

ADVANCED TEACHER INDUSTRY PLACEMENT

An extended framework

Draft – Interim report stage

Insight Project

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INTRODUCTION – THE INSIGHT PROJECT

This document aims at providing a helping kit, a kind of a handbook to all players involved in the placement. It serves as a guideline, outlining the necessary steps of implementing and managing the teacher industry placement. It has been produced in frame of the Insight, a 24-month project co-funded by the European Union's Lifelong Learning Program (now Erasmus+).

Insight has been initiated at a period, when European economy has been in a recovery phase after years of economic crisis. One of the key issues addressed long before the crisis hit Europe is competitiveness, especially as compared to the American and the Asian economic areas. The Lisbon Strategy set three interdependent objectives:

- the increase of investment into Research and Development to three per cent of GDP
- reduction of red tape to promote entrepreneurship
- achieving an employment rate of 70 per cent (60 per cent for women)

Researches and initiatives also show the growing importance of linking the educational programmes and the industry practices. This is promoted as a modernization and professionalization of the educational system.

Among other aspects, the link between vocational education and industry is crucial to the training of highly skilled professionals. In frame of an ever faster changing global economy, vocational education has to be flexible. VET needs to be able to immediately follow market trends and industry innovations and to ensure a direct and on-going coverage of such up-to-date practices in teaching. As Bergami and Schuller (2008) pointed out,

“Current trends in teaching in the Vocational Education and Training (VET) area favour an approach that aims to produce industry ready graduates who possess the requisite latest information, so they can ‘hit the ground running’ upon entering the workforce.”

This is very much in line with the actual changes in the Hungarian VET sector. One of the key requirements is the transformation of vocational education to become more practice-oriented and to meet the requirements of the industry.

This requires VET teachers to be familiar with market relations and also with industry-specific management schemes. Such knowledge is however impossible to acquire without prior and actual industry work experience. The promoter carried out a research in 2012 June, based on an on-line questionnaire among Hungarian VET tourism teachers. The result showed that tourism teachers have lack of insight into the real tourism market, two-third of them had no tourism work experience at all, only few of them had up-dated tourism practice.

Although this necessity to adapt wider economic and social changes is a general feature of VET, in frame of this application we plan to develop a solution for the tourism VET field. The reasons for selecting tourism education as a showcase for the new scheme are manifold. Tourism is not only a leading global industry, but it is also an important sector in Hungary, providing 10% of the GDP (WTTC, 2012). It is a complex and dynamic industry that challenges teachers and students. Tourism is also a labour intensive sector. These factors lead to a high share of tourism programs within VET. In 2010/11 19.270 (10.6%) children learned in 'Hotel and catering' (subject area: 811) and 8.143 (4.5%) children in 'Travel, tourism and leisure' (subject area: 812) secondary vocational school programs (KSH, 2012). With that the planned project will impact upon a sector that hosts 15% of all VET learners.

The needs analysis outlined that most of the tourism teachers at VET lack up-dated, professional work experience in the tourism industry, therefore the project aim is to provide sufficient tourism industry and tourism market knowledge and match the needs of the VET teachers and tourism programmes with the real tourism market challenges. Consequently, the educational programme could be related to the world of work which is key element of successful VET.

In order to fulfil this mission the consortium members identified four interlocking project objectives:

- 1) to enable secondary VET teachers to gain insight into the management and operations of a tourism enterprise;

- 2) to empower participating VET teachers to develop and share attractive and up-to-date learning; materials based on their practical industry placement experience ,
- 3) to ensure the sustainability and valorization of the new scheme;
- 4) to help policy makers developing an appropriate legal and administrative VET framework.

PARTNERS OF INSIGHT

Partners

TEACHER INDUSTRY PLACEMENT

The teacher industry placement follows the idea of learning through productive work experience. The teacher industry placement is a period of time spent by the participating teachers in a professional working environment, at a hosting company which provides the opportunity to understand the organisational structures and processes and also offers the opportunity for professional development. The followings are aimed to realize during the teacher industry placement:

- to get acquainted with the tourism work organisation/hosting company's structure;
- to acquire the know-how of tourism operations;
- to update the professional terminology;
- to get real work experience;
- to take part in a work-based learning process;
- to support the professional self-development by assessing for skills, competences and professional knowledge.

