. Students are provided with opportunities to develop their IT skills during their training program
  - IT facilities within the center are sufficient to provide students with high quality training in this area
  - IT training forms part of all programs and IT instructors have the necessary qualifications and competences
  - IT training packages used in the center are relevant to those available in industry
  - Visits to local hotels are arranged to enable students to see IT applications in use

## 7.1 Program Design & Delivery

At the core of any educational institution are the programs offered to students. This is equally true in the context of VTC's and programs must always be designed which meet both the needs of employers and students. Added to this is the need to ensure that programs are delivered in a professional and competent manner so that the desired learning outcomes are achieved and students leave the center ready to make a positive contribution to their future employers. The new programs to be introduced at the center have been developed with input from industry representatives and as such will meet their needs. It will be the role of center management to ensure that program delivery meets the standards expected. This section of the manual addresses a range of issues in the area of program design and delivery.

### 7.1.1 Curriculum & Program Development

The guiding principles in curriculum and program development are that programs should be; developed in conjunction with industry stakeholders, linked to the national qualifications framework and developed within input from curriculum design experts. The immediate focus within the centers should be to ensure the effective implementation of the revised programs, which have been designed under the guiding principles mentioned.

In the longer term, these programs should be subject to evaluation and review to ensure that they continue to meet the needs of industry. The evaluation and review process should involve the collection, compilation and analysis of data from student surveys, employer feedback and monitoring international trends. The mechanisms for generating feedback described in *3.1.3 Stakeholder Involvement* and *4.1.1 Organization Structure* will assist in gathering the necessary feedback to support such evaluations.

Although the short term focus within the centers should be on delivering the revised national programs, this does not prevent center directors from developing and delivering specific programs to meet local industry needs, when the demand arises and the resources are available within the center. However, a structured approach must be adopted to the development of such programs, which incorporates best practice in learning design and ensures that both the needs of the employer and the student are addressed. As such, new programs should not be introduced without input from learning experts and any ad hoc development of programs is not acceptable. The center director/hotel & tourism supervisor should liaise with employers to identify needs, but must then seek input from program design specialists either from within the VTC, or externally to develop the program model. The development of any short term programs must have the following objectives in mind and programs should:

- Be linked in a tangible manner to existing national qualifications frameworks
- Provide students with a recognized and transferable qualification
- Follow a defined curriculum, which addresses a range of specific job-related competences, which are designed to help students integrate into the work force
- Include generic competences, such as hospitality skills and personal development to increase student professionalism and confidence

The introduction of any new program developed should begin on a pilot basis. Upon completion of the pilot program, an evaluation process should be initiated which generates feedback from employers, students and instructors to ensure that the program design is effective. Based upon this evaluation the program should then be revised/enhanced where appropriate prior to full implementation.

Best practice requirements in the area of curriculum & program development are summarized below:

### 7.1.1 Curriculum & Program Development

#### Objective

*A systematic approach to program and curriculum development is adopted, which addresses stakeholder needs*

#### Best Practice Criteria

1. The medium term focus within the center should be on implementing the revised national programs to high a standard
2. The design and implementation of any future programs in the center should be structured and adhere to best practice learning principles

#### Indicators

1. **The medium term focus within the center should be on implementing the revised national programs to a high standard**
  - Center management must ensure that the new programs are implemented to a high standard
  - Quality assurance mechanisms must be introduced to ensure the consistent and effective implementation of the new programs
  - In the longer term, evaluation of the new programs should take place to ensure they continue to meet employer and student needs
2. **The design and implementation of any future programs in the center should be structured and adhere to best practice learning principles**
  - Curricula and Programs are only developed within the context of the national qualifications framework
  - Structured mechanisms are used to generate stakeholder involvement in program and curricula development (Senior Industry Steering Committee and Training Committee)
  - Expertise in learning design is utilized when developing new program and curricula
  - The curricula developed also reflects and responds to the needs of students and focuses upon enhancing their employability
  - Programs have clearly defined objectives and learning outcomes and are piloted prior to launch
  - Appropriate language, IT skills and hospitality are incorporated into all programs

### 7.1.2 Planning & Organizing Training

Effective planning and organization will play an important role in the success of the center, as was mentioned previously, and should occur at a number of levels. It has already been emphasized that annual planning is an important feature, but the focus here is on operational planning to ensure that training is structured and organized. The hotel & tourism supervisor and the instructors must take the same approach to operational planning as would be undertaken in a hotel environment. Planning ahead for the following weeks training activities is vital, to ensure the correct balance between practical and theoretical training is achieved and this must be managed by the supervisor.

