



International
Specialised
Skills
Institute

ASPIRING FOR EXCELLENCE

in the Australian Hospitality Industry

An International Specialised Skills Institute and Sir James Gobbo Fellowship.

GUY GROSSI

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i. Executive Summary

Guy Grossi's dedication to all aspects of the hospitality industry has seen him become one of the most highly respected and proactive contributors to the growth of the Victorian hospitality industry. He is a co-owner of Grossi Restaurants including Grossi Florentino, Merchant Osteria Veneta, Ombra Salumi Bar and Arlechin. In addition, Grossi is also a generous philanthropist working with young people to encourage them in the industry and explore it as a possible career path, and is particularly interested in assisting young people in need and mentoring others.

Grossi has, through significant experience and preliminary research, identified that Australia is well positioned to be a leader in hospitality excellence yet believes we are falling behind other countries due to a lack in formal multi-disciplinary education that prepares members of the industry with the knowledge to work across the various sectors that comprise today and tomorrow's modern hospitality industry.

The overarching goal of his Fellowship was to gather knowledge and insights from overseas International Hospitality Training Schools, combine this with his own personal knowledge as a leading and passionate member of the Australian industry and assist him to advocate for the establishment of a Hospitality Centre of Excellence in Australia.

This Fellowship saw Grossi conduct preliminary local research and then meet with senior educators, researchers or managers within nine International Hospitality Training Schools in Europe, Asia and the United States of America. By visiting and meeting key staff in these institutions Grossi was able to explore their operations, standards and ethos; key considerations when proposing such a training model in Australia.

The objective of each meeting was to explore why and how each of these hospitality training schools have garnered strong reputations as leading and specialised global hospitality and hotel management training providers. Exploring each institution was, at its core, an endeavour to find what creates the desire to be the best in the world and deliver an internationally valued curriculum that is recognised by both students and employers alike, and how to apply those outcomes to an Australian model.

A mix of Grossi's own knowledge as well as knowledge acquired during this Fellowship have reinforced his belief in establishing a world-class Hospitality Centre of Excellence in Australia. However, the Fellow is also aware that much consideration, discussions with potential education providers, industry partners and others is critical in advocating for this venture.

To see the proposal for a Hospitality Centre of Excellence in Australia move forward, the final part of this report sees Grossi outline aspirational aims, overarching goals and planning considerations which he believes should underpin any future progressive discussions.

1. Fellowship Background

1.1 Fellowship Aims

The Fellow, Guy Grossi, has through significant experience identified that Australia is well positioned to be a leader in hospitality excellence yet believes it is falling behind other countries due to a lack in formal multi-disciplinary education that prepares members of the industry with the knowledge to work across the various sectors that comprise today and tomorrow's modern hospitality industry. The Fellow has identified the need for development of a 'Hospitality Centre of Excellence', which is tailored to the Australian environment but draws upon the approaches and delivery which underpin the leading International Hospitality Training Schools in Europe, Asia and the United States of America (USA). By visiting and meeting with management of these international schools, the Fellow was able to explore their operations, standards and ethos; key considerations when proposing the introduction of such a training model in Australia.

The overarching goal of this Fellowship was to gather knowledge and insights from overseas International Hospitality Training Schools, combine this with his own personal knowledge as a leading and passionate member of the Australian industry and assist him to advocate for the establishment of a Hospitality Centre of Excellence in Australia. It is the Fellow's belief that a Hospitality Centre of Excellence will engage local talent as well as students from around the world and create a culture of aspiration around the hospitality industry being a career choice. Further, it will nurture and educate, retain and maintain talent within Australia, as well as attract new local and international talent, and provide an education that will be relevant and competitive globally.

1.2 Methodology

This Fellowship incorporates a mix of quantitative and qualitative investigation elements.

Quantitative:

An evaluation of industry and demographic data was conducted as part of the investigation into the 'Australian Situation', with these utilised to highlight the validity of the proposed Fellowship aims and objectives.

Qualitative:

The 'International Experience and Discovery' aspect of this Fellowship was predominately a qualitative approach, drawing upon face-to-face meetings and discussions with managers and educators in overseas hospitality training and education institutions.

This Fellowship covered the period August 2016 – June 2017 and saw the Fellow conduct preliminary research and evaluation, overseas visitations and the preparation of this final Fellowship Report. After the completion of the Fellowship, Grossi will also disseminate his findings to peers with a view to initiating discussions and development of the proposed Hospitality Centre of Excellence.

1.3 About the Fellow

Name: Guy Grossi

Employment: Director, The Grossi Group

Qualifications: Qualified Chef, Box Hill Institute
Certificate III Hospitality Management, Box Hill Institute
International Specialised Skills Institute Fellowship
2017 Melbourne Moomba Festival Monarch

Guy Grossi's dedication to all aspects of the hospitality industry has seen him become one of the most highly respected and proactive contributors to the growth of the Victorian hospitality industry.

Tradition, innovation and communication are three elements that work in balance through the businesses owned by the Grossi family. The Fellow is first and foremost, a chef and restaurateur, but he and his family are also hospitality industry leaders in terms of establishing initiatives that gain attention from the wider dining public about issues such as seasonality, fresh produce, the environment and industry awareness.

The Fellow is a co-owner of Grossi Restaurants including Grossi Florentino, Merchant Osteria Veneta, Ombra Salumi Bar and Arlechin. His love of cooking is evident within his sourcing of quality local ingredients wherever possible to maximise the integrity of the food he serves to his customers.

The Fellow is a generous philanthropist working with young people to encourage them in the industry and explore it as a possible career path. He is particularly interested in assisting young people in need and mentoring others. The Fellow has dedicated much of his time to work with selected charities including: Hospitality Employment and Training (HEAT); Open Family; Australian Marine Conservation

Society; Starlight Children's Foundation; and, Ovarian Cancer Research Foundation.

Recognised as the one of Australia's leading authorities on Italian food, the Fellow's training in the industry began under the watchful eye of his father, Pietro - an accomplished chef in his own right - and the Fellow went on to carve out a successful career as a Head Chef and owner of restaurants including Quadri, Pietro and Cafe Grossi.

The Fellow has become an industry spokesman and is a national judge of the Electrolux Appetite for Excellence award and The Age Good Food Guide Young Chef Awards.

The Fellow was engaged by the Victorian Government as Victoria's face of food and wine during the Shanghai World Expo 2010. It was here he had the opportunity to put Victorian produce on a global stage. The Fellow has also highlighted the state's great produce at G'day USA in Los Angeles from 2010 to 2012, as well as in other parts of the USA and Japan.

The Fellow's commercial reach is significant, appearing as a guest judge in seven seasons of the reality cooking show My Kitchen Rules, on the 7 Network, and as a co-host of Italian Food Safari, on SBS.

The Fellow has also authored five cookbooks, including: Love Italy; Recipes From My Mother's Kitchen; My Italian Heart; Grossi Florentino: Secrets; and, Recipes and Italian Food Safari (co-author). The Fellow has earned a reputation as one of Australia's most respected masters of Italian food, borrowing from his heritage and translating it into his own interpretation of contemporary, Italian cooking. But his work and profile as a chef and mentor has gone far beyond the scope of Italian cuisine.

Guy Grossi has carved out a successful name and a respected profile, not just in the Victorian industry but also across Australia.

2. The Australian Context

2.1 Australian Hospitality Industry

The Australian hospitality industry is still evolving. Significant parts of the industry have been regarded as ones that are undertaken while an individual is studying to pursue another career, or as a job that provides an income but not a career, or a non-progressive career with little prospects for growth/development or advancement. But the Fellow and his peers have identified that there are people wanting to change this and there's a burgeoning movement from younger professionals - in their 20s and 30s - who are committed to the industry and would like to see more enter the industry with a long-term career in mind.