The teacher industry placement serves to bring new ideas, impulses and updated professional knowledge of new markets and processes. The teacher industry placement highlights new social values such as the culture of autonomy, openness, efficiency, responsibility, mobility, too. It supports the team work as develops the behaviour skills and the communication flow.

The teacher industry placement also aims to improve the cooperation between the educational field and world of work, therefore enhancing the VET-tourism industry partnership. During the industry placement the theoretic concepts can be applied to practice. Both parties, actors are beneficiaries of the teacher industry placement (see later in details). Teacher industry placement is the best opportunity to increase the teacher's experiments on professional working life, to feel the "real world of working", to learn about professional values.

The industry placement cannot be successful unless the learning outcome is broad enough to reflect various working experiences and the participating teacher has appropriate opportunity to gain professional experiences and knowledge during the industry placement.

The industry placement follows relevant principles in order to be efficient, such as it should be connected to the up-to-date challenges of the labour market, assure to provide an insight into the operational tasks and management practices. This way it will be able to ensure the link between the theory and the practice, between the taught tourism subjects and the operational and management tasks. In order to achieve the most outcomes and benefits, a variety of learning opportunities, methods and practices could be used such as the enquiring, observing the workflow, working in teams/groups and getting individually assigned tasks supervised by the mentor.

As it is described above, the teacher industry placement can serve various outcomes at the same time therefore it is an effective tool for self-development and professionalization of VET teachers. The described outcomes are the followings:

- deepen the existing theoretical knowledge;
- integrate the theory with practice;
- update the professional knowledge;
- experience a different working/organizational culture;
- develop new competences and skills;
- contribute to the practice-oriented teaching and

- provide real life work examples.

We can summarize that the teacher industry placement is:

- a learning experience which enables the participating teachers to develop their knowledge and skills;
- a working experience in which the participant act as employees in order to achieve certain competences and knowledge;
- a combination of work, experience and observation in a real work setting, in a workplace outside the educational field .

Methodologically, Teacher Industry Placement falls under the broader issue of work-based learning.

WORK-BASED LEARNING

Why work-based learning is needed?

The nature of learning is changing. As the on-going rapid change of the socio-economic environment requires constant adaptation to new competitors, stakeholder requirements and regulations, traditional learning methods are not suitable anymore. Employers are looking for applicants with a complex set of skill and competences beyond theoretical knowledge of the field beyond theoretical knowledge of the field.

Learning is thus not limited to the school system and is not finished at the end of the school years. People more and more acknowledge the need to constantly develop their professional knowledge and working methods in order to perform well on the labour market. The concept of life-long learning is one of the solutions to this problem: beside on-going learning full re-training programs enable sharp career changes – if necessary even several times during the active life.

However formal training in the classroom does not address all issues related to the changing work environment. Working in teams and projects, the resulting need for flexibility raise the importance of soft skills. i. e. organizational skill, self-management, effective time

management, as well, as managing intercultural situations and conflicts. These are also of high importance in everyday work settings, however when first time entering or – after maternity leave or unemployment – re-entering the world of work, these become crucial.

When looking for a solution to the latter challenges, education seems to provide an age-old answer. Work-based learning (WBL) seems to become a widely acknowledged concept across all levels of vocational education and training. It recalls a traditional way of informal learning in „natural” work settings, where the more experience trains and supports the novice.

In fact, work-based learning is the oldest form of learning – long before the emergence of formal, structured education, young fellows were involved in actual work processes, in frame of the family, the tribe or the community. From a very early age children observed their parents and fellow adults during work and got smaller duties. More and more jobs have been assigned to them – until the next generation seamlessly took over the entire business from the ageing parents. Thus it was natural to flowingly grow into a vocation – without formal training and also without major milestones.

Modernity developed the idea of detached life-spheres. Education developed as a field largely separated from the world of work – both in terms of norms, rules, social standing and also of personal relationships. Individual life-courses were structured along milestones separating education and the world of work (including forms of final examination). Education started to develop along its own logic rooted more in academic research than in everyday world of work. Nowadays however this approach started to show its weaknesses. Even at lower stages of the vocational and higher education system students were trained more to become weak scientists than strong professionals. This has led to the development of an increasing gap between the skills and competences of young VET absolvents and the requirements of the industries that would employ them. Among others, this resulted in very high rates of youth unemployment.