As part of this approach to operational planning, class schedules and activities must be planned and organized. The revised programs, whereby students move between the three disciplines during their training at the center, will necessitate a planned and organized approach to the provision of training. It will be the role of the hotel and tourism supervisor, working with the instructors, to ensure that a coordinated approach is also taken to class scheduling. There are a number of important issues to be addressed here, including:

*A structured approach is adopted to the provision of training within each discipline*

An important area to be addressed is to ensure that the training offered in each discipline adheres to the defined curriculum and involves the consistent use of lesson plans by instructors. It will be the instructors' responsibility to structure their classes according to the needs outlined in the curriculum and to follow the lesson plans provided. Each instructor must plan and organize their approach to meet the defined learning outcomes and it is the responsibility of the supervisor to make sure this happens on a consistent basis.

*A coordinated approach is implemented between the disciplines*

Another important feature of the new programs is to ensure that there is strong coordination of learning between the disciplines. Class schedules must be determined between the supervisor and the instructors to ensure that students have a full learning day, every day. Unscheduled periods of inactivity for students are unacceptable under the model center approach.

In addition, there must be linking of the content covered between the three disciplines to ensure the pace and content of learning is synchronized. As the students will cover all three disciplines during their time in the center, rotation of students will occur every two months or so and this must be managed in an organized and structured manner. In particular, there must be close cooperation between the food production and food service instructors to ensure that they are aware of the content covered in each area and that there is synchronization of learning between the two disciplines. The reason for this should become clear when reading the requirements under *9.1.3 Learning Environment*.

To achieve the required planned approach, the hotel & tourism supervisor must work closely with the instructors prior to the introduction of the new programs to plan schedules and learning activities. On an ongoing basis, the supervisor should hold daily briefings and weekly meetings with the instructors to plan ahead. In particular, instructors should know in advance their requirements for the following week, in terms of resources and produce, so that these items can be provided on time and in sufficient quantities when required.

These areas outlined above clearly indicate that a high degree of planning and organization will be required to meet the demands of the new program format and the best practice requirements in this area are summarized below:

## 7.1.2 Planning & Organizing Training

### Objective

*A structured approach is adopted to planning & organizing training at the center*

### Best Practice Criteria

1. Effective operational planning ensures the smooth running of all training activities
2. A structured approach is adopted to the provision of training within each discipline
3. A Coordinated approach is implemented between the disciplines

### Indicators

1. **Effective operational planning ensures the smooth running of all training activities**
  - Hotel & tourism supervisor works closely with the instructors prior to the introduction of the new programs to plan schedules and learning activities
  - The Supervisor holds daily briefings and weekly meetings with the instructors to plan ahead
  - Instructors identify their resource and produce requirements for the following week so that these items can be provided on time and in sufficient quantities when required
  - Class schedules must be determined between the supervisor and the instructors to ensure that students have a full learning day, every day
  - Unscheduled periods of student inactivity are unacceptable
2. **A structured approach is adopted to the provision of training within each discipline**
  - Instructors' should structure their classes according to the needs outlined in the curriculum and they should follow the lesson plans provided
  - Instructors must plan and organize their approach to meet the defined learning outcomes
  - The hotel & tourism supervisor monitors instructor performance in this regard on a continuous basis
3. **A Coordinated approach is implemented between the disciplines**
  - Content covered between the three disciplines is synchronized to ensure the pace and content of learning is related in each, where appropriate
  - Rotation of students between the disciplines occurs in an organized in a structured manner

### 7.1.3 Program Delivery

The success of any vocational training program is heavily dependent upon the capabilities of the instructors. As such, the focus in this area is on the competence of instructors within the center and their ability to provide high quality training for students. The hotel and tourism supervisor within the center is directly responsible for monitoring instructor performance and they must ensure that all instructors operate to a high standard. Instructor competence can be broadly categorized across three dimensions:

- Technical/Industry Skills
- Trainer Skills
- Understanding of Learner Needs

One key responsibility for the supervisor will be to constantly review and assess individual instructor performance. Instructors are at the front line, in terms of improving the quality of vocational training and it is essential that they have the necessary technical and trainer skills to deliver the programs to a high standard. The supervisor should conduct annual appraisals with instructors to review performance and to identify their development needs and arrange the necessary training opportunities. In any case, regular opportunities for personal development should always be provided for all instructors to ensure they remain up to date with recent trends in industry and in training and learning methodologies.

As important as technical and trainer skills are, they alone do not guarantee success as an instructor and there are also a range of personal qualities and attitudes required to excel in the role. Central to the position is a genuine concern for students and a desire to provide support and coaching to help them develop. Without this core personality trait, an instructor cannot be effective. Added to this is the need for instructors to be self-motivated and passionate about creating the right learning environment within the center. Rarely does everything go to plan in a training center and instructors need to be able to overcome any obstacles and barriers that may arise. Therefore, overall attitude is just as important to the role of the instructor as technical and trainer skills and the hotel & tourism supervisor must monitor this aspect of individual performance as well.

