

This document has been developed with the support of the Queensland Reference Group (QRG), an initiative of the Gateway Schools Network - Food, Wine & Tourism.

Acknowledgments:

Our thanks to our partners for their ongoing commitment and contribution to finding a "best practice" model for the delivery of Certificate II qualifications in hospitality and tourism.

Images supplied by Tourism Tropical North Queensland



For further information on the Food, Wine & Tourism Gateway Schools Program, The Queensland Reference Group or if you have any questions or comments about this resource kit please contact:

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BENEFITS OF BECOMING A “HOST EMPLOYER”

BENEFITS

Promote the attitudes and skills you want in your workforce

Raise the quality of those coming into your industry

Participate in the education and career development of young people in your community

Strengthen links with local community & raise business profile

Identify talented future employees in your local area

TESTIMONIAL



At Slydogz Events we have found that providing work placement opportunities and having a school based trainee gives a young person a chance to engage with their area of passion, building their own career foundations while contributing enthusiastically to innovation, discussion, perspective and fresh ideas within the company. School-based trainees and work placement programs are a perfect way to contribute in a meaningful way to a young person’s life and benefit your company simultaneously”

Karyn

& The Slydogz Team
www.slydogz.com.au



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INTRODUCTION

The Tourism & Hospitality Industry

Skill needs in Queensland's tourism industry are continuously adjusting in a highly dynamic business environment. This is due to changing demographics and growth in key markets for international and domestic visitors, the tourism workforce composition (seasonality and demographics) and the increasing adoption and use of digital technology. With the resource sector in decline, tourism is playing an increasingly prominent role in driving Queensland economy.

The Brisbane, Sunshine Coast and Gold Coast regions are forecast to grow by approximately 13,000 tourism jobs over the next 5 years; compared to 7,000 jobs created in the rest of Queensland. It is projected that the greatest growths will be among bar attendants and baristas, waiters, and commercial cleaners for cafes, restaurants and takeaway food outlets¹.

Tourism workforce growth will be most significant within South East Queensland due to increased investment in tourism infrastructure (e.g. fourth runway at Brisbane airport)¹. As such, it is important to ensure that appropriate strategies are adopted to position and prepare training providers in a timely and effective way. The Commonwealth Games will provide excellent employment and training opportunities in the near future. Investment into new casinos in Brisbane, and refurbishment of the casinos in Cairns and the Gold Coast will also drive demand for accommodation, hospitality and gaming skills and has the potential to offer exciting training opportunities.

Currently the tourism industry in Queensland supports more than 230,000 jobs (131,000 direct and 99,000 indirect jobs); however there is an estimated 11% labour shortage in the Queensland tourism industry. Addressing the identified skills shortage will assist in achieving the Queensland government and industry's goal of \$30 billion in tourism expenditure by 2020. Employees in the tourism industry are critical to ensure Queensland remains a competitive tourism destination, delivering consistently outstanding service. To achieve this, businesses require trained and skilled staff who will deliver a world-class tourism product. Industry has reported that interpersonal skills are one of the most important employee attributes they look for in staff followed by people management, time management and active learning (i.e. learning on the job). Such skills have been identified as lacking, with many employees not meeting the expectations of their employers. The lack of skill is often attributed to the seasonal and often transient nature of the industry creating training and retention challenges within the industry¹.

Delivery of a quality tourism product or service is essential for meeting the growth and development targets of the industry and is highly dependent on the skills and abilities of its employees. A key skill moving forward is cultural awareness and ability for staff to speak multiple languages. Given the growth in the Asia market, training in Chinese and Japanese is considered a critical skill to meet the needs of tourists in Queensland¹. The significant flow-on effect to the Queensland economy highlights the need for more targeted and focused skill sets to be utilized in order to raise the level of training in the areas identified by industry. As such, it is important to ensure that appropriate strategies are adopted to position and prepare training providers in a timely and effective way.

Industry/Work placement

Work placement provides an essential, realistic industry environment and the practical experience required for students to gain the skills necessary to work in the industry whilst completing an accredited qualification. It allows students to develop industry specific skills and generic work skills.