Three key situations are explored below: the unique characteristics of the Australian service industry's workforce and skills required; that Australian population expansion will drive hospitality industry skills growth; and, tourism and hospitality industry growth and trends.

i) Unique characteristics of the Australian service industry's workforce and skills required

- » Cultural understanding - having a sound awareness and respect of the etiquette of other cultures around the world.
- » Language skills - with the advent of the internet and English spoken widely around the world, having English, and at least one other language, is becoming more expected by employers.
- » Food and wine education - it is at the heart of the industry and knowledge must be constantly updated and remain relevant.
- » Agility – qualities that allow organisations to respond rapidly to changes in the internal and external environment without losing momentum or vision.
- » Flexibility - it is imperative in such a competitive industry that employees are able to think clearly under pressure and able to change with the mood and situation.
- » Knowledge of accounting and business operations – to successfully manage industry businesses.
- » Psychology - regarding human behaviour, from the perspective of both customers and working alongside diverse colleagues.
- » Awareness of skills maintenance – appreciation of the importance of maintaining skills currency through training and keeping abreast of global trends.
- » Human resources management – to support employees and remain abreast of relevant employment legislation.
- » Agricultural practices – due to global warming farming will continue to adapt and the industry workforce must now have a sound understanding of what is being grown in Australia, its fresh produce and its seasonality, and that it is ethically and sustainably sourced.
- » Viticulture – having at least a basic understanding of the science of grape and wine production with respect to not only Australia's wine industry but also the global one, considering the provision of local and international wines.
- » Creativity and inspiration - the industry is constantly evolving and it takes creative minds who look inside and outside the industry for inspiration to grow and improve.

- » Entrepreneurism and innovation - the industry workforce will attract leaders, entrepreneurs and innovators-in-the-making, as it can't grow and evolve without visionaries.
- » Cultural competence – that the industry understands how different cultures interact with food and food customs.
- » Service vs. servitude – that industry entrants understand that the provision of service is an honour.

The Fellow is keen to see these important elements incorporated within the course structure of a proposed Hospitality Centre of Excellence, either as aspects of training delivery or creating a mind-set within students, recognising that these features will contribute to the development of a high-level and sustainable industry within Australia. Further, doing so would help to positively influence change and improvements within the industry more widely.

ii) Australian population expansion will drive hospitality industry skills growth

In 2000 Australia had a population of 19 million and the population growth rate had slowed to 1.2 per cent. However, over the last decade it has defied the predictions and rather than slowing, the population increase has accelerated, finishing in 2009 breaking 22 million with a population growth rate twice what was expected, hitting 2.1 per cent per annum (compared to a world average of 1.2 per cent). This decade to 2020 will see Australia's population hit 27 million. This population increase is due to the highest migration numbers ever and the highest birth numbers ever.¹

At 31 December 2015, the Australian Bureau of Statistics (ABS) reported the estimated resident population and population growth rates to be:

Estimated Resident Population

- » The preliminary estimated resident population (ERP) of Australia at 31 December 2016 was 24,385,600 people. This is an increase of 372,800 people since 31 December 2015, and 78,400 people since 30 September 2016.
- » The preliminary estimate of natural increase for the year ended 31 December 2016 (152,600 people) was 6.5%, or 9,300 people higher than the natural increase recorded for the year ended 31 December 2015 (143,300 people).
- » The preliminary estimate of net overseas migration (NOM) for the year ended 31 December 2016 (209,000 people) was 16.5%, or 29,700 people higher than the net overseas migration recorded for the year ended 31 December 2015 (179,300 people).²

Population Growth Rates

- » Australia's population grew by 1.6% during the year ended 31 December 2016.
- » Natural increase and NOM contributed 40.9% and 56.0% respectively to total population growth for the year ended 31 December 2016 with intercensal difference accounting for the remainder.
- » All states and territories recorded positive population growth in the year ended 31 December 2016.
- » Victoria recorded the highest growth rate of all states and territories at 2.4%. The Northern Territory recorded the lowest growth rate at 0.3%.³

The estimated population growth will naturally increase demand for hospitality services across Australia, which will have an impact in terms of the development of new hospitality businesses and an adequately trained workforce within these. In addition, with the migration and higher birth rates it could be argued that a contributing factor is that there will be a greater pool of potential local students

² Australian Bureau of Statistics (ABS), 'December Key Figures', *3101.0 Australian Demographic Statistics December 2015*, 23 June 2017.

³ Ibid.

¹ McCrindle, M., 'Top 7 Trends of the New Decade', *CultureScope*, Volume 93, 2010: 7 – 8.

available to a Hospitality Centre of Excellence in the future. Further, with increasing multiculturalism it will be an imperative that cultural competence is a key feature of hospitality training and course components.

iii) Tourism and hospitality industry growth and trends

The tourism and hospitality industry has shown increasingly steady growth between 2011 and 2016.

With respect to a key player in the industry, the Australian Restaurant sector, significant positive trends are reported:

Revenue (2011 – 2016)	AUD\$13bn
Annual Growth (2011 – 2016)	6.2 per cent
Employment (2016)	281,448
Businesses (2016)	25,680

The Australian Restaurant sector noted in 2016 that “Changing social trends have fuelled strong growth for the Restaurants industry over the past five years. The industry is expected to post annualised growth of 6.2% over the five years through 2015-16, to total \$13.1 billion. Busier lifestyles and diminishing leisure time have increasingly led consumers to turn to restaurants for meals. Restaurants have allowed consumers to combine dining with leisure and avoid spending time on food preparation. These trends are expected to continue in 2015-16, with industry revenue forecast to grow by 2.3% during the year. Over the 10 years through 2020-21, the industry’s contribution to the economy (industry value added) is expected to rise by an annual rate of 3.3%, a strong performance when compared with annualised GDP growth of 2.6%. This indicates that the industry is growing at a slightly faster pace than the overall economy”.⁴

⁴ Ibis World, *Restaurants in Australia: Market Research Report*, <www.ibisworld.com.au/industry/default.aspx?indid=2010>, accessed August 2016.

The Restaurants industry exhibits a moderate level of capital intensity. IBISWorld estimates that for every dollar spent on capital costs, \$7.79 is spent on wages. Restaurants require a significant input of labour across all operations, including food ordering and preparation, cooking, serving and cleaning. Some of these activities require training and experience, while other roles are relatively unskilled. Furthermore, many restaurants choose to lease equipment instead of investing in their own facilities.⁵

The Australian Tourism and Hotel Industry has also reported significant growth over the past decade, but 2015 was a particularly exceptional year.

“2015 was another year of remarkable growth for the Australian tourism sector, with both international and domestic visitation growing multiple times faster than their medium term averages. International visitation surged 8.2% over calendar 2015, growing nearly three times faster than the pace observed over the last 15 years. At the same time, domestic visitation posted growth of 7% –a figure almost unrecognisable alongside the 1% p.a. witnessed, on average, since 2000.”⁶

Tourism 2020⁷, an initiative by Tourism Australia, is just one area that highlights the need for growth of skilled employees in the hospitality and tourism industries. Tourism 2020 marks the next phase in the evolution of the National Long-Term Tourism Strategy. Through Tourism 2020, governments at all levels will need to work with tourism industry operators to implement the strategy and monitor progress against the 2020 Tourism Industry Potential.⁸

⁵ Ibid

⁶ Deloitte Access Economics, *Tourism and Hotel Market Outlook 2016, Executive Summary*, February 2016, p.2.

⁷ Tourism Australia, *Tourism 2020*, <www.tourism.australia.com/about-us/tourism2020.aspx>, accessed August 2016.

⁸ Tourism Australia, *Tourism 2020*, <www.tourism.australia.com/documents/Tourism_2020_overview.pdf>, accessed August 2016

Collectively, the review of these two key areas of the hospitality and tourism industries highlight that there are considerable opportunities for these sectors to sustainably grow in the future. The Fellow believes that these opportunities could be leveraged to establish a Hospitality Centre of Excellence that will not only furnish the industry with a highly qualified workforce ready to take on the opportunities and challenges that industry growth present but also help to ensure that Australia's positive reputation on the world stage is maintained.