Where instructors are lacking in these areas, the hotel & tourism supervisor must initially adopt a supporting and coaching role to help instructors to develop their capabilities. However, in the worst case scenario, when an individual instructor is unwilling, or unable to improve, the supervisor cannot ignore the situation. Of course, they should be given every opportunity to change, but ultimately the situation must be resolved. In such circumstances, the supervisor should liaise with the center director to seek a resolution to the problem. Failing that, it should be brought to the attention of senior management within the VTC. The reality is that underperforming and disinterested instructors cannot be tolerated within the center and the supervisor must address any issues that arise in this regard.

Supervisors should also monitor the delivery of training through periodically sitting in on classes, or by observing practical training sessions. They must ensure that lesson plans are being adhered to and that an effective learning environment is created by the instructor. In this regard, the hotel & tourism supervisor within the center will play an important role in internal quality assurance.

Best practice requirements in this area are summarized below:

<b>7.1.3 Program Delivery</b>	
<b>Objective</b>	
<i>Program delivery is of high quality and enhances the learning environment</i>	
<b>Best Practice Criteria</b>	
<ol style="list-style-type: none"> <li>1. Instructor competence and motivation is excellent, which contributes to the delivery of high quality training</li> <li>2. The delivery of training is structured and consistent and offers a positive learning environment for students</li> </ol>	
<b>Indicators</b>	
<ol style="list-style-type: none"> <li>1. <b>Instructor competence and motivation is excellent, which contributes to the delivery of high quality training</b> <ul style="list-style-type: none"> <li>▪ Instructors have the necessary skills and qualifications to ensure high quality training is delivered and that the learning outcomes are achieved</li> <li>▪ Instructors have an in-depth and up to date knowledge of the hotel &amp; tourism industry</li> <li>▪ Hotel &amp; tourism supervisor continuously reviews instructor capabilities and regular opportunities are provided for instructors to upgrade their skills</li> <li>▪ Underperformance by instructors is not accepted within the center and action is taken to rectify problems that arise in this regard</li> <li>▪ All instructors consistently operate to the required standard</li> </ul> </li> <li>2. <b>The delivery of training is structured and consistent and offers a positive learning environment for students</b> <ul style="list-style-type: none"> <li>▪ Lessons are fully prepared by instructors and students are actively involved throughout each class</li> <li>▪ Program delivery is guided by the use of lesson plans and there is consistency in the delivery of the curricula content</li> <li>▪ Instructors utilize a diverse range of teaching methodologies in the delivery of programs</li> <li>▪ Innovative and creative learning approaches are utilized to increase student motivation and learning</li> </ul> </li> </ol>	

### 7.1.4 Training Tools & Resources

Learning is a complex process and individual learning styles vary dramatically. In a training center, it is not possible to continuously cater to the individual learning styles of each student. However, it is possible to create a learning environment which applies a range of teaching methodologies and utilizes a variety of training tools and resources which appeal to individual needs. Consequently, the quality and availability of the training tools and resources at the center will make an important contribution to the overall quality of training and learning.

Training tools and resources can be loosely classified into two categories:

- *Items that contribute to improved instructor delivery* - including teaching materials, resource books, visual aids and training equipment
- *Items that contribute to improved students learning* - including student textbooks, handouts and exercises

As part of the development of the new programs, a range of tools and resources will be prepared and supplied to the center, to support training and learning. These tools and resources will include materials to support the instructors with the delivery of the programs and materials for the students to enhance learning. The materials supplied will be of high quality and will project a positive image for the center and the programs. In addition, improved training equipment to support the instructors will also be provided. It is important that the resources supplied are put to good use and well maintained within the center and the hotel & tourism supervisor must ensure that this is the case.

However, there will be a additional need within the center to continuously develop new tools and resources to support learning and this will fall within the responsibility of the hotel & tourism supervisor and the instructors. In developing such materials there are some basic steps that should be followed:

- Define the training delivery and support materials required

What is the expected learning outcome?

What tools or resources could contribute to achieving the outcome?

Are they currently available?

- Source the most appropriate tools or resource
  - Where can the resources be sourced/
  - Do they meet the defined need?
  - Are they of high quality?
  - How will they be used during the learning event?
- Incorporate the resources into training programme delivery
  - Did the tool/resource serve as a learning aid?
  - How can it be further utilize or developed?
  - Would this be helpful to my colleagues?

It is vital that whatever tools and resources are developed, that they are of high quality and project a positive image for the program. Poorly designed handouts or badly photocopied exercises add little value in terms of learning and should not be used. To further support learning, efforts should be made to develop the resources available in the center library, so that students have access to up to date and relevant information on the industry. A range of current textbooks, videos, cd roms etc should be made available and instructors should introduce short projects to students to encourage them to use the available resources.