The students "host" employer plays an integral role in assisting to prepare students for the workplace by providing meaningful workplace learning opportunities.

Work placement also provides an opportunity for Schools and Registered Training Organisations to build strong industry partnerships and bridge the gap between the workplace/industry and school/training environments.

- ¹ Deloitte Access Economics, Annual Skills Priority Report, 2014
- ² Tourism Research Australia, State Tourism Satellite Accounts, 2013-14
- ³ Deloitte Access Economics, Australian Tourism Labour Force Report, 2011

HOST EMPLOYERS

Congratulations on choosing to become a host employer and providing support for school students undertaking work placement in the Tourism and Hospitality industry. Work placement provides a vital link between young people and the world of work and ensures students gain realistic industry experience. Being a part of work placement programs can help you to identify talented future employees in your local area, increase the supervisory, training and mentoring skills of your staff, provide students with knowledge of the value of work and raise the quality of those coming in to your industry.

This guide has been written specifically for employers and workplace supervisors participating in work placement programs for school students in year 10, 11 or 12. Work placement students are either participating in work placement as part of an accredited course delivered by a Registered Training Organisation or as part of a work place learning program provided by their school.

Students are not paid during work placement as they are classified as a "voluntary worker". Students are either covered by the schools or the registered training organisations insurance, this will be confirmed in the paperwork that you receive.

Work placement provides a general introduction to the world of work allowing students to:

- Observe a range of work being performed
- Learn the duties, roles and responsibilities of workers in the tourism and hospitality industry
- Undertake supervised work appropriate to their skill level
- Ask questions and learn about the industry and workplace
- Gain general skills related to being at work
- Develop their communication skills
- Learn valuable employability skills
- Complete relevant workplace tasks related to the accredited course they are undertaking.

It is important that all staff are made aware of the purpose of the students work placement, their role and the role of other member of their team.



BENEFITS OF BECOMING A “HOST EMPLOYER”

Effective on the job coaching

**1. Explain the task,
its purpose and why
it needs to be done**

**2. Describe the
steps required to
complete the task**

**3. Demonstrate
the task**

**4. Watch the
student do the task**

**5. Provide positive
feedback and correct
any errors**

**6. Encourage the
student to practice
the task**

STEPS IN THE WORK PLACEMENT PROCESS:

Prior to placement

- Employers are contacted by a school or a registered training organisation to request their participation in the work placement program
- Employers receive and complete the required paperwork from the school and/or registered training organisation
- Workplace positions are negotiated with the employer
- Arrangements and a start date are confirmed
- Students are matched to a position based on the subjects/courses they are studying
- Parents/guardians sign the relevant paperwork from the school and or registered training organisation
- Students undertake activities to prepare them for work placement
- Student commences work placement.

During placement

- Students participate in work placement, attending their set days
- Students completing Certificate II courses will attend the workplace for at least 12 complete service periods/shifts
- Employer and workplace supervisor continue to provide a working safe environment for the student
- The workplace supervisor mentors and coaches the student, providing on the job training to perform tasks relevant to their allocated job role and completes the workplace logbook
- The school or registered training organisation contacts the employer to review student progress and assess industry based competencies (if relevant)
- Students complete their section of the workplace logbook after each shift.

On completion of work placement

- Host employers report on the students' performance in the workplace
- Students complete and submit their workplace logbook to the school or registered training organisation
- Teachers/trainers follow up with student for feedback and debrief.



WORKPLACE SUPERVISORS

Workplace supervisors act as a role model and workplace coach. The student will look to you for guidance and assistance in learning how to perform their job role and meet workplace requirements. You can improve the learning opportunities for your work placement student through the use of good supervision and coaching skills.

As the workplace supervisor you are responsible for on the job training and answering any questions that the student may have relating to their job role. It is your responsibility to inform them of their duties, roles and responsibilities, workplace expectations, safety procedures, codes of conduct, WH & S information and any other workplace policies, procedures or practices.

The student will look to you for guidance and help in learning how to correctly do their job and meet workplace requirements. Students often have a preferred learning style, recognising and accommodating a student's preferred learning style will ensure an easier and more effective learning environment.

