

TOWARDS THE DEVELOPMENT OF AN EMPLOYER PROGRAMME FOR THE HOSPITALITY AND TOURISM SECTOR IN GREECE

Apostolakis A., Dimou I., Viskadouraki I. *

Abstract: The principal aim of the current paper is to contribute towards the development of a holistic employer programme for the hospitality and tourism sector. Its purpose focuses on the identification of factor affecting the collaborative efforts among all three stakeholder groups in the tourism and hospitality sector in Greece. The paper responds to the increasing calls from the literature regarding the simultaneous and equal representation of all involved stakeholder groups in the discussion. This is the first effort to address this issue in a Greek context. The empirical results indicate that lack of communication was deemed the most critical factor for these initiatives. Stronger interaction between businesses and academics in order to exchange ideas and knowledge, employers' contribution to the curricula design, collaboration, trust and satisfaction are some of the activities that would strengthen cooperation. Additionally, for an employer programme to be successful it would have to be functional and generate benefits for all stakeholders.

Key words: partnership, employer programmes, focus groups, collaboration, stakeholders, Greece

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Introduction

At a European level the hospitality and tourism sector is expanding at a high rate. Tourism in particular, is the 3rd largest socio-economic activity in the EU in terms of employment (EU Commission, 2014). According to the world tourism organization (WTO), it is estimated that almost 2 billion people will embark in tourism activities by 2030 (World Tourism Organisation, 2017). It is also well acknowledged that the sector is very labour intensive, meaning that the supply of tourism services relies extensively upon the quality of human resources (Zopiatis and Constanti, 2007). Hence, in order to sustain competitiveness and high development rates, there is a need to invest in the development of human resources to support the quality of the end product / service. This argument implies that in order for stakeholders in the sector to build and sustain a competitive advantage in the field they would have to seriously consider investing on human resources quality (Zehrer and Mossenlechner, 2008; Sendogdu and Diken, 2013). Hence, a tripartite collaboration between the different stakeholders in the tourism and

* **Prof. Apostolakis Alexandros., Prof. Dimou Irini, and Mrs. Viskadouraki Ioanna.** Department. of Business Administration, School of Management and Economics, Hellenic Mediterranean University, Heraklion, Crete, Greece

✉ corresponding author: aapostolakis@staff.teicrete.gr

hospitality sector (professionals, academics and students) could create the necessary synergies to generate competitive advantages. The aforementioned point emphasises upon the significance of ‘quality’ investment on human resources in the hospitality sector and the imperative for well trained and a skilled employee that would support the survival, competitiveness and distinctiveness of the sector, or individual firms therein (Yiu and Law, 2012; Zopiatis, 2007; Connolly and McGing, 2006).

A recent study conducted by Gallup (Gallup Lumina Foundation, 2013) reported that 96% of academics in higher education are certain of the quality of their graduates and their ability to cope with real life problems in the business world. On the other hand, only 11% of business representatives are positive about graduates’ ability to cope with real life cases and business requirements (Wilson, 2015). Hence, it appears that there is a skills gap and lack of co-operation between academia and businesses across Europe (EU Employment Strategy, 2004). Nevertheless, it has to be noted that this perceptual gap has long existed within the hospitality and tourism higher education context. In particular, Zopiatis and Theocharous (2013), as well as Downey and De Veau (1988), Nelson (1994) and Petrillose and Montgomery (1998) all point out towards the different perspectives dominating academia’s and professionals’ discourses when it comes down to collaborative partnerships and students’ skills acquisition in the hospitality and tourism literature. Thus, the nature of the problem the current paper is dealing with has a rather continuous and historic perspective. This perceptual gap limits the competitiveness of the industry as a whole, and creates obstacles for further development in countries with a weak partnership ethos among stakeholders in the sector, much like Greece’s case.