Best practice requirements in this area are summarized below:

### 7.1.4 Training Tools & Resources

#### Objective

*Sufficient, quality training tools and resources are available to support learning*

#### Best Practice Criteria

1. A wide range of tools and resources are available to enhance the training delivery by instructors
2. Adequate training materials are available to students to facilitate the achievement of learning outcomes

#### Indicators

1. **A wide range of tools and resources are available to enhance the training delivery by instructors**
  - Available resources are of high quality, up to date and project a professional image
  - Visual aids are available for use which enhance the learning environment
  - Handouts prepared for students are of good quality and directly related to content covered during the lesson
  - Training equipment is in good working order and suitable for the number of students in the class
2. **Adequate training materials are available to students to facilitate the achievement of learning outcomes**
  - A professional textbook is provided to students which summarizes the key content of the program covered
  - Adequate training support materials are provided to students when required and are of high quality and directly linked to the curricula covered
  - Library access is provided to students and a range of books and other resources is kept up to date and well maintained

## 8.1 Program Assessment & Quality

The quality of the outputs from the center must be high, if the qualifications provided to students are to have credibility within the industry. If the perception of the center among key stakeholders is poor, then the students graduating from programs will not be seen in a positive light. Consequently, the center director and particularly the hotel & tourism supervisor must work closely with the VTC Coordinator, Training and Standards to design and implement a range of measures which guarantee quality outcomes and maintain the credibility of the programs. The necessary measures here will include defining assessment procedures, recording and administration, ensuring effective practical experience for students and an overall quality assurance framework. This section of the manual outlines the key issues in these areas.

### 8.1.1 Assessment Processes

As part of the development of the revised programs, assessment processes and procedures will be defined. Center management must ensure that these agreed processes are applied rigorously and consistently by all instructors. Assessments should be continuous and focus on the practical rather than the theoretical components of learning and the nature of the assessment must ensure individual competence against each required learning outcome. Given the nature of the students, written tests should be kept to a minimum.

An assessment system is already in place within the VTC based upon three levels of competence and this can be adjusted to reflect the new program requirements. The priority with regard to assessments is not necessarily the system used, but rather the mechanisms applied to ensure each individual is actually competent in the application. To facilitate this, the instructors must assess students on an ongoing basis and this will require the instructor to witness each student completing the required tasks. As such, there must be continuous opportunities for students to practice skills learned and this can only be achieved through effective planning and organization by the center management team. The points raised under *9.1.3 Learning Environment* should be considered year to year to help achieve this.

Best Practice requirements in this area are summarized below:

### 8.1.1 Assessment Processes

#### Objective

*Measures are in place to ensure the validity and credibility of training*

#### Best Practice Criteria

1. Rigorous and credible processes are used to measure student attainment and to ensure validity of results
2. Assessments are based upon defined criteria and are conducted by individuals with recognized capabilities in this regard

#### Indicators

1. Rigorous and credible processes are used to measure student attainment and to ensure validity of results
  - Defined assessment processes and procedures are in place and adhered to
  - Supporting records keeping procedures are supplied to facilitate instructors when making assessments
  - Coordinator, Training & Standards serves as the external verifier of all assessment processes
2. Assessments are based upon defined criteria and are conducted by individuals with recognized capabilities in this regard
  - Instructors are competent in the role of assessors
  - Specific criteria for each level of competence are determined against which each assessment is made
  - Continuous opportunities for student practice are available to support accurate assessments of competence
  - Summative assessment are completed at the end of the program prior to certification
  - Hotel & Tourism supervisor monitors the effectiveness of assessments

### 8.1.2 Administration & Record Keeping

To support the professional operation and management of training at the center, appropriate administration and record keeping procedures must be in place. Key considerations here include:

#### *Training & Assessment Records*

A standard approach should be developed to record all activities relating to student training and assessment. Records play an important role in center operations and as such the methods for maintaining them should be agreed and consistently applied. Full utilization of IT should be made to maximise efficiency.

#### *Record Keeping Procedures*

It will be the responsibility of each individual instructor to maintain the agreed records for each student, in the correct format. These records should be maintained up to date and presented legibly so that they can be easily deciphered by others. Designated storage areas should be allocated for storing the relevant records and office areas should be kept clean and tidy. The hotel & tourism supervisor must ensure that all instructors maintain the required records in a professional manner.

#### *Privacy/Confidentiality*

As the records relate to individual students, privacy and confidentiality are important factors. Access to records should be restricted and appropriate security measures put in place to maintain the integrity of the administration system. Students should have access to their own records upon request.

Best practice requirements in the area are summarized below:

### 8.1.2 Administration & Record Keeping

#### Objective

*Administration procedures are implemented which ensure the integrity and accuracy of records*

#### Best Practice Criteria

1. A standard approach to maintaining training records has been defined
2. All necessary records are professionally maintained by the instructors
3. Security and confidentiality of individual student records is maintained