As the workplace supervisor you have the opportunity to pass on your industry skills and knowledge, develop your leadership, mentoring and coaching skills and raise the quality of potential employees coming in to your industry.

An effective workplace supervisor:

- Provides a safe and supportive workplace
- Provides constructive feedback and encouragement on tasks performed in the workplace
- Considers the student's preferred learning style when providing training
- Acts as a role model
- Manages hazards and safety risks
- Helps the student develop problem solving and general employability skills
- Maintains records of progress by completing the student's workplace log book.

INTRODUCTION TO THE WORKPLACE

It is essential to provide the student with a thorough introduction to the workplace. A structured induction will ensure that the student has a clear understanding of what is expected of them and what they can expect of others.

The following points should be addressed in induction:

- A description of the business (e.g. products and services offered, main customers, opening hours)
- Job roles and responsibilities
- An introduction to key personnel and other staff members
- Important work rules and work conditions (e.g. uniform, presentation, attitude and language, breaks, mobile phones, start and finish times)
- A tour of the workplace and facilities
- Information on the business' policies and procedures
- Grievance procedures (who to contact, what to do)
- Work Health and safety procedures (Emergencies, First aid etc.)
- Confidentiality.

See Appendices 1: Employer Checklist and Student Induction
See Appendices 2: Confidentiality Agreement

Appendices 1:

EMPLOYER CHECKLIST & STUDENT INDUCTION

TICK	TASK
<input type="checkbox"/>	Complete the relevant paperwork with the school or registered training organisation
<input type="checkbox"/>	Confirm duration, dates and job role for students work placement
<input type="checkbox"/>	Appoint a workplace supervisor
<input type="checkbox"/>	Consult with staff to determine relevant activities that the student can safely undertake
<input type="checkbox"/>	Conduct workplace induction for the student

STUDENT WORKPLACE INDUCTION

It is expected that each student will be given an induction to their particular industry work placement prior to or when commencing their work placement. The following should be included:

<input type="checkbox"/>	Provide a description of the business - Products and services offered, opening hours
<input type="checkbox"/>	Outline the management structure and introduce the student to key personnel, other staff members and their workplace supervisor
<input type="checkbox"/>	Discuss the duties and responsibilities of their job role
<input type="checkbox"/>	Discuss workplace behaviour requirements and expectations, work rules and conditions – start, finish and break times, language, attitude and mobile phones
<input type="checkbox"/>	Explain the dress standards applicable to the job role and workplace - uniform and presentation
<input type="checkbox"/>	Demonstrate the safety requirements applicable to the job role and workplace and provide any required PPE
<input type="checkbox"/>	Discuss relevant workplace policies and procedures – emergencies, evacuation, telephone use, internet use, grievances (who to speak with if there is an issue/problem)
<input type="checkbox"/>	Conduct a site visit of the workplace and its facilities, including toilets, staff areas, change room
<input type="checkbox"/>	Discuss the procedures for non-attendance

This induction will ensure that the student remains safe, as well as assisting them to make a quick and efficient transition to the work place environment. Industry induction completed:

Supervisor name:	
Position:	
Supervisor Signature:	
Business Name:	
Date of induction:	

Appendices 2:

CONFIDENTIALITY AGREEMENT

This agreement concerns the work placement of:			
Student name:	_____ at _____		
Business name:	_____		
Dates:	From:	_____	To: _____
<p>I understand that during this work placement I may have access to information that is private and confidential. I agree that I will not convey to any person outside the host employer's workplace, any knowledge or information of a confidential nature which is gained in the course of this work placement.</p> <p>I understand the seriousness of any breach of this confidentiality agreement.</p> <p>Failure to maintain confidentiality may result in the immediate termination of the work placement and possible legal action by the employer depending on the seriousness of the breach.</p>			
This agreement concerns the work placement of:			
Student signature:	_____	Date:	_____
Employer signature:	_____	Date:	_____
Name and position of person authorised to sign on behalf of employer:		_____	

ACKNOWLEDGMENTS:

This document has been created with the support of the Queensland Reference Group (QRG).

