



Leadership 21

Leading A World Class Workforce

An initiative of the Barbados Hotel & Tourism Association and The Potter Centre, funded by The Competency Based Training Fund (CBTF)

The Training Issue

- To remain competitive, it is essential that the key economic driver in Barbados - the tourism sector – continuously improves
- Consistent service excellence is the key to our competitiveness.
- The people dimension is the critical component of the service experience

The Training Issue

- Effective leadership is critical to the our capacity for consistent and reliable delivery of service excellence
 - **Tourism Competitiveness Study** sponsored by the Barbados Hotel and Tourism Association (BHTA) in 2009 highlighted occupational skills gaps and pointed to the urgent need for activities to improve leadership of the sector
 - **NISE Study on Service in Barbados** (2010) also emphasized that effective leadership was one of the key drivers to employee engagement and performance.
 - **Tourism Master Plan** (Draft 2014) has emphasised the need for our country to develop a more proactive leadership and performance management culture.

The Training Issue

- Many of our managers and supervisors, including senior management, lack the people management skills - performance management, motivation, communication, change management, coaching and counselling skills, necessary to sustain desired levels of employee engagement and performance.

The Training Issue

- Many have been promoted to their current management or supervisory positions on the basis of their personal discipline, commitment to duty, and technical competence, and have not have had the requisite modelling, coaching or training to prepare them for their leadership roles and management responsibilities.
- For those managers and supervisors who have had training in leadership or management, such training was generally not competency-based.

Program Objectives & Targets

GOAL

- The overall goal of the programme is to significantly enhance the leadership competencies and effectiveness of managers and supervisors in the Barbados hospitality industry, enabling sustained excellence in service delivery, assuring the country's generation of income from the sector

Program Objectives & Targets

Specific Objectives:

- The leadership development training programme will be competency-based designed and delivered in concert with CVQ Management Level 3 Occupational Standards. It is anticipated that 300 managers and supervisors drawn from the member organizations of BHTA will participate in the programme and that a minimum of 80 per cent of them will complete full or unit CVQ Management Level 3 Certification within six (6) months of completing the training

Program Objectives & Targets

Participants will:

- Use validated psychometric instruments to quantitatively assess and baseline their leadership competencies
- Reflect on their personal capacities and leadership styles and how these impact their leadership and management effectiveness
- Build a practical understanding of proven leadership and management principles, as well as effective practices for managing performance within the dynamic and demanding hospitality industry;

Program Objectives & Targets

Participants will:

- Develop tools and techniques to improve their performance management, communication, change management, problem solving and decision making skills.
- Learn the fundamentals of and approaches to leading and sustaining a culture of service excellence.
- Understand the importance and contribution of effective supervisory skills to the development of positive employee relationships and departmental and organisational effectiveness.

Program Objectives & Targets

Participants will:

- Be adequately prepared for CVQ Management Level 3 summative assessment
- Have a framework for mapping their individual 18-month leadership development action plan

NVQ Unit	Enabling Objective Candidates will...	Enabling Activities	Underpinning Knowledge
Manage your own resources and professional development	Engage in continuous personal and professional development	Psychometric assessment, multimedia presentations, guided manual, facilitator led discussion, small group discussion, experiential learning, written assignment	See Underpinning Knowledge for Unit U28203
Provide leadership in your area of responsibility	Engender the followership of their staff	Multimedia presentations, guided manual, facilitator led discussion, small group discussion, experiential learning, written assignment, journaling, quizzes	See Underpinning Knowledge for Unit U28303
Allocate and monitor the progress and quality of work in your area	Through awareness, personal responsibility, integrity, fairness and consistency, effectively allocate and monitor work in their area of responsibility		See Underpinning Knowledge for Unit U28403
Ensure health and safety requirements are met in your area of responsibility	Consider, and where appropriate make decisions informed by health and safety requirements		See Underpinning Knowledge for Unit U28503
Manage a project	Effectively coordinate and deliver projects in a timely manner		See Underpinning Knowledge for Unit U29403