2.2 Hospitality Training in Australia

Hospitality training in Australia ranges from certificate level qualifications, to apprenticeships, to diplomas to undergraduate degrees, through to post-graduate degrees. There are a mix of public and private providers offering hospitality training in Australia. In addition, depending upon the provider, there is an opportunity for both domestic and international students to study hospitality.

Overseas there are Hospitality Schools within private or public education institutions that offer specialised degrees which enable students to undertake training from an array of disciplines which relate to all areas of the hospitality industry. These courses also work in partnership with commercial partners to offer students the opportunity to be taught, mentored or engage in practical internships with 'real life' hospitality businesses.

It is the Fellow's belief that these elements are somewhat missing within the Australian tertiary education landscape, thus highlighting the need to create a Hospitality Centre of Excellence in Australia. It is also of concern that Australia will be left behind and see talented Australian's wishing to pursue careers in hospitality travelling overseas to acquire such an education, and in doing so lose them to employment opportunities in other countries rather than returning to Australia to offer that knowledge and experience to businesses in Australia.

3. The International Experience and Discovery

The Fellow undertook applied research by meeting with senior educators, researchers or managers within nine institutions possessing Schools of Hospitality.

The following institutions and individuals were visited:

- » Cornell University (New York, USA) where the Fellow met with Dr Steven Carvell, Finance Professor
- » Union Square Hospitality Group (New York, USA) where the Fellow met with Mr Sabato Sagaria, Chief Restaurant Officer
- » The University of Surrey (Guildford, UK) where the Fellow met with Professor Andrew Lockwood, Forte Professor of Hospitality Management and Associate Dean of Learning & Teaching
- » Swiss Education Group (Lausanne, Switzerland) where the Fellow met with Ms Tarsila Fercher Geis, Director of Strategic Partnerships
- » École hôtelière de Lausanne, Lausanne, Switzerland where the Fellow met with Mr Jens-Henning Peters
- » Glion Institute of Higher Education (Montreux, Switzerland) where the Fellow met with Ms Catherine FitzSimons, Executive Assistant
- » Alma, La Scuola Internazionale di Cucina Italiana (Colorno PR, Italy) where the Fellow met with Ms Veronica Filippi, International Network Coordinator
- » University of Gastronomic Sciences (Bra CN, Italy) where the Fellow met with Ms Julia Wheen, International Relations
- » Hotel Icon (Hong Kong, China) where the Fellow met with Professor Brian King, Associate Dean, Executive Education and Partnership

3.1 International Research Objectives

The objective of each meeting was to explore why and how each one of these hospitality training schools and their respective cultures have garnered strong reputations as leading and specialised global hospitality and hotel management training providers.

There is history in each institution but there is also consistent relevance and active acceptance of change in a contemporary and technologically changing world. Another objective of the Fellow was to explore how this change is managed and taught.

Skill enhancements were also questioned and studied by the Fellow. While discussing this matter with overseas experts the Fellow maintained his overarching intention to create and nurture “a strong, proud and successful hospitality industry where locals continue to eat out regularly and tourists leave Australia wanting to return with the profile of the industry recognised and admired globally” at the forefront.

Exploring each school was, at its core, an endeavour to find what creates the desire to be the best in the world and how to deliver and maintain it, and how to apply those outcomes to an Australian model.

3.2 Cornell University – School of Hotel Administration (Ithaca, New York, USA)



The Fellow met with Dr Steven Carvell, Professor of Finance School of Hotel Administration on 09/09/2016.

Background:

Cornell University in the town of Ithaca in New York State. As a 'university town', the town's infrastructure is constructed around the university, with a community culture built around this and a population very much based on students, families and staff. Cornell University has been built on a long-term reputation of excellence and it maintains this reputation through constantly evolving its curriculum, being highly selective of student intake and attracting a high calibre of teaching staff. Indeed, the high standards and expectation attracts more students than there are places for. The university is funded by the students' tuition fees as well as some philanthropy from Alumni and others.

Education and training:

Cornell University houses the 'School of Hotel Administration' (colloquially known as 'The Hotel School') through which undergraduate and post-graduate degrees are offered. As a large University, it enables the provision of specific subjects that offered through other Schools within the University (eg. Dyson School of Applied Economics). A collaborative degree program delivered through a partnership between The Culinary Institute of America and the School of Hotel Administration allows students wanting to pursue careers in food and foodservice operations to receive both an Associate of Occupation Studies in Culinary Arts from The Culinary Institute of America and a Bachelor of Science (BS) in Hotel Administration from the School of Hotel Administration.

Upon the conferring of School of Hotel Administration degrees, and depending on the streams undertaken, students are skilled to move into careers in hospitality, finance, real estate, healthcare, or entrepreneurship.

The School of Hotel Administration also offers a mix of short courses for people just commencing in hospitality employment right through to executive management levels.

Key learning themes:

- » Cornell University believes in constantly evolving, pushing the envelope and exceeding the expectations of their students, thus leads to an ongoing interest in learning and desire to be part of the institution by not only students but partners and employers
- » Highly competitive nature of the campus is a positive and generates pride in students
- » Broad approach education, including ability to access subjects from different disciplines
- » Students are encouraged to ask the best of themselves academically
- » Team building and team work taught throughout the degree, with these skills pivotal to good hospitality management
- » Students taught the importance of compassion when working with others
- » While specific agriculture or sustainability subjects are not offered, these issues are discussed through consideration of locavorism, the carbon footprint and nutrition
- » Students taught the difference between service and servitude, thus increasing pride in building a career in hospitality.

Dr Carvell spoke of the art of having people to your home, referring to ancient cultures where guests' feet were washed and that looking after people was an honour. He noted that 200 years of colonialism and slavery made taking care of someone, to that level, less respected and the act of a servant. The school challenges the notion that taking care of somebody is servitude and that students are creating a well-respected pathway into the service industries.

3.3 Union Square Hospitality Group (New York, USA)

The Fellow met with Sabato Sagaria, Chief Restaurant Officer on 09/09/2016.

Background:

Union Square Hospitality Group (USHG) is a privately-owned restaurant group, established by restaurateur and CEO Danny Meyers who opened his first restaurant in 1985 in New York City. USHG has a different model to the traditional educational framework of schools the Fellow visited. USHG is an extension of a restaurant business and is structured to nurture relationships with industry while training staff to work in their varied businesses.

USHG creates a culture of community, philanthropy and encourage the idea of 'giving back'.

"Union Square Hospitality Group is committed to extending caring hospitality beyond the walls of our restaurants and into our communities ... Union Square Hospitality Group as a whole has dedicated time and resources to supporting hunger relief initiatives and beautifying our urban environments".

Education and training:

The group owns and operates 13 businesses in New York and within their group they offer hospitality training to their staff and extend the business to offer business consultancy, wine education and public speaking engagements.

Key learning themes:

In meeting with Sabato Sagaria, the Fellow was keen to explore the themes of sourcing the most appropriate students and employees. Sagaria, and indeed USHG, views technical and cultural aspects as being imperatives to their business. In addition, maintaining strategic partnerships with other education institutions and industry peers, remain conversant with and responsive to current industry issues, and utilising technology are considered as critical in building skills and knowledge.

- » The Technical Aspect:
 - » In teaching the craft of hospitality, 49 per cent of someone's personality is about the rules (i.e. the do's and don'ts – such as do you serve from the right or left or how wine is poured).
 - » The remaining 51 per cent of the personality is teaching the hospitality (e.g. the warmth of the welcome, instilling a sense of care and compassion). However much of that is innate in the personality of the student, but it can be measured by how students are interacting with guests and with each other.
- » The Cultural Aspect:
 - » The cultural aspect refers to the culture of the school itself and there is a strong belief within USHG that the hospitality industry is about working together, growing teams and supporting each other.
 - » An ability to teach the importance of teamwork, leadership and investing in staff development.