#### Indicators

1. **A standard approach to maintaining training records has been defined**
  - Appropriate record keeping requirements are defined and individual responsibilities allocated
  - Standard procedures for key records are developed and adhered to
  - Information technology is used where possible to simplify record keeping
  - Instructors and relevant employees receive appropriate training and are competent in completing their administrative duties
  - Systems and procedures are regularly reviewed within the center and continuous improvements are made
  - Designated storage areas are agreed and adhered to
  - Records are retained for the required time period
2. **All necessary records are professionally maintained by the instructors**
  - Office areas where records are kept are maintained in a clean and tidy manner at all times
  - Filing procedures are defined and specific locations allocated for student records
  - Student records are accurate and kept up to date
  - Hotel & tourism supervisor regularly monitors performance in this area
3. **Security and confidentiality of individual student records is maintained**
  - Access to all records and files is strictly controlled
  - Filing cabinets and office areas are locked when not in use.
  - Students can have access to their individual records upon request

### 8.1.3 Practical Experience

Practical experience gained through work placements is an important component in vocational training and as such must be managed effectively to ensure that the benefits to students are maximized. The critical danger to avoid is a situation where students are being placed in hotels or restaurants where they receive no training and in reality are used as cheap labour. It is the responsibility of the hotel & tourism supervisor and center director to ensure that all work placements for students are well organized and contribute to the students' overall development. To achieve this, a number of points must be addressed:

#### *Selection of hotels/Restaurants*

To ensure that establishments taking students for work placement from the center are genuinely committed to the goals of vocational training, only businesses who are accredited by the VTC should be in a position to recruit students for placement. Accreditation will take the form of:

- A willingness by the establishment to sign a contract with the VTC agreeing to a range of measures in relation to student placements
- The establishment must have a qualified trainer(s) in place to ensure that training offered during placements is of high quality
- The establishment should agree to adhere to a defined training program for the student, which forms part of their overall program

These basic prerequisites must be adhered to in all cases and unless an establishment is accredited, they should not be allowed to recruit students for placement. The center must not place students in operations where they know that training will be poor, or where the student is likely to be misused.

#### *Student Recruitment*

Although, the term placement is used, there should be a move away from 'placing' students in establishments to a situation where accredited establishments come to the center and hold interviews to select the students. There are a number of benefits to this approach. First, it more closely matches real life and gives students exposure to the recruitment process. Second, it places greater ownership on students to do well during their training program so that they can get selected by a company. Placement should be reserved for students who may not be selected during interviews.

#### *Monitoring of work experience*

Students on work experience must be monitored frequently by their instructors during their time in industry. This important to oversee that the agreed training plan is being followed by the establishment, but also to ensure that students are performing well to the standards expected by the establishment. It is important that as part of these visits the instructors also monitor student performance, to determine if they are achieving the required levels of competence.

Best practice requirements in this area are summarized below:

### 8.1.3 Practical Experience

#### Objective

*Industry placements are effectively managed*

#### Best Practice Criteria

1. Work placements are structured and provide students with relevant and high quality work experience
2. Accredited companies are invited to recruit students for work experience
3. Instructors and supervisors ensure that students are supported appropriately during work placements

#### Indicators

1. **Work placements are structured and provide students with relevant and high quality work experience**
  - Only accredited companies are used for student placements
  - Contracts are signed between the center and accredited companies
  - All accredited companies have a qualified trainer in place
  - Clearly defined training plans are agreed with the accredited establishments and followed for student work experience
2. **Accredited companies select students for work experience placements**
  - Defined arrangements are put in place for company representatives to visit centers to hold interviews with students for placements
  - Students are provided with interview training prior to interviews
  - Students who are not recruited during interviews are assisted with finding work placements
3. **Instructors and supervisors ensure that students are supported appropriately during work placements**
  - Students are visited regularly during work experience
  - Instructors ensure that the establishments are adhering to agree training plan
  - Any issues regarding student performance are explored and resolved
  - Workplace assessments are validated by the instructors

8.1.4 Quality Assurance

To maintain the standards of excellence within the model centers over the long term will require the development of a quality assurance framework, which monitors both the quality of training and learning outcomes and measures the effectiveness of center management. This quality assurance framework must have both internal and external monitoring components.

Internally, it is the role of the center director and the hotel and tourism supervisor to monitor quality in both learning areas and center management. The 'continuous improvement' committee proposed earlier in the manual can also support quality assurance efforts. If the management team within the center consistently follow the principles outlined in this manual, then that in itself will ensure the achievement of quality. This manual provides a set of criteria which are intended to guide management efforts but they could also be used to assist with the internal measurement of quality. For each process defined in the manual, basic checklists could be developed to be used as a management tool. An example using a selection of the criteria from *4.1.2 Human Resource Management* is shown below:

Human Resource Management		
Indicators	Yes	No
<p>1. Human resource management is seen as an important element in achieving success and center employees are valued and developed</p> <ul style="list-style-type: none"> <li>▪ An overall HR policy has been developed and communicated appropriately</li> <li>▪ Responsibilities for human resources (HR) within the center have been allocated. This will likely be shared between the Center Director and the Hotel &amp; Tourism Supervisor</li> <li>▪ Best practice principles and procedures have been identified for key HR activities and are adhered to</li> <li>▪ An annual HR plan is produced as part of the annual plan for the center, in consultation with relevant employees</li> </ul>		

These simple checklists should be developed for all criteria in the seven core elements described in this manual. They can then be used as a basic management tool for assessing internal performance across the range of indicators.

