

Rhode Island Hospitality and Tourism Association – Education Foundation

Skills Gap Study – Report to The Governor’s Workforce Board

January 30, 2008

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INTRODUCTION

The hospitality industry in Rhode Island faces enormous workforce challenges, which significantly impact their ability to grow. After healthcare, the hospitality industry has the most vacancies of any other industry group¹. In addition to recruiting, the industry struggles to retain and build the skills of their entry-level workers, and develop individuals into hard to fill management positions. Consequently, developing an effective, sustainable workforce development strategy has become critical to the industry's ability to grow.

The Rhode Island Hospitality Association Education Foundation (RIHAEF) received a grant from the Governor's Workforce Board to create a workforce development initiative for the hospitality industry in Rhode Island. Over the past six months, RIHAEF has engaged WorkSource Partners – a national workforce development firm – to lead the Skills Gap Analysis. As a basis for any workforce program design, it is critical to understand the business and workforce needs of the industry, and design a program tailored to meet those needs.

However, to create a lasting effort, it is vital to involve industry leaders in the analysis and design, so that they are vested in the program's success. As you will see in the ensuing pages of this report, we viewed this study not only as an analysis, but also as the first step in bringing industry and public workforce system leaders together around a plan of action.

¹ Rhode Island Department of Labor & Training LMI, RI Job Vacancy Report, Summer 2007

Goals for this initiative

- 1) To understand the workforce needs of the industry:
 - Skill gaps
 - Challenges
 - Growth needs
- 2) To organize the industry and educational providers around action – design and launch a pilot(s) to address the industry's:
 - Hiring needs
 - Development needs

STUDY METHODOLOGY

WorkSource Partners and the Rhode Island Hospitality Association Education Foundation approached this work to be as inclusive as possible, both to gain a wide range of information, but also to market the opportunity for workforce development and gain industry participation in our efforts moving forward. WorkSource Partners conducted primary and secondary research based on the following methods:

- Interviews with restaurant and hotel industry leaders and front-line supervisors
- Focus groups with industry managers and frontline workers
- Interviews with staff at the national associations (National Restaurant Association Educational Foundation, American Hotel and Lodging Association Educational Institute)
- Interviews with leaders from key educational partners
- Research on industry employment and growth data through the RI Department of Department of Labor and Training, Labor Market Information, and U.S. Bureau of Labor Statistics
- Best practice research from other local and regional hospitality workforce models across the country
- Discussions with leaders from Rhode Island’s public workforce sector
- Discussions and feedback on results with staff at RIHAEF, The Education Foundation Steering Committee, and key industry leaders who were part of the “working team”

In addition, we conducted the following focus groups:

- Students from Johnson & Wales University (JWU), (student employees at Radisson Airport Hotel)
- Front of House and Back of House staff at Viking Hotel, Newport
- Back of House and wait staff at Chelo’s Restaurant
- Front of House and Back of House staff at Crowne Plaza, Warwick
- Managers and frontline staff at a Gregg’s Restaurant
- Students in Culinary Arts Program at the Genesis Center

STUDY PARTICIPANTS (page 1 of 2)

RI Hospitality Association Education Foundation

Dale Venturini, President and CEO, RIHTA

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Sam Guedouar, GM, Westin Providence

Rudi Heater, GM, Crowne Plaza, Warwick

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Education and Training Institutions

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Robin Smith, Dean, Division for Life Long Learning, Community College of Rhode Island

Restaurant Industry

Bob Bacon, COO, Gregg's Restaurants

Bob Crowley, VP of Operations, Chelo's

Lauren Grebien, Asst. Mgr., Gregg's Restaurants

Peter Letendre, SYSCO

Judy McKay, HR, Gregg's Restaurants

Tony Oliveira, GM, Gregg's Restaurants

Tracy Rush, Dir. of Communications, Chow Fun Food Group

Steve Trabucco, Kitchen Operations Manager, Gregg's Restaurants

National Industry Associations

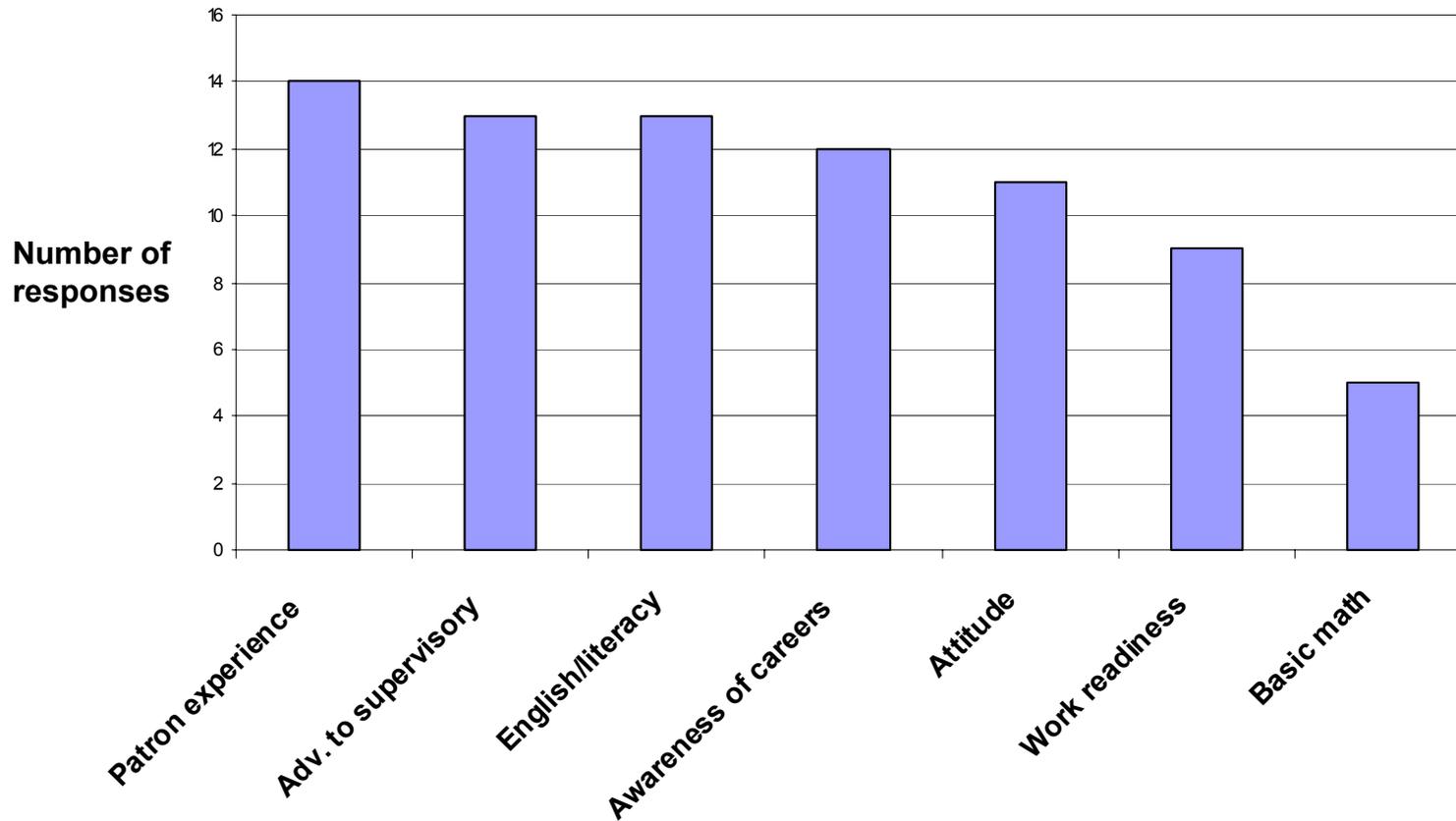
Faye Gayes, American Hotel and Lodging Association Education Institute