There have been considerable efforts in the past to examine this relationship (Barron and Maxwell, 1993; Cargill and Fried, 1990; Christou, 1999; Cooper and Shepherd, 1997; Nelson, 1994; Downey and De Veau, 1988). The rapid transformation of the industry though, coupled with its highly complex and dynamic nature necessitate the constant re-evaluation of such investigative efforts (Zopiatis and Theocharous 2013). Thus, the current paper addresses this issue of perceived skills gap in the hospitality and tourism (henceforth (H&T) industry. Despite the increased attention devoted to the need for skilled and well – trained young personnel, the relevant literature in the field (Judson and Taylor, 2014) has identified a “skills gap” in the industry (King et al., 2003; Fournier and Ineson, 2010; Dhiman, 2012). The paper focuses on a Greek context since the H&T sector account for about a quarter of the national GDP, while employment in the sector reaches about 20% of the total workforce.

The rest of the paper is structured as follows: Section 2 provides a short literature review on the area of employer programmes in the H&T sector. Section three deals with the methodology, while the empirical results are dealt with in section 4. Finally, section 5 concludes the discussion.

Literature Review

Employer engagement in Higher Education (HE) is a thorny issue in the hospitality and tourism sector. On the one hand, proponents of the system argue that internships and employer engagement facilitate students' transition from academia into the real work (Harris and Zhao, 2004; Zopiatis and Theocharous, 2013). Others point out to the impetus that internships provide to students (Zopiatis and Theocharous, 2013; Zopiatis and Constanti, 2012; Chen and Shen, 2012) in terms of higher job satisfaction. Additionally, some other studies also mention the fact that successful employer programmes, or internships may generate competitive advantage for everyone involved through increased synergies (Sendogdou and Diken, 2013; Ivascu et al., 2016). Indicatively, Ankrah and Al-Tabbaa (2015) and Perkmann et al. (2013) maintain that one of the main reasons behind the increased effort in collaboration in the hospitality and tourism sector was increased competitive pressure in the field.

On the other hand, there are also strong voices to criticize the effect of internships and employer engagement in hospitality and tourism. In particular, Downey and De Veau (1988) have exerted strong criticism to internships and vocational placements due to the fact that the current system seems to be built upon an inherently unstable and unjust system. Ivascu et al. (2016), Galvango and Dalli (2014) and Prebensen et al. (2013) add to this arguing that employer programmes in tourism do not work due to the fact that they operate in distinctively different cultures and business frameworks. Petrillose and Montgomery (1998), Zopiatis (2007), and Yiu and Law (2012) have all argued that traditionally academics' and professionals' voices were the ones heard the most. Students and student experience has rarely featured upon these discussions. On top of that, more often than not, the views of professionals were at a disagreement with those of academics'. It is closer towards vocational higher education and is closer in countries with liberal political systems or with long and established tradition in vocational education (Airey and Tribe, 2000).

Employer engagement in higher education describes a process through which young people engage with employers under the auspices of their educational institution with the aim of influencing their educational achievement, engagement and/or progression out of education into ultimate employment. Employer programmes in H&T have grown in popularity due to the impetus they have received from the Bologna process. According to the Bologna Process, quality assurance should focus on students' interests, employers and the society (EACEA, 2012). Increasingly, employability operates as a main objective - orienting higher education to employment and higher education institutions as open systems encompassing all stakeholders. There are qualification changes in both an industrial as well as an academic level as there are effects resulting from the economic crisis for youth, businesses and HE.

Employer programmes also describe the activities which commonly connect employers and their employees with educational institutions and their students (McKeown and Mann, 2015). As Kettle (2013) mentioned, employer engagement

in higher education is “a range of activities, initiatives and approaches which are best conceptualized at a continuum. It includes responsive teaching and learning developments for up-skilling and developing people already in work as well as fostering capability and attributes to enhance the employability of students in higher education”. Bolden et al. (2010) said that “it is a way of working with people and a way of approaching teaching and learning and is not a separate and stand-alone activity in its own right” ... “it is not about being employer driven, it is about educating people”. They concluded that it is a core aspect of the academic mission versus a function of career services (Bolden et al., 2010).