In addition to the internal measurement of quality there must be rigid external monitoring of center performance. This is the role of the VTC coordinators. Apart from the ongoing monitoring of performance, they must develop a comprehensive process for assessing the effectiveness of the center on an annual basis. The approach developed must also be aligned to the performance criteria outlined in this manual. It is important that underperformance in either center management or learning quality is addressed.

Best Practice requirements in this area are summarized below:

### 8.1.4 Quality Assurance

#### Objective

*Action is taken to ensure the consistency and quality of the teaching process*

#### Best Practice Criteria

1. Defined mechanisms are in place within the center to monitor the quality of program design and delivery
2. Center management performance is assessed on a regular basis against best practice criteria and underperformance is addressed

#### Indicators

1. **Defined mechanisms are in place within the center to monitor the quality of program design and delivery**
  - A quality assurance framework has been developed to monitor center performance
  - The framework contains internal and external quality measurements
2. **Center management performance is assessed on a regular basis against best practice criteria and underperformance is addressed**
  - Internal quality measurement is ongoing in the center and checklists are developed which mirror the best practice criteria and are used in the monitoring process
  - An external annual assessment of center performance, based on the best practice criteria is developed and implemented by the VTC
  - Underperforming areas are identified and appropriate action taken

## 9.1 Student recruitment & Supports

Student recruitment efforts within the center must be enhanced and the number of students attending programs substantially increased. During programs, students must receive a higher level of guidance and support to assist them in making the first step onto the working environment. This section focuses on the range of measures to be addressed in these areas.

### 9.1.1 Recruitment Activities

Best practice in vocational training dictates that a planned, structured and consistent approach is taken to the recruitment of students. This is particularly true in an environment where public perceptions of the industry are low due to cultural and other factors. Hotel & tourism in Jordan suffers from such image problems and as such recruitment activities must be creative in nature and broad in scope. Ad hoc approaches to student recruitment are not acceptable.

All student recruitment activities should provide equality of opportunity for males and females and the widest possible target audience should be established for the new programs. Recruitment targeting should not be limited to school leavers and there should be greater promotion of programs towards the unemployed. In addition, the center must adopt a proactive approach to student recruitment and greater creativity and innovation is needed in selecting the range of promotional tools that can be used. Full involvement and participation from local industry should be encouraged to support center recruitment efforts.

The planning of recruitment efforts will play an important role in achieving the desired outcomes and center management should define how far in advance of program commencement that recruitment activities must start. Knowing this will help them define the recruitment and planning timeframe. The hotel & tourism supervisor, working in conjunction with the center director should first establish the required numbers of students at the next intake and then develop a comprehensive recruitment plan to attract the necessary numbers. The range of promotional activities should be broad.

All promotional activities undertaken as part of the recruitment effort should be conducted in a professional manner and project a positive image for the center. It is vital that the center is seen to be a best practice entity and the recruitment process should also be viewed as a public relations exercise by the center management team.

To build up a profile of the most effective activities, response rates should be monitored and simple procedures established to determine how potential recruits heard about the center. This will help in planning future efforts.

Best practice requirements in this area are summarized below:

9.1.1 Recruitment Activities	
<p><b>Objective</b></p> <p><i>Effective procedures are implemented to enhance student recruitment</i></p>	
<p><b>Best Practice Criteria</b></p>	
<ol style="list-style-type: none"> <li>1. A systematic approach is taken to recruiting students to the center</li> <li>2. A recruitment plan is prepared on an annual basis</li> <li>3. All recruitment activities are conducted in a professional manner</li> <li>4. The annual recruitment plan is monitored and reviewed</li> </ol>	
<p><b>Indicators</b></p>	
<ol style="list-style-type: none"> <li>1. <b>A systematic approach is taken to recruiting students to the center</b> <ul style="list-style-type: none"> <li>▪ Student recruitment activities are planned and structured and industry participation is sought and encouraged</li> <li>▪ Student recruitment policies offer equality of opportunity and support those individuals with limited career opportunities</li> <li>▪ The Centre makes proactive efforts to optimize the male/female gender balance ratio</li> <li>▪ Student recruitment activities are innovative and include a wide range of activities including advertisement, open days, job talks etc</li> </ul> </li> <li>2. <b>A recruitment plan is prepared on an annual basis</b> <ul style="list-style-type: none"> <li>▪ Targets are established for student numbers on each program</li> <li>▪ Promotional activities are outlined, with corresponding expenditure budgets established</li> <li>▪ A detailed plan of action for the recruitment activities is included</li> <li>▪ The widest possible target audience for programs is established</li> </ul> </li> <li>3. <b>All recruitment activities are conducted in a professional manner</b> <ul style="list-style-type: none"> <li>▪ All recruitment activities create a positive impression for the center</li> <li>▪ Activities undertaken reflect those outlined in the recruitment plan.</li> <li>▪ Center promotional literature is of good quality</li> </ul> </li> <li>4. <b>The annual recruitment plan is monitored and reviewed</b> <ul style="list-style-type: none"> <li>▪ The recruitment plan is monitored regularly and revised accordingly</li> <li>▪ Outcomes are monitored for effectiveness and the information is used to improve future recruitment activities</li> </ul> </li> </ol>	