Especially the latter let decision makers seeking a solution out of the box. If applied in a coherent and all-encompassing way, work-based learning may be such a solution. Fostering work-based learning involves changing the rules of the game. It is an approach that nowadays brings old logic and practices back into education. Many hope that it may provide a powerful solution the skills and competence mismatch problem.

What is work-based learning?

Work-based learning is not a clear theoretical construct yet. It is defined in a multitude of ways. According to CEDEFOP:

„[Work-based learning is] acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alterance training) or in a VET institution.” (Cedefop, 2011)

This definition well expresses two key aspects of Work-based learning. First, the knowledge transfer is based on practical activities as part of real workflows rather theoretical explanation. Second, learning takes place outside of the classroom: either in a real workplace or in a simulated work environment (such as a training workshop).

One of the definitions we found rather useful is provided by the Government of Queensland in a methodological paper:

„[Work-based learning involves] short, voluntary periods of approved professional learning, closely observing and interacting with experienced others as they undertake their usual work roles” (QG, 2010)

The crucial component is learning by the less experienced. On the one hand, work-based learning is a less structured than classroom-based instruction. Only a broad plan of what will be learnt can be made, the actual situation to learn from will be defined by the workflow, that is, up to a great extent by customers' wishes and request. On the other hand, WBL offers the opportunity for multidimensional learning. All sense will serve to gain a long lasting, complex and emotionally loaded experience of the workflow observed.

Levy, et al. (1989) defined work-based learning as *“linking learning to the work role”*. This is a very compact but powerful definition that tackles the very essence of work-based learning: the fact that WBL places young learners at a very sensitive age into a real workplace. There they can meet real professionals, socialize into the culture of work and develop a motivation that would otherwise not have been developed. Involved into work-based learning young vocational students learn into the work role and not (or not only) the student role.

Work-based learning as a logic

The big question is how this fundamental change can be achieved. As Gallacher and Reeve point out, the outcome will only change if the fundamentals of education are change as well:

“Work based learning is not just the transplanting of existing programmes into the location of the workplace, but a more radical change in the focus and process of learning.” (cited in Holmes, *évsz*).

Based on how far this goes, we can distinguish between two approaches. On the first level, it brings practical training as an equally important *component* back into education. As such, it provides VET students with the opportunities of

- applying theoretical knowledge to practical tasks and problems,
- experiencing how single tasks are interconnected into a complex workflow,
- experiencing conditions of the world of work,
- learning to manage timeframes and deadlines,
- facing real responsibilities including that of working with expensive tools and machinery,
- making contacts in the world of work, starting to develop a professional network, and
- developing a professional motivation and identity.

There is, however a more profound approach that considers the very idea of WBL not being merely putting two distinct educational practices into one program but also changing the *logic* of education. Departing from a rigid, academically influenced structure VET education with a WBL component and logic should be directly influenced by requirements of the world.

In practice, there are three aspects of this:

- the range of vocations thought,
- the set of skills and competences developed,
- the criteria along which development is examined.

WBL is not a single concept. Rather, it is an umbrella term including the following forms:

- apprenticeship,
- internship,
- traineeship,
- job shadowing,
- workshops and labs,
- simulations.

BENEFICIARIES OF THE TEACHER INDUSTRY PLACEMENT

Actors involved in the teacher industry placement

1) VET educational institute

The VET educational institution or a vocational training centre is the coordinating institute who employs the participating teacher either in part-time or full-time.

2) Participating teacher

A person employed in a VET educational institution, teaches tourism-related subjects and who takes part in the industry placement by accepting the conditions of teacher industry placement programme.

3) VET student

However the VET students are not the main target of the teacher industry placement but via the educational program they are also beneficiaries indirectly. The VET student is an active student of VET education, attending a vocational training or educational course in tourism.

4) Placement coordinator

The placement coordinator is directly involved (is responsible for implementation of the placement), but indirectly benefit from the teacher industry placement. The placement coordinator either is an employee of the VET educational institution or an outside expert with extensive labour partnerships. He/she promotes the local/regional enterprises, companies to provide industry placement for the participating teacher. He/she provides information and assistance in finding the optimal enterprise and matches it with the need (the gap of competences) of the participating teacher.