Neither employers nor educators can accomplish their goals in the labour market alone. To sustain long-term strategic partnerships with employers, ongoing, two-way communication is critical in supporting active participation and building commitment and shared vision (Wilson, 2015). Wilson (2015) also maintains that strategic partnership has to be continuous (cultivating long-term relationships), strategic (approaching employers in the context of plans), mutually valuable (solving problems and providing value), wide ranging (variety of employers), comprehensive (variety of issues and activities), intensive (substantive and in-depth), empowering (encourage employers to assume leadership) and institutionally varied (engaging employers through a number of channels). Hence, a closer and more systematic form of partnership between academia, hospitality and tourism business ventures and students could generate mutual benefits for all stakeholders involved.

Methodology

The empirical research was carried out in 2017. It was implemented in three stages and the methodology in terms of implementation, was sequential. A focus group methodological tool was developed in order to address the issues at skate. *First*, the tools for the implementation of the focus groups such as interview guides, consent forms, as well as a document with clear instructions to facilitators were designed. *Then*, the focus groups were implemented.

The focus group activity performed in Crete, as part of the qualitative research on the strategic partnership between academia and the professional world comprised of twelve (12) participants. The decision to employ a qualitative research framework was founded on two grounds. Primarily, the current study responds to the increasing and strong recommendations in the relevant field regarding the use of qualitative as opposed to quantitative approach (Zopiatis and Theocharous, 2013) that could delve into the ‘right mixture’ of features for an effective internship programme. Implicitly, the literature has long pointed out that building a successful holistic partnership in tourism and hospitality is still an uncharted area. The selection and identification of the participants relied on the utilization of an extensive network of personal contacts and business acquaintances.

Finally, the development of the structure and the content of the semi-structured interviews followed. The questions in the semi-structured interviews were

informed through a preliminary analysis of the focus groups results. Initially, all participants were approached either by email or by phone in order to get their approval for participation in the semi-structured interviews and then set a mutually agreed date for the completion of the interviews. For some respondents the interview took place either over the phone or through Skype calls. Irrespective though of the approach or the method used to perform the interviews; all of them were recorder electronically (after respondents' permission). There was also care taken so that participants were representative in terms of age and gender (so that we get a cross section of ideas and opinions).

Empirical Results

The evidence from the focus groups indicated that in the majority of cases, there is some sort of both formal and informal cooperation between academic institutions and employers in the tourism sector (in the form of internships and scholarships). In this respect, the empirical results tend to align with the majority of literature in the field (Selin, 1999; Yiu and Law, 2012; Zopiatis and Theocharous, 2013) in the sense that this form of experiential learning (Aggett and Busby, 2011) tends to dominate the agenda of academia – business collaborative efforts. Two participants (all of them originating from the *employers' side*) in the semi structured interviews indicated that there is also cooperation on a financial basis, whereby a large hospitality firm is funding a post-graduate hospitality course. Less frequently, some indicated the provision of workshops conducted by senior executives and professionals, tailored to address challenges in hospitality and destination management. Zehrer and Mössenlechner (2008) also mention the use of workshops as a form of collaboration. On the negative side though, the existence of such cooperation is more frequently than not organised in an *ad-hoc* manner.

In terms of how participants would define a good partnership in the Hospitality and Tourism sector (H&T), the majority of the focus group participants mentioned that the key word is interaction, i.e. two-way communication between the three stakeholders. This finding could be criticized on two grounds. First, this approach towards what constitutes a successful partnership is a rather limited one because it does not distinguish between a long – term, strategic and structured approach (Zopiatis, 2007). This is because frequently, the various stakeholders involved in the process (students, professionals, or academics) have limited awareness about the other stakeholders' agenda or range of activities. In other words, the key stakeholders have a very constrained perspective of the industry. This is definitely the case with the 'weaker' stakeholder in the partnership, namely students. Indicatively, students have limited information regarding employment opportunities in the field, stemming from the fact that they are rather short-sighted in terms of the opportunities arising in the field. As one participant (male / student, 25) said:

"...young students are not sure which job career to pursue in the tourism sector or in the management area in general. They are not sure which area or position suits

them best, as they are not aware of the difficulties that accompany each position / department”.