Myra Weinberg, National Restaurant Association

What we heard: hotel and restaurant industries face many common challenges

- Finding and retaining capable, customer-friendly individuals – attitude and preparedness are critical, industry can “train for tasks”
- Growing employee pool of non-native English speakers for entry-level positions – English, customer service/patron experience, and soft-skills are challenges for entry-level staff
- Advancing entry-level workers to first-line supervisor positions – management and leadership are key skill gaps
- Engaging workers on industry career tracks
- Dealing with “work-life” issues among staff
- Industries rely much less on formal education and much more on experiential learning – mentoring is an important, *underutilized* vehicle for advancement
- Industry leaders committed to this process and willing to collaborate

Industry interviews: most frequently cited training challenges



Industry interviews: “soft skills” are an important barrier to advancement

- Communication
- Conflict resolution
- Leadership
- Problem solving
- Teamwork
- Time management

MAJOR THEMES EMERGING FROM THE RESEARCH

Not surprisingly, the opinions of the frontline workers we met were consistent with managers at all levels of the industry. There is a strong desire among industry leaders to *develop the skills* of their workers *and* there is a strong desire among entry-level workers to *build their skills*. Perhaps the most significant data point we present is the overwhelming interest the industry has in moving forward with a workforce development initiative. This is evidenced by the hundreds of hours individuals spent working with us in the more than 50 interviews, focus groups, and meetings we conducted.

It is clear that industry leaders recognize the challenges they face in developing their workers, which were fairly consistent across hotel and restaurant employers. Beyond identified “skill gaps”, five key themes emerged from our interviews and focus groups.

- 1) *Finding and retaining capable, customer-friendly individuals for entry-level positions is a significant challenge across the industry.* While restaurants and hotels report no shortage of applicants, identifying individuals with the proper attitude, customer service aptitude, and appropriate expectations about working in the industry is difficult. Further, large hotels and restaurant chains are able to train for tasks and specific technical skills. Their bigger training challenge is attitude and customer service.

“The workforce out there, by and large, has no working knowledge...we are taking raw dough and having to mold it every time”

- Rudi Heater

“People aren’t prepared to enter the industry – [they] need to understand what it takes to work in the industry”

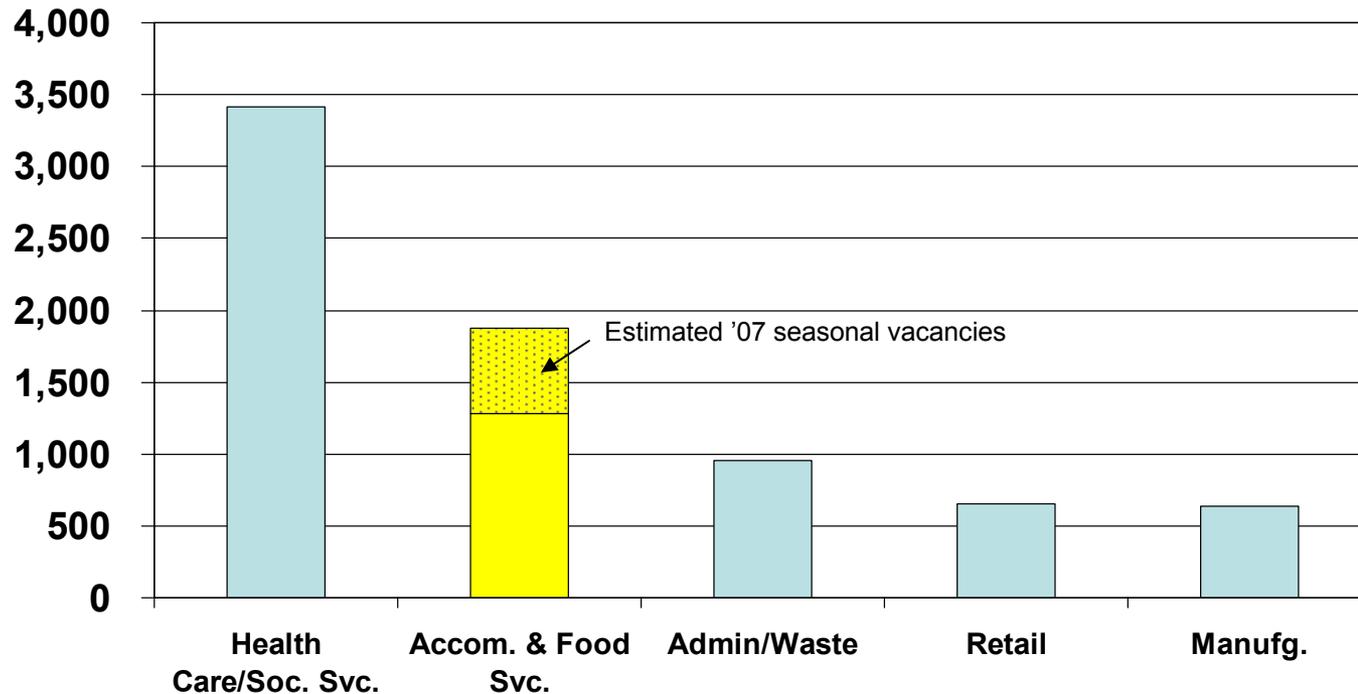
- Robin Zukowski

“People need to be better prepared for the jobs. It is very fast paced”

- Entry-level worker

For Hospitality, hiring is an ongoing challenge...

Rhode Island Industries with the highest level of vacancies
(Summer 2007)