- » Strategic partnerships:
 - » Remain connected to other schools and members of the industry through the lens of the hospitality industry – use case studies, conduct lectures and be part of question panels.
 - » Work with partners who lend you credibility in the industry.
 - » Scholarships provided by partners can subsidise operational costs and/or help in the provision of resources (e.g. kitchen suites, wine).
- » Respond to contemporary industry issues:
 - » USHG responded to the issue of tipping in restaurants, which had become a significant news issue in the USA, by eliminating tipping and providing staff with even greater employment protections.
 - » USHG, in doing so was leading the way, and shared this via lecturing at other education institutions and in partner organisations.
- » Utilise technology:
 - » Offering lectures online, and bringing in expert lecturers / presenters from around the world, in their own training.
 - » Reciprocate by offering to participate in online lectures and not only share knowledge but talk about current issues of benefit to future members of the industry.

“The only way a company can grow, stay true to its soul, and remain consistently successful is to attract, hire, and keep great people. It’s that simple, and it’s that hard.”

(Danny Meyer, CEO, Union Square Hospitality Group)

“If I can’t lead people, if I can’t get people to come on board, if I can’t energise and get them excited, I’m not going to be able to get them to come into battle with me every single night. So, we really look at leadership and managing teams, and managing change. In this day and age, I think understanding change is something that’s so important.”

(Sabato Sagaria, Chief Restaurant Officer, USHG)

3.4 The University of Surrey (Surrey, Guildford, UK)



The Fellow met with Professor Andrew Lockwood, Forte Professor of Hospitality Management and Associate Dean of Learning & Teaching on the 13/09/2016.

Background:

The University of Surrey was the first university in the UK to offer hospitality management at undergraduate degree level with several degrees now available – ‘Bachelor of International Event Management’, ‘International Hospitality and Tourism Management’, ‘International Hospitality Management’ and ‘International Tourism Management’. As noted, management is the underpinning focus of all degrees on offer. In addition, post-graduate education is also available.

Education and training:

Entry into the course is highly competitive and, like many universities in Australia, entry is based entirely on academic achievement which is administered by UCAS (University Clearing Admission Service). Due to the number of applicants, entry interviews are not feasible given the staff and assessment time required.

Each of hospitality related degrees offer an optional ‘Professional Training Placement’ subject which provides students with an opportunity to gain access to the world of work, including meeting employers, developing job search skills and acquiring the employability skills that employers look for.

As part of this placement students are assessed on their preparation, industry learnings and completion report reflecting on their placement achievements and future career plans. While this placement does not count towards the degree, students can avail of University of Surrey staff support throughout and many students use this to engage with employers and improve their transition to employment. Interestingly, the university has decided that this placement cannot be counted as a subject within a degree; with the rationale being that placements

lack consistency and thus an inability for fair formal assessment across the university.

The hospitality degrees are focussed on developing cross-disciplinary management skills in students, rather than preparing students with narrow skills. Participation in hands-on learning in real-life hospitality business is also a feature of their tertiary programs.

In addition, within the department (and the wider University of Surrey) the aim is to build cultural respect and ensure that team and group work is an essential part of studies; again, providing students with knowledge and skills critical in the modern hospitality workplace.

Key learning themes:

- » Embrace an evolving curriculum that provides students with cross-disciplinary, as well as hospitality front and back-of-house, learning such as: restaurant operations; hotel operations; events management; accounting; psychology and human resources; business law; ethics; marketing; investment; innovation; product development; leadership; entrepreneurial practices; and, sustainability (to name but a handful). It is this approach which has made the University of Surrey highly competitive and advantageous for students
- » Industry pathways are encouraged through placements, partnerships and fairs which provide a means for businesses to source potential staff
- » Students can extend their undergraduate degree by enrolling in post-graduate studies that are directly linked to their undergraduate degree
- » There is a sense of pride in the hospitality course but staff admit it needs constant nurturing in terms of its reputation, as hospitality is not always seen as an aspirational career choice
- » Multicultural student mix, with approx. 45 per cent of undergraduate students being international ones

- » Involvement of Alumni is important and has led to some innovative initiatives and support. One example is the 'Food and Wine Society' started 30 years ago by Alumni Kit Chapman, proprietor of The Castle Hotel in Taunton. This Society organise events, restaurant visits, wine tastings and exposes students to the practicalities of the industry. More information about the Society - www.surrey.ac.uk/fws/

3.5 Swiss Education Group (Lausanne, Switzerland)

The Fellow met with Ms Tarsila Fercher Geis, Director of Strategic Partnerships, on the 17/06/2016.

Background:

The Swiss Education Group has five schools based across seven campuses throughout Switzerland; each with a different focus:

- » César Ritz Colleges – Hospitality, Tourism and Entrepreneurship
- » Culinary Arts Academy Switzerland – Culinary, Pastry and Chocolate Arts
- » Hotel Institute Montreux – Hospitality and Business
- » IHTTI School of Hotel Management – Hospitality and Design
- » Swiss Hotel Management School – Hospitality, Events, Resort and Spa.

The schools offer education programs including Certificate-level, Diplomas, Undergraduate degrees and post-graduate qualifications. Some of which are validated through UK or USA partner Universities.

The Swiss Education Group is independently governed as a private organisation.

Education and training:

For the purpose of this Fellowship, the Fellow specifically explored and discussed the César Ritz Colleges, an education institution “Based on the philosophy of César Ritz, founder of the famous Ritz-Paris hotel, the programmes of César Ritz Colleges focus on luxury, excellence, service, care and innovation”. The group’s

catch-cry is ‘César Ritz Colleges provides world-class quality in hotel and tourism management courses’.

The College has three campuses in Switzerland, with Washington State University (USA) and the University of Derby (UK) as partners that auspice the conferring of degrees. Students can undertake undergraduate degrees as well as post-graduate Masters qualifications. However, Diploma and Certificate-level cooking courses are available in their Culinary School.

The César Ritz College is not officially accredited by the Swiss government but instead by region, a model that the organisation prefers as federal accreditation requires entry pre-requisites and government control. Having no government control allows the College to be independent and private. Similarly, the College is not franchised with campuses abroad making it solely located in Switzerland.

Admission into the César Ritz College requires students to have graduated from high school and the financial funds to pay the USD\$130,000 - \$150,000 for the undergraduate degree course, which is all inclusive of accommodation and food. Depending on the chosen degree, validation comes through either the USA or UK partner Universities. The degree is balanced with theory as well as practical classes, availing of on-campus training facilities. For example, each college has a minimum of two restaurants, including buffet-style and a la carte.

In addition, César Ritz College seeks funding by partnering with banks.

Students attending César Ritz College hail from all parts of the world and due to the international nature of the courses students are taught French, German,

Spanish or Mandarin. To facilitate networking, all students form part of the Alumni and are welcome to attend the annual International Recruitment Forum which sees globally located employers attend to interview potential new recruits.

Interestingly, one of their biggest competitors is visible in Australia - Laureate International Universities Blue Mountains International Hotel Management School. However, the Swiss Education Group is considering opening a school in Australia, with a component built in that would see students spend a period of time in Switzerland. There is also consideration of an exchange program which would see students in Switzerland spend time in Australia also.

Key learning themes:

- » Large education group under which a diverse range of colleges are available to students
- » Not an accredited training provider so instead auspiced by one UK and one USA University to confer a degree
- » International Recruitment Forum used by hospitality businesses to attract future employees
- » Need to change perception amongst parents who are reticent to invest in their child 'servicing' others.

3.6 École hôtelière de Lausanne, Lausanne, Switzerland



The Fellow met with Mr Jens-Henning Peters, Consultant at École hôtelière de Lausanne, on the 15/09/2016.

Background:

The hotel was established in 1893 when royal families from all over the world were visiting Switzerland and there was a lack of skilled people to serve them. So, the Swiss Hotel Association, which was the first of its time in the world, was borne and worked in close collaboration with the Palace hotels.