In this respect, companies should come closer to students in order to make them aware of job opportunities and prospects where the students could be employed and guide them on how they could advance their career in a tourism-related environment. Apparently, this type of benefit for student stakeholders was the most advertised in the literature. Lee et al. (2011) and Pizam et al. (2013) have mentioned that internships in tourism provide a 1st class opportunity for students to acquaint themselves with the tourism environment and get more information about the nature of the business environment therein. Essentially, students’ opinions reflect the high levels of uncertainty and risk, associated with employment in the field (Hsieh et al., 2004). In other words, the empirical findings in this case point out that students face a serious problem of wrong expectations (they do not know what to expect when making their decision to follow tourism. Such a communication could be accomplished through frequent meetings and student visits to local H&T businesses, which would contribute to the identification of the tourist sector’s current needs, problems and their solutions from academia.

A participant (female/industry expert, 46) added some more benefits for the students. She said that:

“Through the systematic cooperation between institutions and employers, students will be aware of job requirements and peculiarities and will be in a position to judge if they want to pursue a career in the tourism/hospitality sector. A close collaboration would assist students to change their state of mind and become acquainted with the tourism environment. They will also find out which job areas and positions fit best to their personal skills and preferences”.

She suggested that partners should develop a communication channel with each student to be able to find out how students feel about their internship experience and try to accommodate them in different positions (through internship) in the future if they would want to gain experience in different departments.

Others have noted that there should be a change of "mindset" on behalf of the employers with respect to students' internship. Companies should invest on human resources (i.e., students) and should not perceive internship as a form of cheap labor. An organized formal cooperation between institutions and employers (employer program) could enhance this process. Internship programmes must be part of a broader collaboration plan in which professors should have a more active role in evaluating and leading students (Lee and Win, 2004). Interestingly, no participant in the qualitative research mentioned financial gains as a potential benefit to students (D’Este and Patel, 2007). This may reflect the well-grounded perception in the field that internships and to an extent work during study does not really pay off in terms of pecuniary rewards. It rather has more non – pecuniary rewards.

As far as the gains expected to derive from their participation in the employer programme, employers mentioned that they could benefit from access to skilled

graduate workforce (Sedongdu and Diken, 2013; Santoro and Chakrabarti, 2002; Ankrah and Al-Tabbaa, 2015) and access to knowledge, facilities and services (Pizam et al., 2013; Sherwood et al., 2004). The well-trained staff can provide multiple benefits to the H&T industry. According to the discussion one of the benefits for employers relates to the optimal operation of H&T firms and the lower cost for in-company training (because students would have already been trained properly by universities) (Pizam et al., 2013; Ankrah and Al-Tabbaa, 2015). Additionally, the improvement of services and tourism product, in order added value to be offered to the visitors (tourists); achieving higher customer satisfaction rates which would increase long term profitability of H&T firms and add value to their operations. Participants also believed that status and reputation would be good for both academics and business people.

Secondly, respondents mentioned a number of expected gains for academics. A vocationally relevant and current curriculum would be very important for tertiary level educational institutions and their students. Graduates' employability enhancement would benefit academics. Scholarship or better placement for internship, opportunities for workplace learning in order to develop workplace relevant skills and having a professional experience, could motivate students to do better. Therefore, universities can be motivated to build relationships with industry to take advantage of these strengths for mutual advantage. Almost all participating experts claim that graduates from universities have more theoretical background and significant lack of practical skills. There will also be better funding opportunities for common research and development projects supported in a closer relationship between academia and H&T professionals. Access to raw data provided by employers and access to industry-standard resources would be very useful to academia. Collectively the later two benefits (funding opportunities and financial gains) are collectively identified as efficiency by Ankrah and Al-Tabbaa (2015). The possibility of developing an applied research programme in business is an added expected gain for academics.