9.1.2 Student Selection & Induction

There are two primary concerns to be considered in relation to student selection. On the one hand, where student numbers are low, there is a temptation to select all applicants for programs, regardless of their suitability. On the other, it is important to ensure that selection criteria are not so rigid that they exclude all but the very best candidates. The objective of any selection process is to find the happy medium between these two extremes. Center management should define some broad selection criteria to help in screening applicants to ensure that those selected have some degree of compatibility and potential to succeed in the industry. However, bearing in mind the point raised above, these criteria should not be overly rigid.

*Student Selection*

A simple student profile could be developed using the information provided in the table below. These questions should be considered by the hotel & tourism supervisor and instructors and then a basic profile of the ideal student developed. The sample questions below are not exhaustive and are only intended as a guide.

Area	Considerations
Education Qualifications/Training	Do potential students need to have a minimum level of education? Is literacy a prerequisite? Do they need a basic level of English?
Work experience	Do they need any previous work experience Will those with past work experience receive a higher rating?
Skills and Knowledge	Do they need to have a basic knowledge about the industry? If so what?
Physical Attributes	Are there any physical characteristics that need to be consider? (without discriminating against individual)
Personality/Disposition	What sort of personality should they have? What is expected in terms of appearance?
Communication Skills	What communication levels should they demonstrate?
Personal Circumstances	Do they need to live close to the center? Would they be willing to travel to get work?

All applicants for programs should be interviewed at the center prior to acceptance. This interview can be short, with questions designed to establish their suitability against the profile mentioned above. This would at least ensure that students accepted on programs have some degree for suitability and potential to succeed on the program and in the industry. Selecting the most suitable candidates at the outset can reduce drop out rates and will contribute to the likelihood of better students graduating from the program. Industry stakeholders should be encouraged to participate in the selection of candidates.

*Student Induction*

Once appointed, students should receive a comprehensive and formal induction to both the center and the wider industry, upon commencement of their program. An induction program should be developed by the hotel & tourism supervisor and implemented at the center, incorporating the following information:

- Industry Overview
- Brief introduction to hotel & tourism industry
- Training Center Introduction
  - Program Overview
  - Facilities
  - Key Employees
- Center Rules & Regulations
  - Code of Conduct
  - Safety & Hygiene
  - Uniform Code
  - Timekeeping
- General Information

A supporting student handbook should be provided to each student summarizing the key points of the induction.

Best practice requirements in this area are summarized below:

### 9.1.2 Student Selection & Induction

#### Objective

*Effective procedures are implemented to enhance student recruitment efforts*

#### Best Practice Criteria

1. Formal selection procedures for students are defined and designed to recruit the best applicants
2. Selected students receive a comprehensive induction to prepare them for their chosen program

#### Indicators

1. **Formal selection procedures for students are defined and designed to recruit the best applicants**
  - An 'ideal' student profile is developed in conjunction with industry stakeholders and used as part of selection activities. The profile does not use discriminatory criteria
  - All applicants undergo an short interview to determine their suitability
  - Industry stakeholders are encouraged to participate in selection interviews
  - Candidates are rated for suitability against the 'ideal' candidate criteria
  - Instructors undertaking interviews should receive training and preparation in this area
2. **Selected students receive a comprehensive induction to prepare them for their chosen program**
  - A comprehensive induction is developed and provided for students upon commencement of their program
  - Induction contains information on the industry, the program, the center and rules and regulations
  - A student handbook is provided to each student upon commencement of their program

### 9.1.3 Learning Environment

The learning environment within the center should be supportive of students and seek to prepare them for their first job in the industry. To achieve this, the center should be operated with the same mindset as a best practice business in industry. Center management and instructors must lead by example and demonstrate levels of professionalism, appearance; attitude and timekeeping that are representative of what would be expected in industry. It is essential that students are exposed to the demands and expectations of the workplace whilst attending their program in the center, otherwise they are ill prepared to enter the industry. There can not and must not be a wide variance between what the student experiences at the center and what they will encounter when they start working for the first time.

To further develop this realistic work environment, the restaurant at the center must be made fully operational on a daily basis. Mechanisms must be found to operate the restaurant, whereby food production students prepare a limited menu each day and food service students serve it to customers. Ideally, the restaurant should be open for lunch to the general public for a nominal price, but it is accepted that this may be difficult to achieve, given the location of some of the centers. At the very least, the restaurant should serve food daily to employees and students, again for nominal fee. Regardless of the difficulties associated with this, a means must be found within the center to achieve this goal.