EHL now offer education programs including Undergraduate degrees and post-graduate qualifications. During his visit the Fellow focused on learning about the institution and, in particular, the Bachelor degree program.

The Fellow visited during finalising of the plans for the building of a new campus which has been designed and planned by students for students. The beginning of the build was imminent and the plan is to rebuild the campus by 2024 - a big project!

Education and training:

The students were not in residence during the Fellow's visit but were due the following Monday. The Fellow was advised that on arrival the first-year students have one week of activities, team building activities, campus orientation, and picking up academic books and knives. The following week the rest of the students return from their summer break and the first-year students start their practical year.

The Bachelor program is a four-year program, consisting of two parts – a preparatory year which is followed by three years of theoretical and practical studies. The first year is a practical year where students attend EHL and work on-

campus for six months. The Fellow was shown the on-campus restaurants, food outlets, kitchens and bars in which the students work.

The academic component of the Bachelor degree is not contact hour intensive, with students working individually and self-directing their own planning. Over each semester students participate in 30 hours of lectures and 70 hours of study, including projects and group work. The campus offers study rooms and the ability to book spaces for discussion and work. 2,400 students were enrolled in the Bachelor degree, with 460 undertaking the first year, at the time of the Fellow's visit.

EHL also offer several Masters level qualifications, with some students who have undertaken the Bachelor degree progressing to this post-graduate qualification. The purpose for introducing the Masters level studies was to double student intake, attract an international faculty and student body and enable EHL to engage in more research which will better position the institute academically.

Tuition fees are roughly 35,000 – 45,000 Euro per year for international students. Interestingly, EHL have an established exchange program with TAFE Queensland Brisbane which allows Australian students to spend time studying there.

Key learning themes:

- » Selection process seems tough but fastidious and enables online applications and interviews held at EHL or at hotels run by alumni around the world
- » Strong emphasis on the provision of small class sizes, access to considerable resources (books and databases) and pastoral care
- » A strong focus for EHL is to find people who have a good mindset combining management and hospitality, something the Fellow appreciates given that a hospitality mindset is generally more intangible than a management one but invaluable when building a strong industry

- » EHL also has a consultancy part of their business to provide advice to hospitality enterprises.

The Fellow was impressed with the cultural mindset and expectations of the Chief Academic Officer who said, "Everything is catered towards hospitality. It is a management curriculum with a focus on marketing - and it has the customer in mind. So it has a twist towards customer experience, service orientation, customer orientation. That's the secret ingredient. That is something that we pay much attention to. We always say - diamond in, diamond out. The selectivity is one of the key ingredients too. Its incredibly international - the new intake had 90 nationalities".

3.7 Glion Institute of Higher Education, Montreux, Switzerland



The Fellow met with Ms Catherine FitzSimons, Executive Assistant, at Glion Institute of Higher Education (GIHE) on the 15/09/2016.

Background:

GIHE has high academic standards and has earned excellent reputations with employers internationally. GIHE delivers premium, personalized education that prepares graduates for employment in the growing fields of hospitality, hotels, tourism, sport and events, and the luxury industry. Training in these are offered at their campuses in Switzerland and London. The UK campus is a recent addition, opening in 2013 and located within Roehampton University. In 2017, GIHE celebrated its 55th anniversary.

GIHE sees itself as a business school that has specialised in the hospitality industry but it encompasses many sub-industries including events management, finance, travel and marketing and communications. Their mission is to educate, give tools to the students to enter those industries and create opportunities to work worldwide. In terms of the student mix, 60 per cent are from Europe while the remainder are from Asia, America, and the Middle East.

Education and training:

At GIHE there is a focussed approach to applied learning and ensuring that students understand all the competencies, both theoretical and practical elements, of the industry. For example, before students take on management, they need to learn how to make and serve food, create a positive and welcoming restaurant environment and understand the practicalities of the industry.

The school started with craft-based learning, as it is a necessity for students to have fundamentals of restaurant operation, housekeeping and other practical foundations. The school and courses have evolved to offer a more academic

program in 2015 a strategy to integrate both craft learning and academic learning was initiated. For example, student's learning was re-scheduled so that in a typical week there would be a food and beverage block and a rooms division block over 10 weeks.

The food and beverage block is carried out over four different outlets on campus and the students move into eight areas across these outlets, after which the students undertake theoretical classes. The ideal situation is for students to learn in an applied sense and then learn in a classroom on the same day. Interestingly, students carry passports throughout the course to enable assessors to sign-off on competence.

GIHE is Swiss in character but its outlook is international. There is a strong relationship with corporate and hospitality businesses on a global scale. The school holds recruitment days during which an array of companies attend to recruit or offer internships to students. Students undertake two internships – one must be service-oriented and the other management-oriented – and the school has a dedicated careers department to assist in sourcing internships.

GIHE launched a new specialisation course which is called the 'Luxury Brand Management Specialisation' in June 2015 and, to the best of the Fellow's knowledge, is the only school to offer this at the Bachelor level. This course recognises that in the modern world hospitality is merging with luxury brands (e.g. Givenchy, Louis Vuitton) to offer hotels, spas, restaurants and events. Further, it was a natural progression for the school given that many of the companies within their portfolio are luxury brands themselves. Students undertaking this program not only undertake subjects but are also placed 'in-the-field' for periods, work on projects with luxury brands, undertake internships and hear from guest speakers. This specialist course creates an opportunity to understand both the hospitality and luxury brands industries, both of which have an emphasis on details and innovation. It is worth noting that GIHE are looking at offering a cruise management specialty in the near future.

Key learning themes:

- » In terms of selection process, students are interviewed to assess for emotional intelligence. While there is an academic requirement but GIHE looks for something more – “what's the motivation for being there”. The school is keen to ensure that their students have the hospitality DNA from which to expand upon
- » There is a close relationship between students and teachers - they encourage a family-like atmosphere
- » Significant emphasis placed on development of soft skills, emotional intelligence, customer orientation, and good appearance
- » The Advisory Board seeks feedback and input from industry leaders and Alumni to share thoughts about the program and make adaptation recommendations.

3.8 ALMA, La Scuola Internazionale di Cucina Italiana, Colorno PR, Italy



Background:

ALMA is in the town of Colorno in the province of Parma in northern Italy. Parma is considered to be one of the food hubs of the world, the home of Parma ham and Parmigiano Reggiano, and the school prides itself on focussing its education on Italian cuisine and technique.

“ALMA is the result of a collaboration between private and public Institutions, such as the Province of Parma and the Chamber of Commerce, aiming at increasing the value of Italian Cuisine and Italian products, as well as their development and spread all over the world.”¹ Over 20 shareholders in ALMA are noted on their website.

ALMA is the result of a collaboration between private and public Institutions, such as the Province of Parma and the Chamber of Commerce, aimed at increasing the value of Italian Cuisine and Italian products, as well as their development and spread all over the world.

Education and training:

There are different levels of courses offered at the school. Some students come straight from school and if they have no experience there is a chance to undertake a two month technical skills course to brush up basic hospitality skills. ALMA also educates chefs and sommeliers from around the world, nurturing professionals in Italian cuisine via training programs at various levels. An overview of ALMA's courses is:

The Fellow met with Ms Veronica Filippi, International Network Coordinator, at ALMA on the 19/09/2016.

¹ ALMA, 'Shareholders'. <www.alma.scuolacucina.it/en/choose_alma/alma_shareholders/default.aspx> accessed November 2016

Programs for Italian students only:

- » Advanced course in Italian cuisine
- » Cooking Techniques
- » Advanced Pastry
- » Pastry Techniques
- » Advanced Course of Restaurant, Bar and Sommelier Management
- » Food and Beverage Management.

International Students only:

- » ICP - Italian Culinary Program
- » IMPP - Italian Modern Pastry Program
- » Tailor-made programs.

The Fellow was impressed by the 'Partner School Initiative' which has seen ALMA develop partnerships with 20 Culinary Schools over the world. Together with their partners, they design tailor-made courses, called 'Joint Programs'.