Moving on to the particular challenges regarding employer programmes, experts suggested that the lack of the needed skills from the H&T graduates is due to many reasons. Inter alia, experts mentioned the old – fashioned nature of academic curricular, the lack of foresight from academics, and the lack of interest from students' perspective. Tourism graduates are not really interested working in the industry; graduates are missing certain soft skills and abilities in several areas, including customer service etc.

“Students are not well-trained but if they show the proper interest and exploit the experience of their practical exercise, they could meet industry needs”.

In the focus group, everyone agreed that the main reason for the challenges facing the industry, such as co-creating things and communication of ideas better and more systematically, is a significant lack of communication and information between H&T industry and Educational Institutions. As a participant (*female /academic, 48*) said:

“There is lack of a common and specific framework to draw the lines as far as the collaboration between academic institutions and the business world. Frequently, professionals either ignore or side-step the logic behind internship programmes. Professionals do not understand that interns have to learn during their internship”.

Another participant (*male/student, 25*) mentioned that businesses in H&T area are shortsighted; they care about their immediate needs and priorities and fail to see the big business. In other words, they micro-manage. He also noticed that the seasonal pattern of demand does not allow much space for experimentation on another business model, so there is no time for introducing or thinking about new programmes internationally, that offer multiple avenues for collaboration between businesses, lecturers and students.

Finally, some employers believed that the biggest challenge is the duration of internship period which is too short (limited and inadequate). Effectiveness of placements and internships is a big challenge. Although internship is considered as one of the most important part of students’ studies, all partners recognize that the current form of internship programmes is ineffective or not effective enough. Internships give students the opportunity to work in a real environment and so getting the requested experience and knowledge. Academics believe that many H&T employers do not respect the institution of internship and they consider students only as low pay workers for a specific period. In other words, there is considerable discontent about the role of employers in the programme. In addition, they said that the subjects of internships should target more in H&T firms’ everyday problems, but also to the needed skills and knowledge that students should acquire through this process. For the latter, the involvement of professors in monitoring internships should be stronger.

In response to the abovementioned criticism experts offered some alternative explanations. Although experts acknowledged that some employers exploit students as low cost labour force, they also believed that the effectiveness of practical exercise depends on the students and their interests to do further H&T studies or to be more competitive as H&T professionals. To overcome this challenge, an interviewee proposed the adaptation of Swiss internship model in the Greek setting. According to this model, students would have to engage in vocational training (internships) before the beginning of their studies in order to understand how the sector of their future employment operates.

Students also referred to two kinds of obstacles in internships: the refusal of many H&T firms to accept internship students and the small salary given to students through this kind of internship programs.

On the other hand, students noted that quite frequently interns get over-burdened with daily chores that do not add to their learning activities and academic progression, due to the lack of communication and the lack of a rigid framework of cooperation between stakeholders. In addition, an academic (*male/academic, 56*) mentioned:

“Businesses need to invest into knowledge generation activities. More specifically, businesses could exploit the knowledge that is being generated by students fairly easy and cheap and this could be an advantage for them”.

According to respondents, the most important activities to strengthen mutual cooperation and trust were stronger interaction between businesses and academics. According to a male respondent (industry expert, 34 years of age), an activity that would strengthen the cooperation and mutual trust between stakeholders could be stronger interaction between businesses and academics, such as a committee formation, meeting up on a regular basis and discussing matters related to businesses, academic or other issues. This would result into the reduction of cautiousness between contracting parties, emphasis on collaboration, assuring trust as well as evaluation of student’s satisfaction (*female/student, 30*). Another focus group participant (*male/ student, 27*) noted that businesses need to appreciate the fact that they can grow and develop as business entities through the development of new concepts and products. These can be developed out of a student’s dissertation project.

“Businesses should focus on real case studies and apply the concept of case studies research alongside students’ dissertation work”.

For academics, the effective communication and interaction between them and the H&T industry could be achieved through students’ day visits on firms’ facilities, the implementation of related events from academic institutions (i.e., career days) and the employers’ visits to universities. Students’ suggestion was that in order to fill the gap of communication between institutions, industry and students, there could be a long-term cooperation and continuous feedback from both sides.