In addition, all students are expected to perform cleaning duties in the center as part of their learning activities, but they should not be used as cheap labor in this regard. Food production and service students should clean their respective areas, as part of their opening and closing duties. Students in housekeeping should clean public areas within the center, as they will have to do in a hotel. However, these duties should form only one component of their daily learning routine and there must be training incorporated into these activities by the instructor.

Students should be expected to arrive for duty at the designated time, in full uniform, with personal appearance and hygiene of a high standard. Changing rooms should be provided to facilitate this. Smoking should not be permitted within the center and designated smoking areas must be available outside. Break and lunch times should be fixed and the duration of these breaks should be similar to the time allocated in industry.

The center director and hotel & tourism supervisor should monitor on an ongoing basis the extent to which the behaviors of both instructors and students comply with the expected behavioral patterns. Any non-conformances identified must be investigated and appropriate corrective action taken.

Best practice criteria in this area are summarized below:

### 9.1.3 Learning Environment

#### Objective

*A supportive and realistic learning environment is created within the center*

#### Best Practice Criteria

1. Learning environment within the center should be supportive of students and seek to prepare them for their first job in the industry
2. Learning environment should closely mirror a working day in industry
3. Mechanisms are in place to identify and address instructor or student underperformance

#### Indicators

1. **Learning environment within the center should be supportive of students and seek to prepare them for their first job in the industry**
  - Center should be operated along similar lines to a best practice business in industry
  - Center management and instructors must lead by example and demonstrate high levels of professionalism, appearance, attitude and timekeeping
  - Students are exposed to the demands and expectations of the workplace whilst attending their program in the center
2. **Learning environment should closely mirror a working day in industry**
  - Students should arrive on duty at the designated time, in full uniform and with good personal hygiene
  - Smoking should not be permitted within the center
  - Coffee and lunch breaks should be of similar length to the time allocated in industry.
  - Restaurant at the center must be made fully operational on a daily basis
  - Students should perform cleaning duties as part of their learning activities, but there must be training incorporated into these activities by the instructor
3. **Mechanisms are in place to identify and address instructor or student underperformance**
  - Center director and hotel & tourism supervisor should monitor performance on an ongoing basis
  - Non-conformances identified must be addressed and appropriate corrective action taken

#### 9.1.4 Student Supports

In line with earlier comments relating to the need to view students as stakeholders or customers, there is a need to dramatically increase the level and range of supports provided for them during their time in the center. The measures introduced should include:

##### *Career Guidance*

Students should be provided with extensive career guidance during their program. This can occur informally through discussions with their instructor during classes, but there should also be formal mechanisms introduced. These options can range from conducting site visits to hotels and restaurants to organizing talks from industry representatives or past students. Basic advice on how to prepare for an interview should also be covered during the program, incorporating where possible role plays and opportunities for students to practice.

##### *Communication/Feedback*

Mechanisms must be introduced at the centers which encourage feedback from students regarding their program and related matters. This can take the form of a student representative or a consultation committee. Upon completion of their program, students also should complete a short survey outlining their comments on the program.

Best practice requirements in this area are summarized below:

9.1.4 Student Supports
<p><b>Objective</b></p> <p><i>Students are offered ongoing advice and support during their program</i></p>
<p><b>Best Practice Criteria</b></p> <ol style="list-style-type: none"> <li>1. Students are provided with extensive career guidance during their program</li> <li>2. Structured mechanisms are in place to facilitate feedback from students</li> </ol>
<p><b>Indicator</b></p> <ol style="list-style-type: none"> <li>1. <b>Students are provided with extensive career guidance during their program</b> <ul style="list-style-type: none"> <li>▪ Formal and informal methods are used to expand students understanding of the industry and to assist them with their career decisions</li> <li>▪ Industry representatives and past pupils are invited to talk to students at the center</li> <li>▪ Site visits to hotels/restaurants are arranged where appropriate</li> <li>▪ Students are prepared for attending interviews</li> <li>▪ Students are offered support with sourcing employment following the completion of their program</li> </ul> </li> <li>2. <b>Structured mechanisms are in place to facilitate feedback from students</b> <ul style="list-style-type: none"> <li>▪ A student representative or a consultation committee is in place at the center</li> <li>▪ Students complete a post program feedback survey</li> </ul> </li> </ol>

## 10.1 Conclusion

This manual provides an important tool to managers of centers offering vocational training in hotel & tourism and should form the foundation of all development activities within the center. It is recognized that the achievement of best practice will not happen overnight, but continuous efforts must be made to improve center performance. The starting point will be a change in mindset from both managers and employees in the center. Excellence is in reality a frame of mind and without a passion to succeed and a desire to excel then the goals represented by this manual cannot be achieved. However, with the correct approach the range of measures contained in this manual, whilst challenging, can be achieved and a noticeable difference made to the delivery of vocational training in hotel and tourism.