Content Outline

CVQ Management Level 3
Mandatory

Unit	Enabling Objective Candidates will...	Enabling Activities	Underpinning Knowledge
Encourage innovation in your area of responsibility	Motivate their staff to identify ideas for new products and/or services and improvements and other potential sources of ideas, encourage the sharing of this information, provide effective feedback and manage the process considering, developing and selecting the ideas.	Multimedia presentations, guided manual, facilitator led discussion, small group discussion, experiential learning, written assignment, journaling, quizzes	See Underpinning Knowledge for Unit U28703
Plan change	Be engaged in and enable their teams to engage in strategic thinking		See Underpinning Knowledge for Unit U28803
Implement change	Be engaged and enable their teams to act in ways that lead to the realization of their agreed strategic objectives		See Underpinning Knowledge for Unit U28903
Recruit, select and keep colleagues	Think and act in ways that honor and strengthen the human resource capacity of their teams		See Underpinning Knowledge for Unit U29103
Provide learning opportunities for colleagues	Promote, encourage and support continuous learning within their teams		See Underpinning Knowledge for Unit U29203
Manage a budget	Prepare, submit, and agree to a budget for a set operating period. Monitor actual performance against the agreed budget and take necessary action in response to identified variances and any unforeseen developments.		See Underpinning Knowledge for Unit U29303

Content Outline

CVQ Management Level 3
Optional Units

Assessment Methods

- **Formative Assessment**
- Class Participation, Completion of Written Assignments, Quizzes, Completion of Personal & Leadership Development Action Plan
- **Summative Assessment**
- Direct performance and supplementary evidence

Program Activities

Preparation

- Design of Promotional Materials
- Design of registration form
- Development of participant workbook and hand-outs
- Development of formative assessment tools
- Assembly of training resources
- Training and assessment of Ten (10) CVQ Assessment Level 4 Candidates
- Recruitment of Administrative Assistant

Program Activities

Execution

Oct – Dec 2014

May – July 2015

Oct – Dec 2015

May – July 2016

- Promotion of Program
- Opening of Registration
- Confirmation of Acceptance To Program
- Pre-Contact Leadership Competencies Assessment
- In-Class Training
- Cohorts 1/4/7/10 (Tues/Wed/Thur)
- Cohorts 2/5/8/11
- Cohorts 3/6/9/12
- Candidates Assessments
- Review of Training Program

What Is Competency-Based Training?

An approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training or based on workplace experience and learning

Occupational Standards

Describe what an individual needs to **do**, **know** and **understand** in order to carry out a particular job role or function



Standards...

- Describe the minimum outcomes of performance that a worker is expected to meet
 - A precise description of what an employee is expected to know and be able to do in his work role. Attitudes, while also important, do not appear in the standards, but in the employability skills

They...

- Help to develop and retain a more effective workforce
- Identify training and development needs
 - Provide targets for education and training provision
 - Assess competence in professional qualifications
 - Form the basis for developing National Vocational Qualifications

Occupational Standards

Describe what an individual needs to **do**, **know** and **understand** in order to carry out a particular job role or function



Standards are used to...

- Describe good practices in particular areas of work - benchmarks of performance
- Provide the means for assessing competence in a job
- Identify knowledge and skill gaps of employees
- Ensure that training is relevant to job role
- Provide employees with portable credentials and skills

How Standards Help

Employers

- Identify professionals that are capable, competent and well trained
- Increase productivity
- Improve quality assurance
- Provide a means for better human resources planning/ and plan effective skills upgrading
- Reduce costs for recruitment by facilitating the selection of new employees
- Benchmark for customized training



How Standards Help

Employees

- Provide guidelines for certification
- Identify skills and knowledge needed for occupations
- Define clear job requirements
- Provide a reference to assess skills and knowledge gaps
- Support career path planning
- Provide national recognition for training and credentials
- Benchmark to measure own skills against nationally recognized standards
- Increase job satisfaction which comes from confidence in one's own standards of performance



How Standards Help

Employees

- Credit for knowledge and skill gained by experience
- Fair and consistent assessment
- Clear statement of duties and expectations
- No under or over-utilization of the employee
- Enables confidence in doing the job they have been tasked to do
- Increased marketability
- Identify skills
- Support career path planning
- National recognition for training and credentials
- Benchmark to measure own skills against nationally recognized standards



COMPONENTS OF A STANDARD



- Component title, number and Component Descriptor (*describe area of work*)
- Elements of the competency and their respective action and knowledge (*which are required to demonstrate achievement of competence*)
- Performance criteria (*All that you must to do show that you are competent*)
- Range or Scope (*the context or circumstances under which the task is to be done*)
- Evidence (*what assessor is looking for as proof of competency - direct (demonstration), indirect (evidence, portfolio), supplementary (client statements)*)
- Underpinning Knowledge (*What you need to know*)