Secondly, academics and industry experts claimed that employers could and should be involved in curricula design through identifying the needs and current gaps of the H&T sector. The identification of the gaps and the requirements of the industry could emerge through research conducted by universities and the continuous involvement of hoteliers’ associations and employers on academic developments. Experts proposed meetings and conferences, where an exchange of ideas and knowledge could take place and where employers could be as analytical about the problems | issues they want to address and focus on their needs in order to help institutions understanding the sector’s problems. As an participant (*female/expert, 45*) said:

“Many H&T schools concern that the H&T sector consists only of hotels and accommodation firms, which is wrong. In curricula design, employers from restaurants, travel agencies, rent a car and other kind of H&T firms should be also invited by the universities”.

Last but not least, employers could participate actively, in the everyday educational process of higher educational institutions in various ways, such as presentations of relative topics during class lectures, guest lectures and visits, continuous contact with the students and in-class participation, day conferences (open days or career days) etc. Students also propose the involvement of employers in co-creation

of specific case studies given in classes. In the same manner, employers could participate in the design of class assignments by proposing new projects for student's teams.

There could be some possible rewards for academics, students and businesses that would come after closer cooperation. Firstly, a participant's (*female/industry expert/46*) conviction is that everything should be evaluated based on the final outcome - the results.

Academics would be able to project a good and dynamic image of the institution to the outside world and this could improve their academic and professional status in society (*male/academic, 54*). Academics could benefit financially through partnership, like covering of some expenses (e.g. for research, free meals or scholarships for students). They could also have financial benefits like project contracts and academic recognition. As some of the experts added, through the employer programme, academics could offer to their students updated and practical knowledge from H&T sector, so students believe that incentives to academics could be the better achievement of their courses' goals though practical examples and case studies from H&T firms and the chance to combine theoretical and practical knowledge.

Students would like the opportunity to network with all three types of stakeholders (businesses - institutions - fellow students) in other countries too. They shouldn't be constrained in Greece. Thus, a reward for students could be having more interaction with practices and stakeholders abroad as well (*male, student, 25*). Students could have better career prospects and financial profits like better salary during internships. A longer practical period will help them to fit in the job and be more effective. Experts also mentioned the advanced knowledge for better training they have during internship, the recognition of internship as official employment and experience and the commitment of employers to hire a particular percentage of students as full time personnel after their graduation (following a placement evaluation).

Trainee's flexibility (*female/industry expert, 46*) as well as the ability to fill in staff and skill shortages/gaps within the firm with trained trainees is two very important benefits for businesses (*male/industry expert, 34*). The qualitative improvement of employers' customer service and the increase of their profitability, as well as the professional development of their personnel could be beneficial for employers. As an industry expert (*female/industry expert, 39*) said:

"Businesses would certainly appreciate a lot (value positively) a flexible graduate or trainee. One who would be willing to engage from a low position within the firm and would be able to gradually develop".

Incentives to employers could be their companies' advertisement (because of the internship programs or other linking activities with universities), and the new perspectives and ideas that students can give them as young and educated people.

Conclusions

The current study provides a broad overview of the Greek tourism education's perspective with respect to collaborative practices in the sector. The present study was inductive in nature. Thus, the empirical results were collected following a qualitative approach focusing on all three types of stakeholders involved in the collaborative process. On the one hand, this approach to consider all possible stakeholders (academia – businesses and students) has been received very positively.

On the other hand, due to the nature of the paper and the methodology employed, it does not provide a definitive solution with respect to improving collaborative efforts within the tourism and hospitality higher education sector. In order to do so, additional research should take place to address these issues and concerns. In addition, respondents' diversity (representing all three key stakeholder groups) means that results discussed here may not always reflect reality of each individual stakeholder group. The current research endeavor does not offer a dissected overview on the hospitality and tourism higher education sector. Future research could add these important perspectives as well as providing more customized solutions for the sector as a whole.