The first part of the Joint Program involves the student taking place in a course delivered in the student's country of origin. During the second part students arrive in Colorno to start the residential phase, a period which varies from between three weeks to five months. After this phase students complete this education experience with an internship in a renowned Italian restaurant to put into practice what they learned during their course (with the length of the traineeship varying from two to nine months). This experience gives students the opportunity to deal with restaurant timings and pressure, to interact with professional Chefs and specialised operators, and to experience the peculiarities of the regional Italian Cuisine.

ALMA is located on a small campus and, given that space is limited, not all applicants receive admission. The students work together in groups and all eat lunch together, forming part of the 'close bond' culture of the school. Further evidence of this is the fact that students must say 'buon giorno' to all people they walk past in the school. It is worth noting that the culture of the school also reflects that of the town of Colorno; it being a small one with a very close-knit community.

Students, whether Italian or international, and the ALMA staff generally stay connected and help each other to source work. This nurturing environment even after students complete their course could be one of the reasons why 86 per cent of students find after completion. This positive culture at the school impressed the Fellow.

The 'ALMA Maestro Club' is a unique project that supports the professional growth of teachers and instructors working at Schools and Institutes of Hospitality and Gastronomy-related services in Italy. This project was conceived for teachers and instructors of Italian hotel institutes, and is dedicated to those who are facing every day an educational challenge to form future professionals and to improve their knowledge and skills. This collaborative and supportive project means that teachers can access ALMA's assets in terms of teaching methods and programs. The ALMA Maestro Club is an innovative, tailor-made community for all the teachers, as well as school directors and manager, who never stop learning.

Key learning themes:

- » Partner School Initiative is a unique training and partnership model
- » Brings Italian cuisine to the forefront of all training and development
- » Students and staff form nurturing bonds which often continue post study completion

- » The ALMA Maestro Club is a partnership-driven one which assist all related educators in Italy to access ALMA resources which then inform best-practice
- » Code of Ethics underpinning ALMA's practice is at the core of its operations and behaviour. "ALMA, in its activities and its objectives, works by guiding principles, integrity, fairness and confidentiality. It also seeks to facilitate the pursuit of market competitiveness with respect for competition laws and to promote, from a social responsibility and environmental protection perspective, the correct and efficient use of resources."² (www.alma.scuolacucina.it/en/choose_alma/codice_etico_alma/default.aspx)

² ALMA, 'The Code of Ethics', <www.alma.scuolacucina.it/en/choose_alma/codice_etico_alma/default.aspx> accessed January 2017

3.9 University of Gastronomic Sciences, Bra CN, Italy



The Fellow met with Ms Julia Wheen, International Relations, at the University of Gastronomic Sciences from the 17/09/2016 – 18/09/2016.

Background:

The University of Gastronomic Sciences (UNISG) is an international academic institution in northern Italy. The campus is in Pollenzo, near Bra, a city in the north-west region of Piedmont. Carlo Petrini, founder of the Slow Food Movement, established the school as the first university to focus on the organic relationships between food and cultures. More than 1,500 students have taken courses at UNISG since it opened in 2004.³

Education and training:

There is a variety of courses covered that look at many aspects of the hospitality management industry, including:

- » Three-year Undergraduate Degree
- » Graduate Degree in Food Innovation & Entrepreneurship
- » Master of Gastronomy: Food in the World
- » Master in Food Culture & Communications
- » Master in Italian Wine Culture
- » Master in Slow Cuisine
- » Master in Residence in Food, Law, and Finance.

³ Wikipedia, University of Gastronomic Sciences, < https://en.wikipedia.org/wiki/University_of_Gastronomic_Sciences> accessed March 2017.

After ten years of training gastronomes, the university started training courses in cooking as well. The initial belief for the courses was that theory is most important, technique comes after but they have combined the need to teach both.

The undergraduate degree is delivered over around 500 hours, half of which is theoretical and half practical, and the immersive nature of the training stood out to the Fellow. Students are connected to a network of chefs from around Italy who are invited to talk about food from their region; and approach that UNISG believes is critical as it ensures that students are exposed to as many opinions and views from chefs as possible.

When the undergraduate students arrive, they take part in orientation and are introduced to the course structure which includes chemistry, micro-biology, history of food, food law, foraging, nutrition and food technology to name but a few. Throughout the year, they are given study trips through Italy where they meet producers, chefs and study the local agriculture and restaurant industries.

Students organise their own living arrangements in Bra and there is a local Gastronomic Society with a vegetable garden and professional kitchen which students use it for personally organised parties and events.

UNISG is privately funded and undergraduate students pay €14,500 per year to study (not including accommodation costs).

An interesting element to the UNISG framework is the strategic partnerships it has built. The school partners with Barilla, Freer and Lavazza who all collaborate with the school on issues of sustainability and encouraging a business mindset.

Their partnership with Autogrill - an Italian-based, multinational catering company - for a 2012 restaurant concept in Milan Central Station is trailblazing. All products are sourced locally from around Milan and the project is managed by students under the supervision of three professors. The café includes a bakery, use of recycled materials for tables, and timetables for trains are displayed on screens.

The goal is to offer authentic local food, for example, the bread and pizza are made with flour produced in the Oltrepò, the Mariola salami is made per the original recipe and controlled by Slow Food and the meat comes from local producers such as Gavazza and Morini.

“It all began in 2011 with the encounter between these two entities, diverse both by nature and in their operational activities but united by the common desire for innovation in the food and wine sector. With the experimental document “Manifesto for a new Autogrill” UNISG convinced the Chief Executive Officer, Gianmario Tondato, and the Chief Marketing Officer, Ezio Balarini, that the University was the right partner to think up something totally new for the store in Milan Central Station.”⁴

UNISG has a strong focus on hospitality operations as well as management, and consequently students are sought after for because of these learned skills.

The Faculty Board includes professors and university staff members. The course is recognised by the government and the Minister of Education provides guidelines that set the curriculum and liaise with the school.

Key learning themes:

- » UNISG is keen to increase its international connections to promote the school and attract more international students. UNISG also believes that a greater diversity of students will lead to better learnings and outcomes for all
- » Partnerships with external businesses feature strongly
- » Whilst a private University, it has strong relationship with the government department that sets the curriculum
- » Students' curriculum covers an array of subjects, such as those in the sciences, that generally sit outside of traditional hospitality courses.

⁴ Autogrill, 'A key partnership: Autogrill and the University of Gastronomic Sciences of Pollenzo (UNISG)', < www.autogrill.com/en/stories/key-partnership-autogrill-and-university-gastronomic-sciences-pollenzo-unisg>, accessed April 2017

3.10 Hotel ICON (Hong Kong Polytechnic University), Hong Kong, China



Background:

This model combines education and business, with the Hong Kong Polytechnic University's School of Hotel and Tourism Management (SHTM) owners of the Hotel ICON. The school has been built as part of an operating hotel and it is proving a great success. Some international tourism and hospitality schools have associations with major chain hotels, for employment and further training but in this instance the Hotel Icon is owned by the University. Hotel ICON is a purpose-built hotel that completely integrates teaching, learning and research in a full-service environment and it is the only model of its kind in the world. The Hotel ICON is in a building complex that also houses the SHTM campus, university staff quarters, research facilities, resource centres, classrooms, and faculty and administration offices. Hotel ICON has 262 guest rooms, three restaurants, ballroom and convention centre, event and exhibition space, and a health and fitness centre.

Hotel ICON, and restaurants, was designed by award-winning architects and interior designers, and the staff uniforms by a well-regarded designer in Hong Kong. The hotel houses artworks from an array of desirable artists. The logo and 'Designer Suite' were conceived by two SHTM graduates.