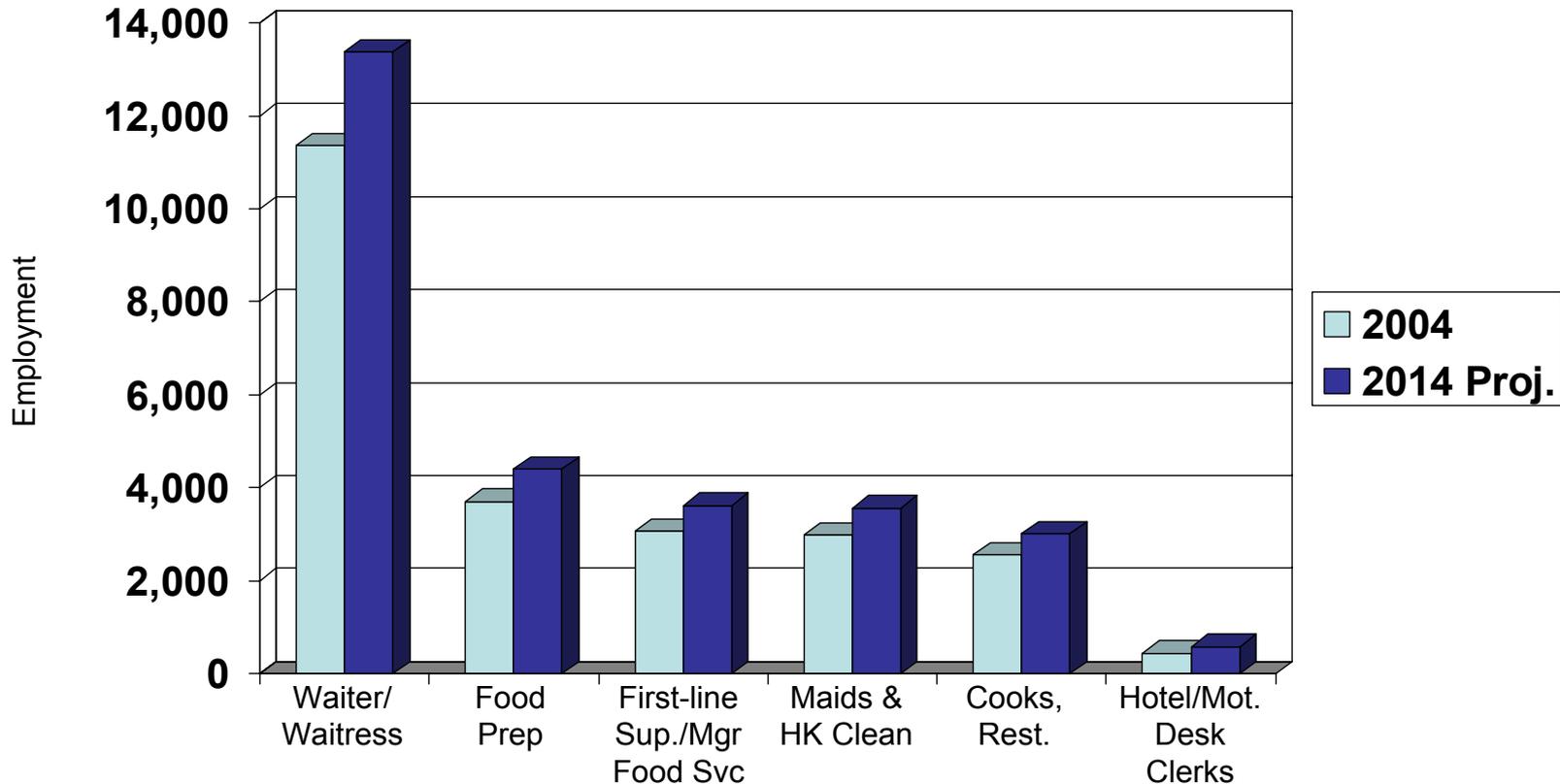


Source: Rhode Island Department of Labor & Training
LMI, RI Job Vacancy Report, Summer 2007

Due to the timing of the study, hospitality vacancy data
does not include seasonal vacancies. 2007 estimate is
based on 2006 seasonal vacancy data

...with expanded openings in varied positions at multiple levels

Hospitality Industry's Fastest Growing Occupations



Source: RI DLT, Labor Market Information, Industry and Occupational Projections, 2004-2014, Top 50 Occupations with largest growth, annual openings 2004-2014, RI's Hot Jobs-High Growth

MAJOR THEMES EMERGING FROM THE RESEARCH (cont.)

2) *Improving the English proficiency of the workforce is a large and growing need for the industry.* There is a growing pool of non-native English speakers for entry-level positions, many of whom lack the English skills to succeed in the industry. Considering that over 80% of housekeeping and back-of-the-house employees are non-native English speakers, language barriers, and the need for improving English proficiency are important issues. However, the consensus from those interviewed was that while workers generally speak well enough to “get by” and perform their jobs, workers are not proficient enough to advance or provide the level of service most hotels and restaurants want.

“Literacy is a big deal. It prohibits [housekeepers] from going into customer service positions.”

- Angelo DePeri

“Some people don’t speak English very well and they can’t move out of the kitchen so they leave.”

- Entry-level worker

3) *Enabling entry-level workers to advance to first-line supervisor positions is the most frequently cited development challenge for the industry.* Developing first-line supervisors and managers is a high priority need, but little upward movement exists between housekeeping and back-of-the-house positions to front-line customer service positions – a first step toward management. Additionally, many barriers to training exist: time, logistics, lack of connection to career paths, and work-life issues, all inhibit movement.

“Very rarely do you see back of the house go to the front of the house...Moving line level staff to supervisory staff is lacking.”

- Eric Churchill

“Your best people [should] come from your internal group.”

- Bob Crowley

MAJOR THEMES EMERGING FROM THE RESEARCH (cont.)

4) *Engaging current and potential entry-level workers in hospitality industry career opportunities represents a huge untapped opportunity for the industry.* Currently, a poor perception of the industry limits the ability to recruit, retain and develop a high quality workforce – those individuals who are motivated to succeed. The industry is perceived by many as one that offers low wages, and dead-end jobs.

“People don’t think about [hospitality] as a career path”

- Caroline Cooper

“The industry needs to do a better job of showing what the industry has to offer”

- Eric Churchill

“[We need] career guidance before we can present training to employees”

- Mark Gervais

“Many people think this is a dead end job”

- Entry-level worker

“There is confusion about career opportunities”

- Entry-level worker

MAJOR THEMES EMERGING FROM THE RESEARCH (cont.)

5) *More so than other industries (e.g., healthcare), the hospitality industry relies much less on formal education and much more on experiential learning.* And while experiential learning is important, there exists very little use of mentors or career coaching programs in the industry .

“Formal education is not as critical for this industry as others...teaching on the job is critical in this business”

- Mark Gervais

“A coach or mentor is important so you can learn how to move up”

- Entry-level worker

However, while formal certifications are not *required*, it is clear from our research that foundational/academic skills such as English, math, and critical thinking (many of the competencies taught in a formal academic program) are very much *desired* from their managers in order to perform more effectively in their jobs. In addition, for many of the industry’s employees, the lack of foundational skills inhibits their ability to advance both *within* and *outside* the industry.