The focus group discussion and the semi-structured interviews have provided a number of interesting managerial and policy implications. *Initially*, the empirical results emphasise the lack of co-operation between the various stakeholders. According to the results, the organizational culture among Greek H&T institutions as well as businesses in the field has not been particularly conducive for this type of initiatives in the past. A mutual lack of trust between academics and employers, which is probably based on their different priorities and unsuccessful previous efforts, contributes to this. As a result, relevant strategic partnerships have not been particularly successful in Greece in the past. Partly due to changing consumption patterns, partly due to higher competitive pressures in the industry, all stakeholders need to pool their resources in order to improve the competitive standing of the industry.

In order to overcome this issue one has to adopt a more structured approach, involving transparency, accountability as well as proper evaluation mechanisms throughout. This would ensure that all stakeholders involved in these policy initiatives are fully informed and equipped with the appropriate mechanisms to perform within a structured framework.

In addition, all stakeholders agree on the perceived benefits each party could gain from such strategic partnerships. Thus, in theory at least, everyone is convinced about the merits of such employer programmes. At the same time, it also seems that everyone is aware of possible challenges and problems that may crop up in the way. This indicates that everyone has done their "homework" and knows what to expect from each other. On a more negative reading of this, it may also mean that stakeholders in the area have long lasting established perceptions and ideas about

others in the field and they are not prepared to make the extra effort required in order to make the extra step.

Again, a practical managerial implication to address this problem could be to emphasise to everyone involved that strategic partnerships in the H&T sector do not relate exclusively to internships. Instead, they encompass a wide range of activities and opportunities. Making clear the possibilities generated from these partnerships would convince those stakeholders involved that they have more to gain through harnessing cooperation, as opposed to fighting it. Under-estimating the opportunities and the value of these strategic partnerships would certainly minimise the chances of success. Efforts for creating effective partnerships between tertiary education and the H&T market should focus on fostering a climate of greater confidence between stakeholders.

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KIERUNKI ROZWOJU PROGRAMU PRACODAWCY DLA SEKTORA HOTELARSTWA I TURYSTYKI W GRECJI

Streszczenie: Głównym celem niniejszego artykułu jest przyczynienie się do opracowania całościowego programu pracodawców dla sektora hotelarsko-turystycznego. Jego celem jest identyfikacja czynnika wpływającego na wspólne wysiłki wszystkich trzech grup interesariuszy w sektorze turystyki i hotelarstwa w Grecji. Artykuł odpowiada na rosnące wezwania z literatury dotyczące równoczesnej i równej reprezentacji wszystkich

zaangażowanych grup interesariuszy w dyskusji. Jest to pierwsza próba rozwiązania tego problemu w kontekście greckim. Wyniki empiryczne wskazują, że brak komunikacji uznano za najbardziej krytyczny czynnik dla tych inicjatyw. Silniejsza interakcja między przedsiębiorstwami i naukowcami w celu wymiany pomysłów i wiedzy, wkład pracodawców w projektowanie programów nauczania, współpraca, zaufanie i satysfakcja to tylko niektóre z działań, które wzmocniłyby współpracę. Dodatkowo, aby program pracodawcy odniósł sukces, musiałby być funkcjonalny i generować korzyści dla wszystkich interesariuszy.

Słowa kluczowe: partnerstwo, programy pracodawców, grupy fokusowe, współpraca, interesariusze, Grecja

迈向希腊酒店和旅游业雇主计划的发展

摘要:本文的主要目的是为酒店和旅游业的整体雇主计划的发展做出贡献。其目的在于确定影响希腊旅游业和酒店业所有三个利益相关方团体之间合作努力的因素。本文回应了文献中有关在讨论中所有利益相关者团体同时且平等代表的越来越多的呼吁。这是在希腊语环境下解决该问题的第一步。实证结果表明, 缺乏沟通被认为是这些举措的最关键因素。为了交流思想和知识, 企业与学术界之间加强互动, 雇主对课程设计, 协作, 信任和满意度的贡献是可以加强合作的一些活动。此外, 要使雇主计划成功, 就必须发挥作用并为所有利益相关者带来利益。

关键词:伙伴关系, 雇主计划, 焦点小组, 合作, 利益相关者, 希腊