"It was opened in 2011 to fully integrate a working - and profitable - hotel business with a teaching, learning and research institution. All the hotel's profits are put back into the university, and each year the most promising 100 students from the school have the opportunity to work as trainees alongside the hotel's 360 permanent staff, learning the hospitality trade by interacting with guests while being supervised and mentored by the staff."⁵

The Fellow met with Professor Brian King, Associate Dean (Executive Education and Partnerships, Hong Kong Polytechnic University), Hotel ICON on the 26/09/2016.

Education and training:

The hotel's occupancy is consistently at 85 to 95 per cent. There are approx. 2,100 students at the school and students are offered a six-month internship in Hotel ICON. The hotel restaurant is fully booked two to three months in advance and it is through this business that much of the 54 per cent profit through food and beverage is generated.

An interview is held so admissions can determine and assess whether potential students will fit into and suit the industry. Staff are keen to determine whether potential students have a passion for hospitality and how they communicate with people. The focus is to train students to be more than just chefs and waiters, but the capacity to work as hotel managers. The school holds workshops for chefs and sommeliers as a means of encouraging students into food and beverage careers. Overall, the school encourages considerable industry interaction and want students to have high career aspirations.

Hotel ICON is used to research ideas and develop curriculum content, with this knowledge shared with industry in a broader context so they too can use findings to enhance their own businesses/ facilities.

Indeed, continual updating of curriculum is vital to the school and Hotel ICON. They acknowledge that the industry changes constantly and the focus of this school and is to ensure that its training reflects needs and relevance in industry.

Students are predominately local, with 80 per cent from Hong Kong (a government requirement) and the remaining international students (13 per cent of which are from mainland China).

All classes are delivered in English language only, and projects are hands-on one delivered within Hotel ICON. Three hotel guest rooms are utilised for studies only. Entrepreneurship is a key feature of studies and students may apply for government funding if their business plan is considered viable. Assessment is measured via several methods - English language exam, team management feedback and continuous assessment.

Key learning themes:

- » Unique model with Hotel ICON purpose-built to use as a revenue generating business and education facility for Hong Kong Polytechnic University's School of Hotel and Tourism Management students
- » Success of this model is evident in both student enrolment numbers and hotel rooms/restaurant patron figures
- » On-the-job training, encouragement of entrepreneurship, pride in service and academic success were highlights for the Fellow.

4. Knowledge Transfer: Applying the Outcomes

The material covered in the reporting of the international experience of this Fellowship is broad and extensive but there are several outcomes that can be taken from it.

Visiting these hotels and educational facilities has given the Fellow great insight into the standards, curriculum and business models of some of the world's most successful hospitality training schools. This will directly inform his work and decision making when it comes to promoting and encouraging the establishment of a course that is tailored to Australian needs and requirements.

The Fellow also recognises that his learning about service, food, education and business standards on an international level in the hospitality industry can only benefit the wider industry in Australia. This will happen through the sharing knowledge to encourage others to improve standards across the board.

The ultimate outcome for the Fellow is to encourage establishment of a specialised and internationally regarded education hub for students from around the world. One that will offer scaffolded accredited courses, industry support, standards of excellence and relevance in a constantly changing industry and world. Schools such as Glion, which offer university-level Luxury Brand Management courses, have inspired the Fellow to explore an opportunity to offer something similar and unique in Australia.

The Fellow feels that the domino effect of implementing such learning focused courses in Australia will maintain, sustain and strengthen the local tourism and luxury industries. This would assist greatly in making Australia a quality destination and one that people consistently return to, as well as providing students with an industry that they are not only keen to learn about but also have employment opportunities.

The Fellow is keen to liaise with Universities that have established campuses, whether metropolitan or regional and with access to agriculture and wine production, to explore whether the proposed Hospitality Centre of Excellence is viable. And, if so, how to progress this venture.

Courses that range from short-term courses, to Diplomas and to Bachelor degrees at a proposed Hospitality Centre of Excellence should be considered and explored. In doing so, create a culture of learning and aspiration that will encourage potential students from Australia and abroad to think more broadly and intellectually about the hospitality industry and its future.

5. Next Steps

A mix of the Fellow's own knowledge, as a leading member of the hospitality industry for many years, as well as acquired Fellowship learnings have reinforced his belief in establishing a world-class Hospitality Centre of Excellence in Australia. However, the Fellow is also aware that much consideration, discussions with potential education providers, industry partners and others is critical in advocating for this venture.

To advance such discussions, the Fellow has outlined the following aspirational aims, overarching goals and planning considerations pertaining to a proposed Hospitality Centre of Excellence.

5.1 Aspirational aims for a proposed Hospitality Centre of Excellence

The aspirations which underpin the Fellow's desire to collaboratively develop a Hospitality Centre of Excellence is to create such a strong, proud and successful hospitality industry that locals continue to eat out regularly, tourists leave Australia wanting to return and the profile of the industry is recognised and desired globally. In doing so this would assist in industry growth, provide employment opportunities and lead to positive economic outcomes.

In considering this, as both an industry and in the development of the proposed Hospitality Centre of Excellence, two key questions should be considered:

1. How are those who live here and visitors going to be impressed by Australia and its hospitality industry?

2. What do we want tourists, visitors (local and international) to feel about their experiences, and their desire to return?

The Fellow feels that the following five outcomes are what the industry should aspire to, based on his own knowledge and that garnered as part of the applied research component of his Fellowship. It is the Fellow's belief that exploring these desired outcomes will play a key role in the future development of a proposed Hospitality Centre of Excellence's philosophy, structure, outputs and governance.

1. **Contentment.** That locals and visitors feel satisfied, looked after and welcome during their hospitality and/or tourism related experience in Australia.
2. **Value.** That locals and visitors are receiving good value, in relation to different price points and delivery of expectations within these, during their hospitality and/or tourism experience in Australia. Is the expectation within the context of the value of the dollar internationally and how value is perceived?
3. **Language.** Australian education is mono-lingual, yet many international visitors (and locals) do not speak English. Good communication is often the key to a positive hospitality and/or tourism experience yet many tourists are being serviced by members of the industry who are not bi-lingual, something which may negatively affect their experience in Australia. In relation to the proposed Hospitality Centre of Excellence, how it works to ensure a mix of graduates who are fluent in languages other than English?

“English language skills are becoming a basic skill around the world. Monolingual Australians are increasingly competing for jobs with people who are just as competent in English as they are in their own native language - and possibly one or two more.”

4. **Technology and business acumen.** The importance of effective and industry-relevant technology and business practices are vital for businesses to work efficiently and compete. Ideally graduates should understand and appreciate the importance of these for personal and professional success, as well as the betterment of the wider industry. Knowledge of business skills and technology (such as booking programs, business programs and accounting for industry) should be explored.
5. **Currency of knowledge, information and practice.** Remaining abreast of current local and global information pertaining to the industry (eg. food practices) should inform the development of learning theory and practice to ensure that students are best prepared for their industry career. As such, it is critical that educators with current industry practice, knowledge and high level experience are sought. In addition, it will be an expectation that both staff and students conduct rigorous local and global industry research.

5.2 Overarching goals for a Hospitality Centre of Excellence

Drawing upon a mix of the Fellow’s existing knowledge, liaison with potential education and industry partners and learnings acquired during the Fellowship, the following matters should be considered and/or further investigated:

- » Explore how to achieve the high level of education, multicultural consideration and entrepreneurial thinking and values required to establish a Hospitality Centre of Excellence

- » Liaise with relevant training partners to further explore the potential for a Hospitality Centre of Excellence and share with these representatives, learnings acquired as part of this Fellowship
- » Determine how a proposed course will create a pathway for students into a respected career and industry that is growing and still has much unrealised potential
- » Identify how the proposed Hospitality School of Excellence will strengthen our Australian hospitality and tourism industry with a rich demographic of highly educated and skilled individuals, and creating a future that allows it to be competitive on the world’s stage and generate long-term sustainable revenue
- » Improve the pool of employable people required to feed a growing, yet still quite young, industry
- » Improve job opportunities for local graduates while simultaneously creating a culture of pride within the hospitality industry and making it one that people want to work in rather than feel it’s their only (or last) choice
- » Raise standards across the board and within in all facets of the industry
- » Create Australian competitiveness within the world tourism and hospitality markets
- » Stimulate international student education in the local industry enrolment, because of a global recognition of the high standards within the Australian tourism and hospitality industry
- » Create jobs in a regional area, considering a potential non-urban location for the Hospitality Centre of Excellence
- » Create an industry pathway for those school leavers who possess aspirational values and see the opportunities that arise with such a culturally rich and diverse learning program
- » Dispel stigmas associated with choosing non-traditional tertiary education

- » Encourage innovation and industry growth
- » Create entrepreneurs and employers of the future, operating within a competitive global market
- » Maintain and grow Melbourne and Australia's reputation as the best event city and country in the world.