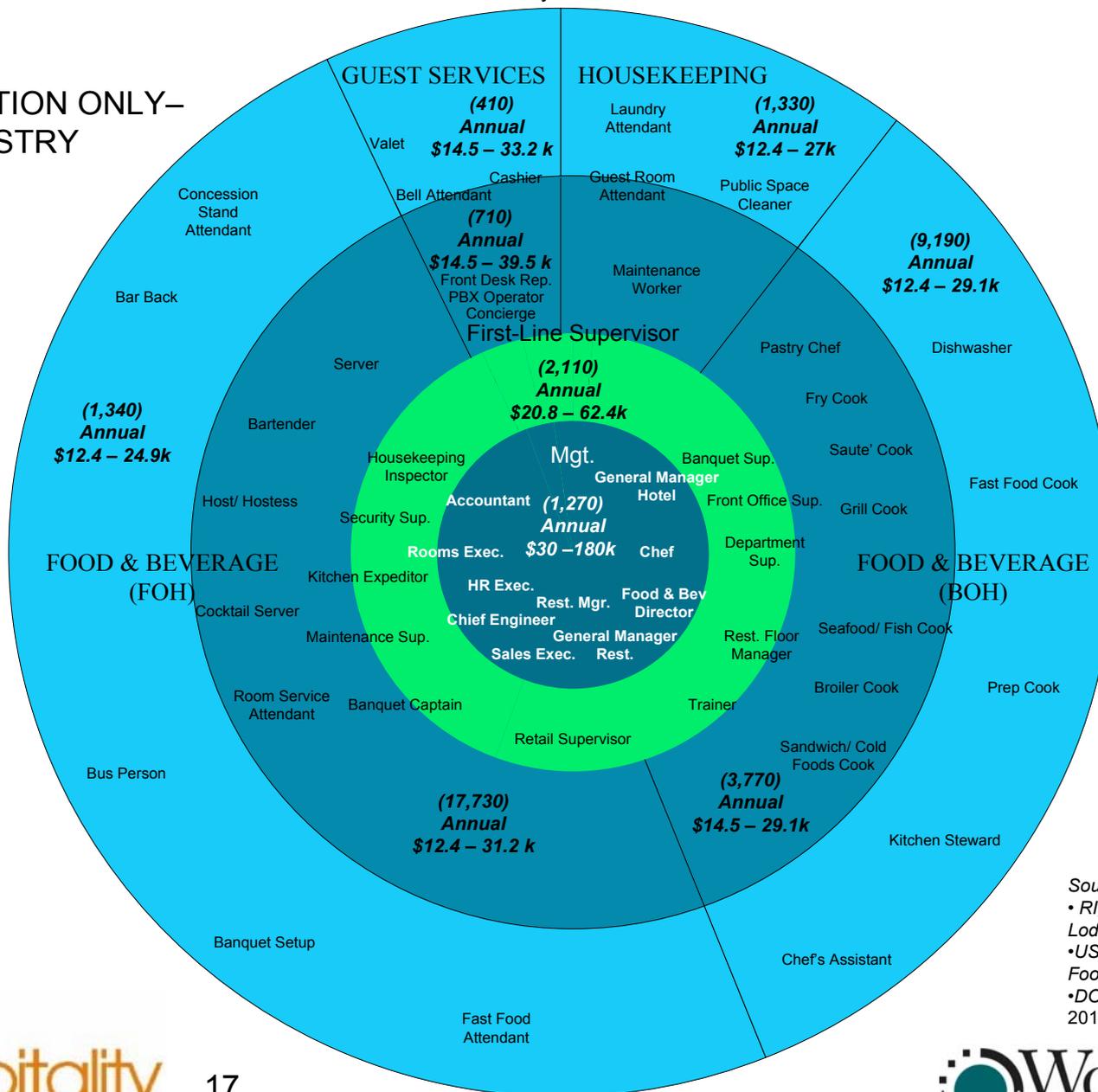
Unlike other industries, the fact that formal certifications are not required for careers in hospitality, creates tremendous flexibility in *how* and *who* we can train. For example, necessary regulations prevent a hospital from training an individual to become a Radiologic Technologist within that position, without formal certification. That would not be the case for a hospitality manager. This dynamic *presents* an enormous opportunity for the industry to develop a new approach to training that combines work-based and experiential learning with classroom learning. In the following two slides, we highlight the differences in industry job categories between education *required* and education *desired*. In addition, those slides highlight the categories of, and specific available jobs for the industry.

Education Desired

Entry Level

Legend

- Intermediate ESOL, SPL 4-6
- High School Level Eng. & Math
- High School Diploma/ GED
- College
- (##)** Persons Employed



Sources:
 • RI, DLT, Round Employment, Food & Lodging
 • US DOL, NCAIS Accommodation & Food Services Wage Estimates
 • DOL, BLS, 2004 wages and 2004-2014 projection series

FOR ILLUSTRATION ONLY—
 NOT FOR INDUSTRY
 MARKETING

BEST PRACTICE RESEARCH

There are numerous examples of hospitality industry “best practice” across the country, that illustrate the potential for successful workforce development efforts. In the following slide, we highlight four best practice examples in areas that have particular relevance to the major themes that emerged in our work:

- Industry collaboration around pre-employment and incumbent worker development
- The importance of career coaching and mentoring
- Identifying critical competencies for advancement; and,
- Onsite English language classes.

Varied themes emerge in best practice research

<p>Nevada Partners (formerly known as Culinary Union Training Center (CUTC))</p>	<p>Industry collaboration for hospitality skills training programs. Provides 13 programs in food service/restaurant, including English, job specific training, and leadership development.</p>
<p>Quad City Hospitality Career Ladders Project (orig. ptrs: San Diego, San Francisco, LA, San Jose)</p>	<p>Individual career coaching and/or mentoring emerged as a crucial part of programs aimed at advancement. Programs ranged from ESOL to job skills, to in-house career fairs.</p>
<p>Applebee's International</p>	<p>Implemented system that identified high, middle and low performing associates based on their performance against specific competencies.</p>
<p>Chipotle Grill</p>	<p>Onsite English language classes that focus primarily on interaction with customers. Promote workers who complete classes into Shift Supervisor and management.</p>

RI's Hospitality and Tourism Industry
presents a tremendous opportunity to
address our region's major workforce
challenges...