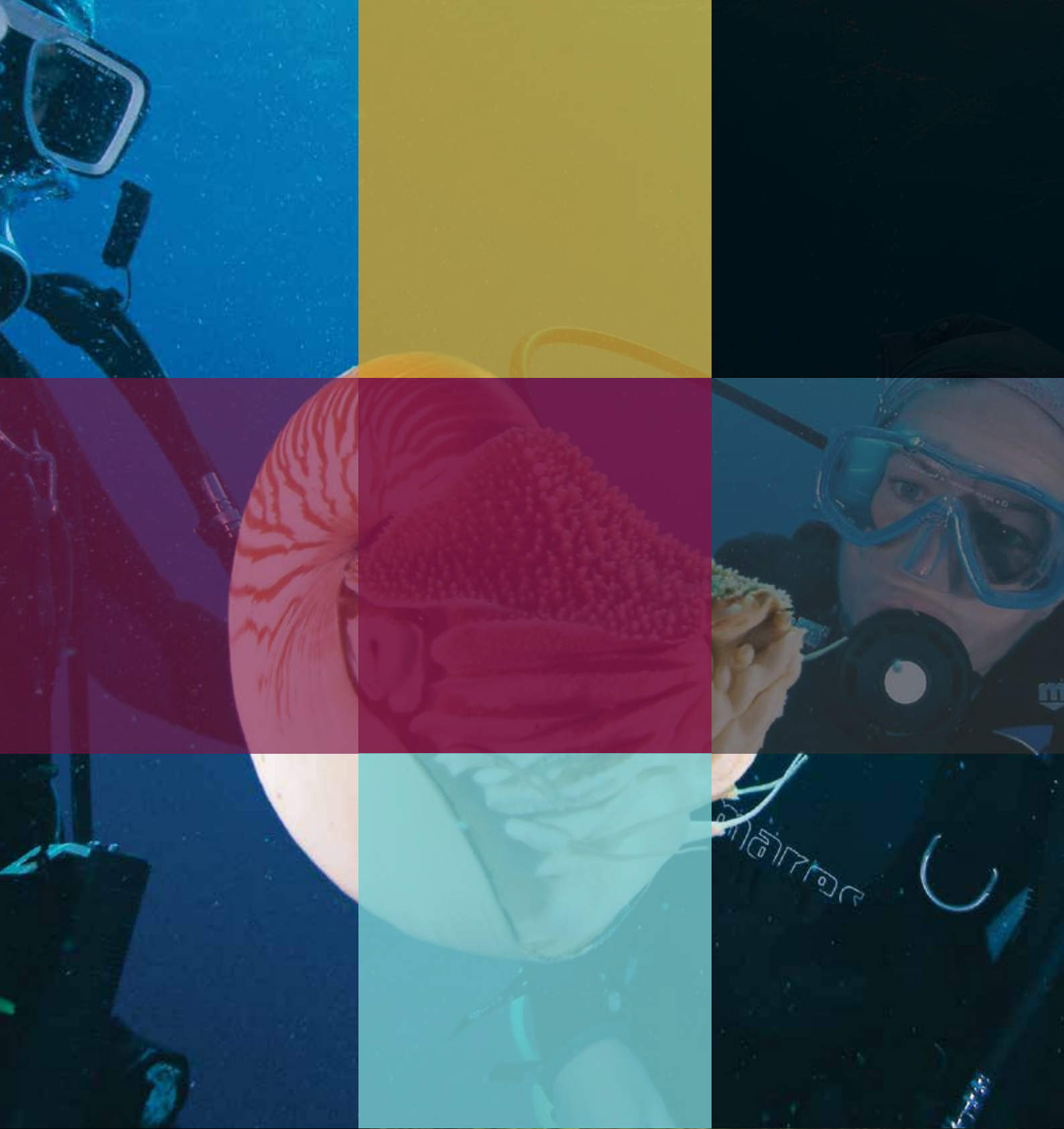
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Images supplied by Tourism Tropical North Queensland

REFERENCES:

This guide was created using some of the information contained in the following documents:

- NSW Department of Industry: Supervising your apprentice or trainee
- NSW Education and Communities: The Workplace Learning Guide for Employers
- NSW DET: Work Placement made easy



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