5.3 Considerations when planning for a potential 'Hospitality Centre of Excellence'

In drawing upon the learnings and knowledge acquired as part of the international applied research component of the Fellowship, when liaising with training providers and partners about a potential Hospitality Centre of Excellence several considerations have been identified:

Establishment of a set of organisational philosophies and values:

- » Developing a Mission Statement that encapsulates the drive, dreams and determination of a proposed Hospitality Centre of Excellence.

Identification of ideal locations and facilities:

- » Explore and determine the most effective locations for international hospitality schools
- » Determine whether a proposed Hospitality Centre of Excellence needs to be based regionally out to accommodate agriculture and vine work or does it need to encompass both a rural and an urban campus to cover broader requirements
- » Explore which facilities, in terms of kitchen equipment and technology, stand out and are required
- » Determine what edge overseas hospitality schools have, how are they more competitive than we are in Australia and how can we encourage a more contemporary and competitive approach here – and draw upon this when

exploring a potential Hospitality Centre of Excellence.

Establishment of a worthwhile and comprehensive curriculum:

- » It is vital that the curriculum of the courses offered is engaging, desirable, challenging and competitive
- » It is important to consider a nested approach to curriculum – allowing students to commence at a level that suits them and acquire higher-level qualifications as required
- » It is important that the learning be specialised yet flexible enough to accommodate a diversity of industry pathways.

Identification of how a proposed Hospitality Centre of Excellence is delivered:

- » Delivery will be critical to the success of such an education venture and thus it must be structured and clear, yet flexible to cater to students' changing needs as well as responsive to the dynamic nature of the industry.

Identification of who delivers training within the proposed Hospitality Centre of Excellence:

- » It is imperative that the courses are delivered by professionals with an international perspective; professionals who are aware of and have a deep understanding that the industry is constantly evolving through technology and trends
- » The employment of teachers who are trained educators with real industry experience; experience that is relevant and constantly updated
- » Develop an employment and development criteria for teaching staff
- » Create a schedule of guest speakers, student mentoring and internship with engaged industry partners

- » Support educators to undertake frequent professional development to ensure currency of knowledge.

Identification of the proposed Hospitality Centre of Excellence entry requirements:

- » Determine, develop and measure the criteria for students to be accepted into the Hospitality Centre of Excellence.

Determination of proposed Hospitality Centre of Excellence course duration:

- » Explore options in relation to course levels and differing stages of study duration. Ideally courses will be comprised of many components which students can pursue, or not, depending on their differing career goals and needs
- » Consider introduction of a Management of Luxury Brands course at Bachelor degree level.

Identification of proposed Hospitality Centre of Excellence assessment processes and structures:

- » Draw upon local and international research/knowledge/experience when defining assessment structures of the proposed Hospitality Centre of Excellence.

Determination of proposed Hospitality Centre of Excellence course fees:

- » Course fees will be driven by TAFEs or Universities who may want to engage in the proposed venture, bearing in mind that costs are determined by other factors such as government requirements
- » If the proposed Hospitality Centre of Excellence was to be established as a private institution then other considerations, including opportunities for government funding support, and student market expectations would need to be explored.

Investigation into the sustainability of a proposed Hospitality Centre of Excellence, from a cost of management and profitability perspective:

- » Determine the financial structure and funding for the proposed Hospitality Centre of Excellence's courses and associated fees
- » Explore opportunities for commercial relationships between industry and the proposed Centre (further investigate ways these are achieved overseas – e.g. IKON), including the role of industry from a governance perspective.

Highlight and present the cultural importance of a proposed Hospitality Centre of Excellence:

- » Explore the importance of Australia and the Australian culture from a global industry context, thus helping to nurture the culture underpinning the Hospitality Centre of Excellence
- » Contribute to ensuring that hospitality is considered an alternative and aspirational career choice
- » Ensure that a proposed Hospitality Centre of Excellence's internal value system is established and be built upon inclusion, pride and excellence
- » Recognition that it is vital to translate excellence on a cultural level. This means ensuring that a proposed Hospitality Centre of Excellence is adapted to acknowledge Australian culture and teaching methods, while simultaneously having a global sensitivity. It would be critical that the proposed Hospitality Centre of Excellence have its feet firmly in Australia whilst also having a rounded and open-minded acceptance of multiculturalism
- » Explore what cultural considerations and cultural competence are required to underpin this ethos of a proposed Hospitality Centre of Excellence.

Determination of what is sought by industry employers:

- » Identify as to whether a proposed Hospitality Centre of Excellence will engage directly with the industry and offer placements and internships, and if so how this will be implemented

- » Determine whether a proposed Hospitality Centre of Excellence has 'preferred partner employer' relationships (e.g. 'Friends of the Centre of Excellence' or sponsorships) can be established and how such ties to industry are developed and nurtured
- » Explore relative wage expectancy, thus ensuring that all potential employers are aware of the Australian award wage structure so graduates are offered a competitive wage in the industry marketplace.

Determination of proposed Hospitality Centre of Excellence graduates' employment expectations:

- » That graduates of a proposed Hospitality Centre for Excellence will seek and expect job security
- » That graduates can expect to be paid at, at least, award wages
- » That graduates should be provided with room for training and career growth in their place of employment
- » That graduates understand attending the proposed Hospitality Centre of Excellence will be highly regarded within the industry.

The hospitality industry continues to evolve and grow in Australia. Currently there are skills shortages in this industry which will only be exacerbated as the industry develops. It is a significant and growing industry sector in Australia and generates significant benefits for the Australian economy. It is an industry that requires skilled and educated employees seeking a 'career for life'.

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Awarding Body – International Specialised Skills Institute (ISS Institute)

The ISS Institute exists to foster an aspirational, skilled and smart Australia by cultivating the mastery and knowledge of talented Australians through international research Fellowships.

The International Specialised Skills Institute (ISS Institute) is proud of its heritage. The organisation was founded over 25 years ago by Sir James Gobbo AC CVO QC, former Governor of Victoria, to encourage investment in the development of Australia's specialised skills. Its international Fellowship program supports a large number of Australians and international leaders across a broad cross-section of industries to undertake applied research that will benefit economic development through vocational training, industry innovation and advancement. To date, over 350 Australian and international Fellows have undertaken Fellowships facilitated through ISS Institute. The program encourages mutual and shared learning, leadership and communities of practice.

At the heart of the ISS Institute are our individual Fellows. Under the International Applied Research Fellowship Program the Fellows travel overseas and upon their return, they are required to pass on what they have learnt by:

- » Preparing a detailed report for distribution to government departments, industry and educational institutions
- » Recommending improvements to accredited educational courses
- » Delivering training activities including workshops, conferences and forums.

The organisation plays a pivotal role in creating value and opportunity, encouraging new thinking and early adoption of ideas and practice. By working with others, ISS Institute invests in individuals who wish to create an aspirational, skilled and smart Australia through innovation, mastery and knowledge cultivation.

For further information on ISS Institute Fellows, refer to www.issinstitute.org.au

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Supporters

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My family

My Grossi Group team

All the people working in skills and education in Australia and abroad dedicated to teaching future generations

All the students learning and aspiring for greatness in our industry.

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