THE “PERFECT STORM” IN RHODE ISLAND

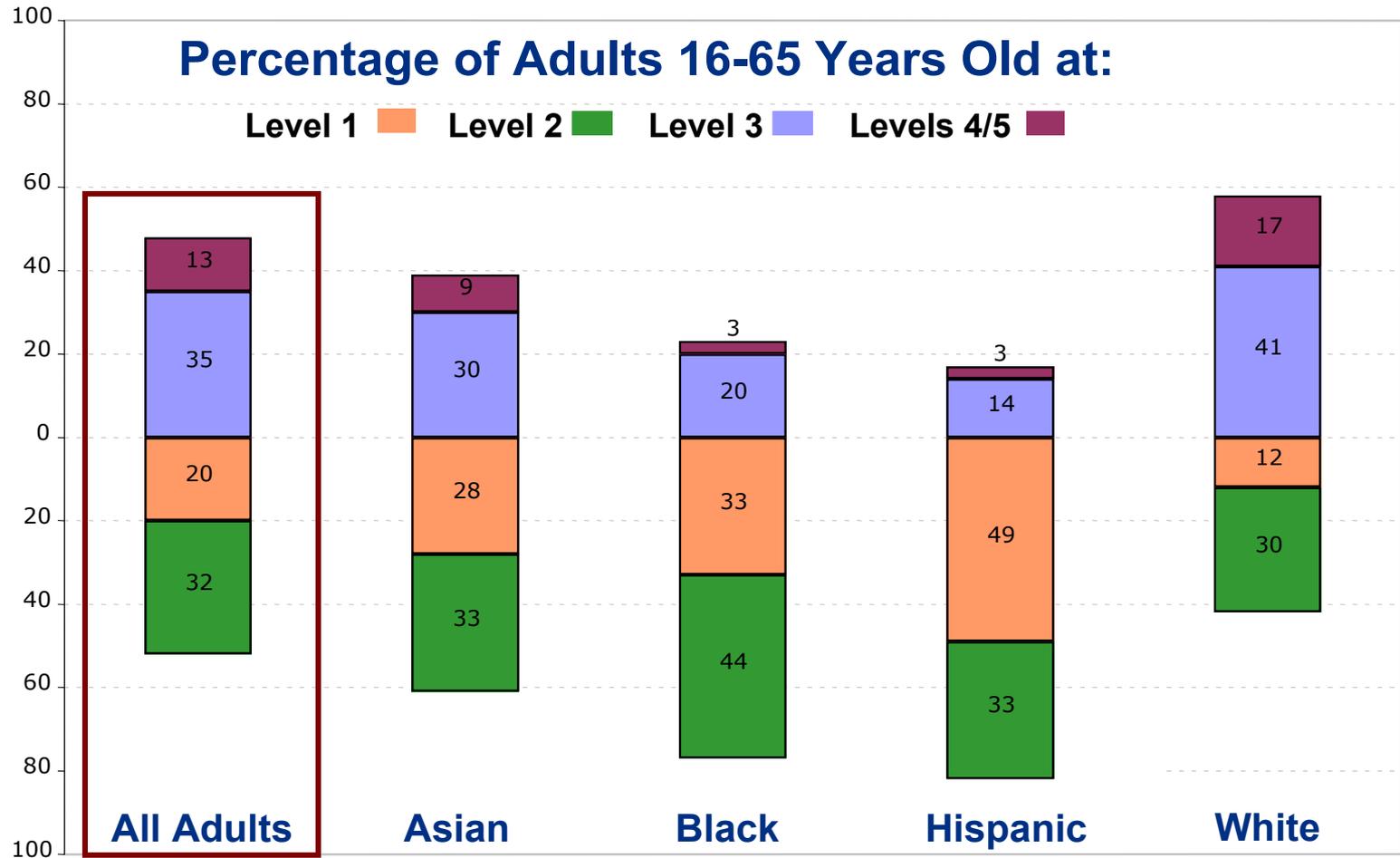
RI’s Hospitality and Tourism Industry presents a tremendous opportunity to address our region’s major workforce challenges.

Like the rest of the country, many of Rhode Island’s adults lack the literacy skills needed for the 21st century. As data from the Educational Testing Service suggests (in the following two slides), this gap is large and will only be exacerbated by the growth in immigrants as a percentage of the workforce. ETS projects that in the years 2000 – 2020, labor growth will come primarily from immigrants and native-born workers above 55 years of age¹.

ETS’s research represented literacy along scales divided into 5 levels. According to ETS “National and international committees have judged that skills in Levels 3 and higher are needed for participation in modern societies.” As you can see in the following slide, half of U.S. adults are below this proficiency level. Further, educational levels of Rhode Island’s adults reflect those figures. Half of the state’s adults over 25 have a *high school diploma or less*.

¹ Educational Testing Service, “America’s Perfect Storm”, 2007

From “The Perfect Storm” – Half of America’s adults lack literacy skills needed for the 21st century...



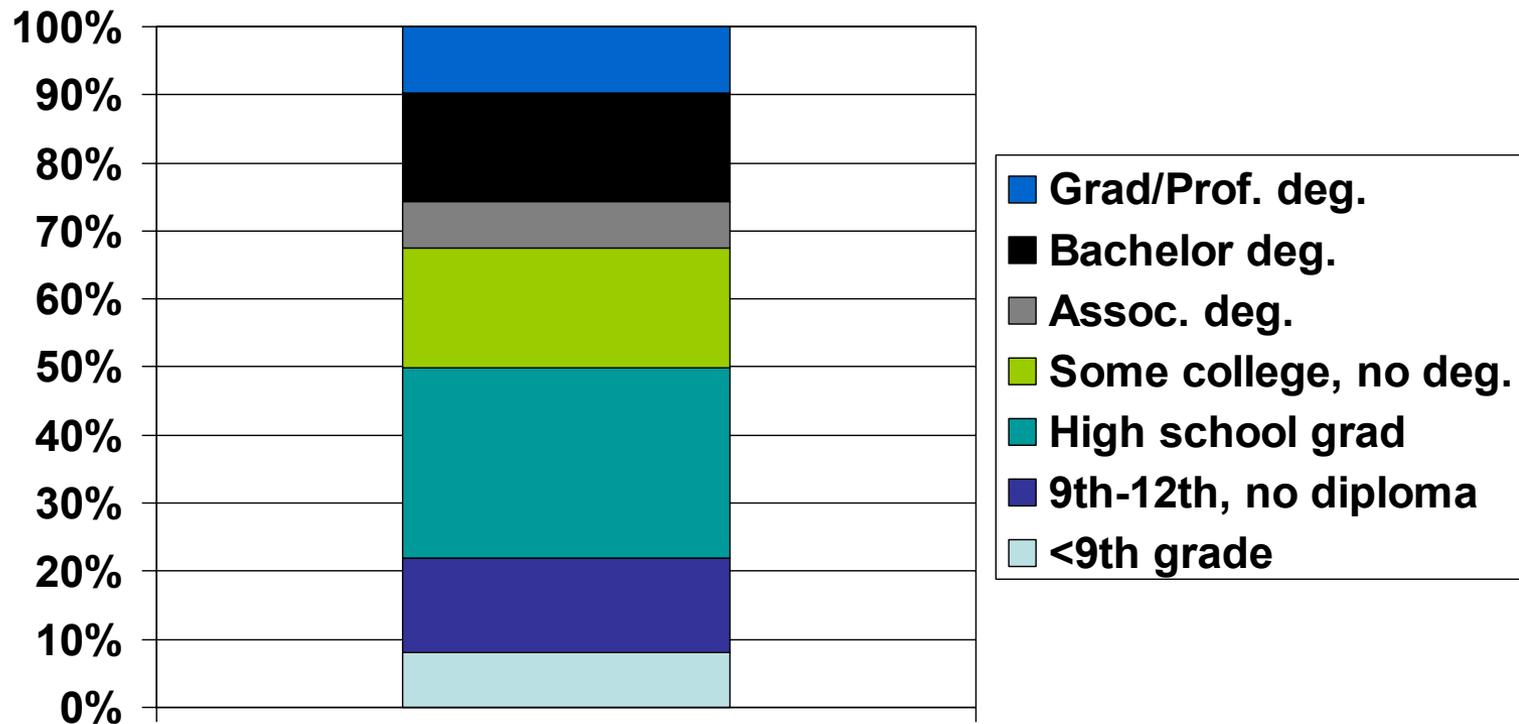
...America's labor force will grow more slowly over the next 20 years, with almost none of the growth expected to come from native-born workers.

	Growth 1980-2000	Growth 2000-2020
Natives, 25-54, All races	26.7	0.0
Natives, 55+, All races	2.7	13.3
Immigrants	9.3	6.0
TOTAL	38.7	19.4

Note: Numbers represent millions of adults.

Half of Rhode Island's adults have a *high school diploma or less*

Educational Attainment (Population 25+, 2000)



Source: RI Dept. of Labor and Training, LMI, "State of the State", 2006

RHODE ISLAND’S DECLINING INDUSTRIES AND OCCUPATIONS

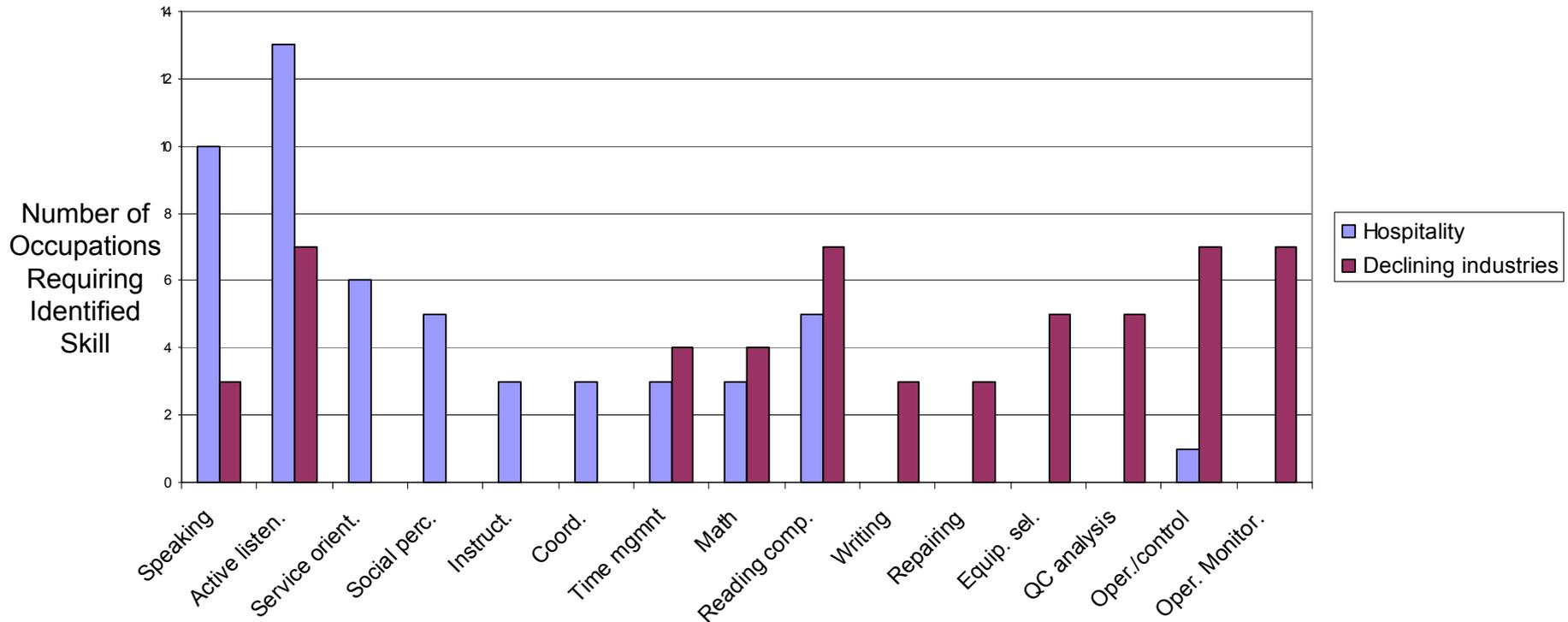
Rhode Island’s declining industries are comprised primarily of manufacturing and textile businesses. According to the RI Department of Labor and Training (LMI) – “Declining Rhode Island Industries” the 16 fastest declining industries are expected to lose more than 7,800 jobs during the 2004 – 2014 period. Of those, the top 20 declining occupations represent 4,800 expected jobs lost (DLT/LMI “Declining Occupations”).

Unfortunately, there is little overlap between the skills individuals need to perform manufacturing and textile jobs, and those needed to be effective in the hospitality industry. Manufacturing jobs require skills such as operations monitoring, quality analysis and control, and equipment selection. Hospitality occupations rely heavily on communication (effective speaking and active listening), having a service orientation, and social skills.

However, we still believe that there will be an opportunity to transition individuals from declining occupations to positions within hospitality, one of the fastest growing industries in Rhode Island. As hotel and restaurant managers have consistently reported, they are motivated to, and capable of training individuals in the skills required for the industry – “we can train for tasks”. Further, there is overlap between the skills needed for hospitality and those required for manufacturing in one critical area: foundational skills. As seen in the following chart, communication, math, and reading comprehension are important skills across all these industries. Thus, the approach to developing industry talent that we discuss later in this report – integrating foundational skills (e.g. ESOL) with training in patron experience – will apply just as well to those individuals entering from other industries.

Foundational skills are common between hospitality and declining occupations

Comparison of Skills Required for Fast Growing Hospitality Occupations Compared to Declining Occupations



Source: Rhode Island Research and Economic Database (RI Red), Labor Market Analysis, DLT, LMI, Industry & Occupational Projections 2004-2014, Expanding & Declining Industries, Declining Occupations

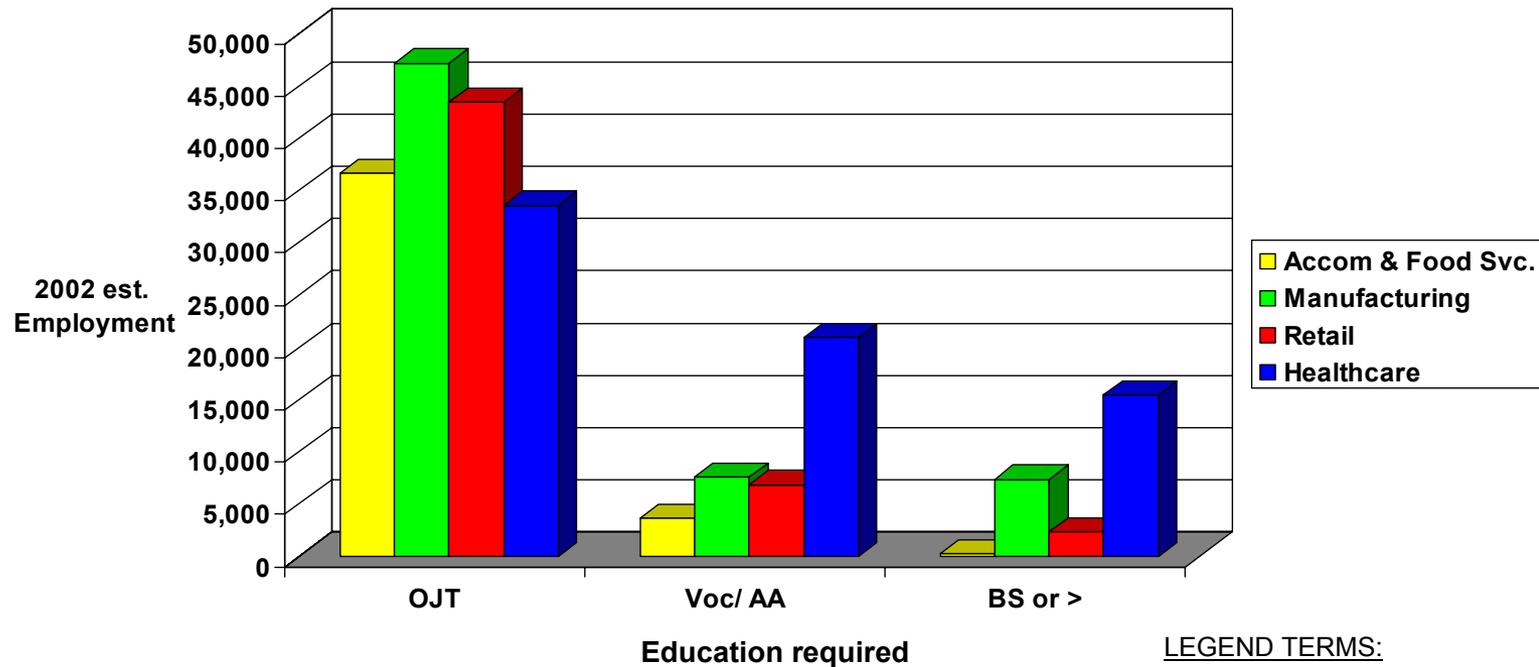
HOSPITALITY – BECOMING AN INDUSTRY FOR INDIVIDUALS SEEKING TO GROW

As we have learned, many of the individuals cited in the Perfect Storm report work in the Hospitality industry. As the following slide shows, for Rhode Island, the Hospitality industry (Accommodation & Food Service) is a leading employer of low-skilled workers. Of the four largest employers of entry-level workers (Healthcare, Hospitality, Retail, Manufacturing), Hospitality has the highest percentage of jobs requiring only on the job training. In addition, the state expects the industry to expand within the next ten years.

This presents both an enormous challenge – how do we build the skills of our workers; and an enormous opportunity – Hospitality can become *the* industry in Rhode Island where motivated individuals come to launch their careers and grow.

Accommodation/Food Service is a leading employer for low-skilled workers in RI...

Rhode Island Employment by Education Required



LEGEND TERMS:

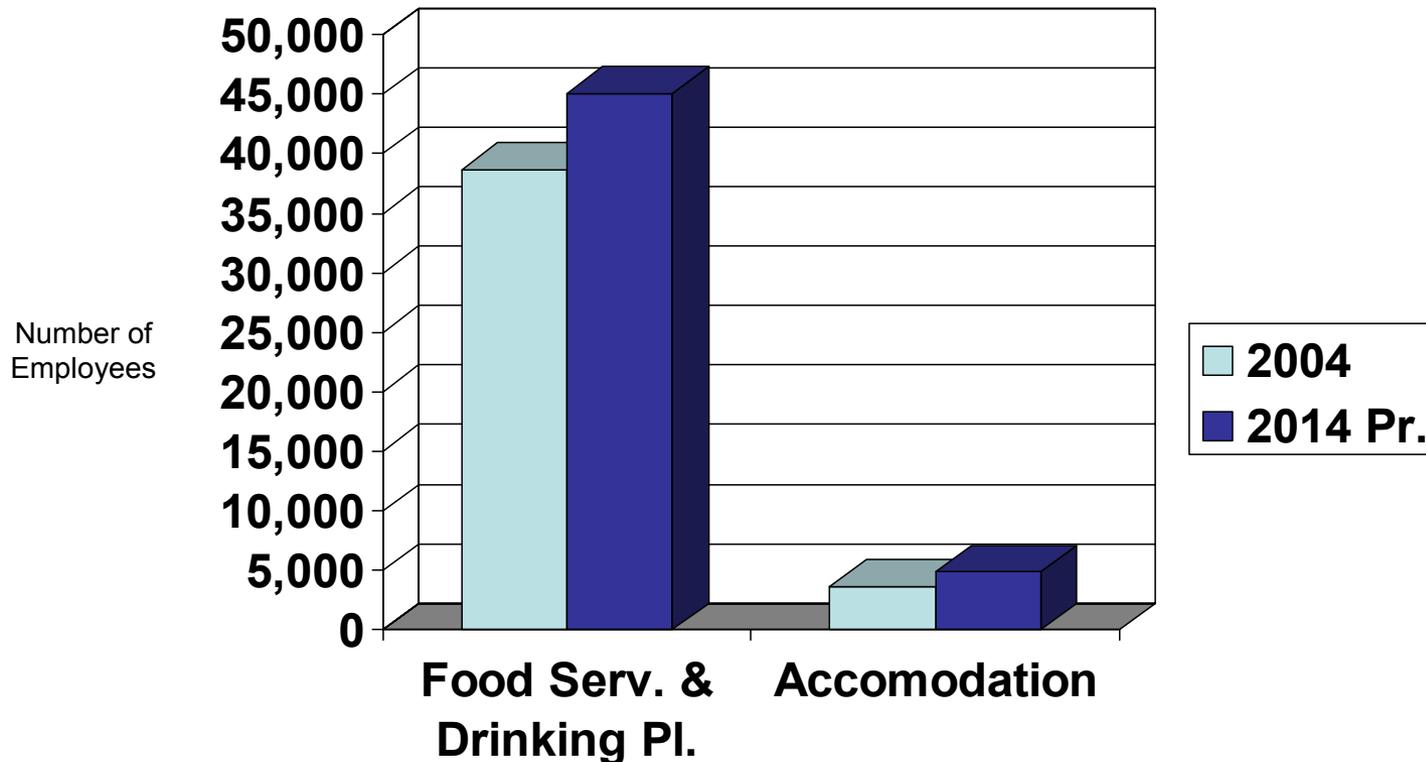
OJT: On-The Job Training

Voc/AA: Work Experience, Vocational Training or Associate Degree

BS or >: Bachelor's Degree or Higher

Source: Rhode Island Department of Labor & Training, Labor Market Information (LMI)

...And The Rhode Island DLT expects both sectors to expand in the State



Source: Rhode Island (DLT), Labor Market Information (LMI),
“Expanding/Declining Industries, RI’s Industry Outlook for 2014

MOVING FORWARD

How do we seize this opportunity and create an industry driven workforce development system?

While the needs of the industry are wide ranging, we grouped them in three areas, along an employment continuum. Specifically:



Based on these needs, our working team developed three areas of opportunity. Specifically:

- 1) Developing an industry-wide pre-employment training program to address the industry’s entry-level recruiting needs;
- 2) Launching a sector-based English and Adult Basic Education (ABE) programming to address the significant gaps in basic skills; and,
- 3) Creating a work-based learning “certificate” program for advancement to first-level manager positions.

MOVING FORWARD – LEVERAGING EXISTING TRAINING PROGRAMS

Community-based and local institutions

Through our research, we looked at 65 community-based and other training programs in the state of Rhode Island. These programs and organizations range from non-profit community based organizations (CBOs) to public schools, to private and public education institutions.

The vast majority of these programs provide ESOL, GED, and Adult Basic Education (ABE) for adults and recent immigrants/refugees. Many community-based organizations are now starting to develop linkages with employers in the hospitality industry, in order to place individuals they work with. In addition, some CBOs have developed industry-specific training programs. Specifically:

CBO/Ed. Institution

Amos House
Aquidneck Island Adult Learning Center
CCRI Division of Lifelong Learning

Chariho Career & Technical Center
Dorcas Place
East Providence Area Career & Tech. Center
Exeter Job Corps Academy
Genesis Center
Progresso Latino
Rhode Island College Sherlock Center
Woonsocket Career & Technical Center

Programs Offered

Amos Culinary Education (ACE), ServSafe Certification
Tips, ServSafe Certification
Culinary Arts Assistant, Dietary Manager,
Food Managers Certificate, Cooking & Baking
Culinary Arts
ServSafe Certification
ServSafe Certification
Culinary Arts
Culinary Arts
White Glove Service Training
Cooking & Nutrition
Culinary Arts

MOVING FORWARD – LEVERAGING EXISTING TRAINING PROGRAMS (cont.)

Community-based and local institutions (continued)

While strong, these programs are few and far between and they do not currently have the capacity to serve the needs of the industry. Lastly, while there is tremendous capacity among community providers to address the critical foundational (e.g. ESOL) skill needs of both incumbent workers and those who seek to enter the industry, there is little integration between those programs and employers in the industry. Thus, we believe that there is tremendous potential for the industry to partner with these programs to develop pre-employment and incumbent worker programming tailored to the specific needs of the industry: for example, ESOL programming contextualized to hospitality. We discuss these opportunities in the following slides.

MOVING FORWARD – LEVERAGING EXISTING TRAINING PROGRAMS (cont.)

National Curricula

Nationally, there exists extensive training curricula that leads to certifications in industry-specific skills. These programs offer industry certifications, college credit (in some cases), and are aligned with what large national hotel corporations are including in their management training programs

The American Hotel and Lodging Association Educational Institute has 326 programs addressing line-level, supervisory and management training. In addition, they offer The Lodging Management Program for high school students, and workforce development programming aimed at those seeking to enter the industry. The National Restaurant Association Educational Foundation has certification, training, and special recognition programs that address Risk Management (e.g. ServSafe), Recruitment and Retention, and Best Practices throughout the industry. Their programs range from pre-employment to management training, beginning with its Pro-Start High School Program, and continuing with mentoring and ManageFirst, through to its Food Service Management Professional Certification program,

While these are excellent resources, our research highlights two challenges that inhibit their wider use:

- 1) They are typically not integrated with the foundational skills (e.g., basic math and English literacy) that are critical to advancement for entry-level workers in the industry, limiting their accessibility; and,
- 2) There is no formal career advancement mechanism that ties these programs to promotions and pay increases for incumbent workers.

As we move forward with our plans to develop a work-based learning program for advancement, we plan to assess these curricula in further detail, and seek ways in which the industry can integrate these programs into our workforce development initiative.

MOVING FORWARD

1) Developing an industry-wide pre-employment training program. One of the important insights from the analysis is that the primary training needs for new workers are in the areas of basic job readiness, soft skills, customer service, and appropriate expectations for the industry. These are all areas in which the public workforce system, along with many of the state's community-based organizations (CBOs) are capable of delivering services. Our approach in this area would be to:

- Develop a single point of contact for industry recruiting through CBOs
- Begin marketing the industry to a network of approved CBOs from which to draw recruits to a pre-employment training program
- Develop a “world of work” curriculum tailored to the industry, incorporating customer service and soft skills
- Assign a retention specialist/career coach to each individual upon placement in the industry

MOVING FORWARD (cont.)

2) *Launch a sector-based ESOL/ABE program for incumbent workers in the industry.* English proficiency is such a significant need for the industry, yet there have been few examples of successful programs. This has been due in part, to two reasons:

- 1) In the absence of industry collaboration (i.e. leveraging multiple employer sites) it is difficult to develop enough interest to sustain a full classroom at an academic level appropriate for each individual.
- 2) Most ESOL program are not customized to industry needs and content (e.g. patron experience/customer service), and therefore are not well connected to industry growth.

Our approach will be to aggregate demand and build scale in the classroom by developing an industry collaboration in 3-4 geographic areas (Providence, Warwick, Newport, Northern Rhode Island). By tapping multiple employers in one area, we will be better able to “fill the classroom” at levels more appropriate to participants. To address the second concern, we plan to work with the State’s CBOs and education providers to contextualize the academics to customer service and the industry, making students’ learning more relevant to their growth in the industry.

Specific elements of this approach include:

- Developing an ESOL/ABE curriculum *contextualized* to hospitality
- Providing career coaching to program participants
- Integrating customer service/patron experience into programming
- Using the program as a “springboard” for advancement by engaging managers in the classroom, and establishing career tracks for those seeking to move to “front-of-the-house” and other positions in the industry

MOVING FORWARD (cont.)

3) *Creating a work-based learning certificate program for advancement.* As we discussed earlier, the industry has few “requirements” for formal education. However, the industry still recognizes that academic competencies are important for success and advancement. By creating an academic credential more appropriate for the industry we can help individuals gain the skills they need to advance in a more supportive, relevant setting (i.e., the workplace) *and* give them a valuable credential that will be transferable to other industries.

Our vision is to create a certificate program that combines classroom learning with work-based learning, thus giving individuals academic credit for learning on the job.

Our working team has reached out to CCRI, and hopes to partner with the college to develop a certificate program for the industry, that combines work-based with classroom learning. Building upon that, our long term goal is to develop an academic continuum from Adult Basic Education, to Associate Degree learning, to Bachelors Degree study at Johnson & Wales. Specific elements of our approach in this area include:

- Identify and integrate critical competencies needed for advancement (multiple tracks) into curricula
- Establish workplace “mentor/preceptors” to supervise and support learning
- Provide career coaching and support for participants
- Embed academics (math, English) into work-based training for specific competencies (e.g. culinary)
- Create developmental coursework contextualized to the workplace and customer service (classroom)
- Partner with CCRI to award credit for work-based learning (e.g. management)
- Establish academic pathways for industry advancement

Next steps

- Work with career ladder templates to create marketing material for the industry
- Work with RI's community based organizations and education providers to assess their capacity to tailor programming to the industry
- Reach out to public workforce system (WIBs, Career Centers)
- Develop linkages with higher education providers (J&W, CCRI, Tech. Schools)
- Create industry “working team” to design pilot
- Refine project workplan

CREATING A “WORKING TEAM” FOR ACTION

As an “end product” of this analysis phase, we have created an industry “Working Team” to develop and refine these program concepts, and develop a plan to pilot these initiatives. The team is comprised of mid-level and front line managers from hotels and restaurants across the state. We hope to begin our work now, moving towards the second year of the grant with the implementation plans. Over the next couple of months, we plan to expand the team to include key educational and public workforce partners. In addition, the Education Foundation Steering Committee will continue to provide oversight for these efforts.

Our Working Team currently includes:

- Paul Galluscio, Rooms Manager, Hotel Viking, Newport
- Keith Hill, Food and Beverage Manager, The Chanler, Newport
- Judy McKay, Director of Human Resources, Gregg’s Restaurants
- Socrates Ramirez, Director of Rooms, Marriot, Providence
- Tammy Sisson, Trainer, Chelo’s
- Robin Zukowski, Director of Human Resources, Renaissance, Providence

In the following slide, we provide our “road map” for taking this effort to the next stage.

Preparing for the next phase

Rhode Island Hospitality and Tourism Association – Education Foundation
 "Road Map" for Workforce Development Program Pilot Design: January - June 2008