5) Industry partner /hosting company

The industry partner is the hosting company, a tourism enterprise who operates in the field of tourism, providing the placement for the participating teacher. The profile of the tourism

enterprise can be various, from the travel agency field through the event management company till the hospitality industry.

6) Mentor

The mentor is a person, an employee in the hosting workplace who is responsible for helping and assisting the participating teacher during the industry placement.

7) Tourists

The tourists are indirectly impacted through the purchasing tourism services. Better qualified VET service providers (former VET students) enrich the tourist's experiences and result in higher tourist's satisfaction.

8) State

The state is indirectly impacted but is highly interested in supporting the industry placement. The state refers to all kind of state and/or semi-state organizations which are involved in managing, supporting, legislating tourism and tourism-related education. The state provides legal procedures and framework for VET education and monitors the educational process through state offices.

. Figure Actors of Teacher Industry Placement

Perspectives of the VET educational institution

The sending school can also gain benefits which are the followings:

- Their teaching staff will be able to gain recent industry work experience.
- Their staff will be able to understand the skills, competences and attitudes required by the industry.

- It can integrate new issues, topics and methodologies to adapt its curriculum on the labour market needs.
- It can develop labour market partnerships which can bring funding and new technologies into the education.
- A VET educational institution with well-trained VET teachers and with active industry cooperation is more attractive for the applicants.

Perspectives of the participating teachers

The participating teachers can also gain benefits which are the followings:

- The participating teacher learns about the structure and the functioning of the hosting tourism company.
- The placement provides a learning experience to develop their professional knowledge and skills.
- The placement provides a working experience to achieve certain competences.
- The placement serves as a way of personal development, widens the participating teacher's personal interests and aspirations.
- The acquired skills and knowledge are transferable into the educational context.
- The participating teacher will be able to identify the link between theory and practice, find the correlation among different disciplines.
- As a result of the teacher industry placement, on-going network will be developed with the industry/tourism enterprises.
- The participating teacher develops a deeper understanding of the tourism enterprises and their organisational structures, their working practices, their on-going operation and policies, the applied technology and management processes, the culture and ethos of workplaces etc.
- The participating teacher develops his/her professional behaviour.
- The placement increases the self-confidence of participating teacher.

Perspectives of the VET students

The VET students are indirectly involved but impacted by the teacher industry placement:

- The placement helps to increase the level of education.
- The placement results in smoother learning process.
- The students can easier and better understand the professional businesses and their operations.

Perspectives of the placement coordinator

The placement coordinator is directly involved in the teacher industry placement:

- He/she raises awareness of the benefits of the teacher industry placement for all actors.
- He/she continuously maintains the professional network and has updated business relations.
- The placement coordinator gains knowledge and experience on dealing with participating teachers and business actors.

Perspectives of the industry partner

The tourism industry can also gain benefits by offering teacher industry placements which are the followings:

- The placement assists in up-dating and developing tourism teachers' knowledge of the industry and provides them professional skills and competences.
- As a result of the placement, the tourism enterprises get an insight into the VET educational processes and curriculum.
- The participating teacher can also bring new ideas and impulses to the company.
- The placement helps in developing an on-going partnership with the VET educational institutions which might be useful in joint projects in the future.

- The industry/enterprise can provide the basis for a “best practice” or a study example.
- The participating teacher can promote positive image and improve the attractiveness of the industry/tourism enterprise.
- It is an opportunity to introduce new methodology or management process which can be integrated into the education.

Perspectives of the mentor

The mentor has a key role in the placement process and also gains benefits:

- The mentor gets more expertise and experience in supervising the participating teachers.
- He/she can have a better insight into the VET educational activities.
- He/she has a first-hand feedback on the competences of VET tourism teachers.
- He/she learns how to solve conflicts and difficulties, how to integrate participating teachers into a team work.

Perspectives of the tourist

The tourist is not directly involved in this process but as a consumer experiences the quality of service providers. Certainly the better service quality results in higher satisfaction and brings more experiences to the tourist.

Perspectives of the state

The state is not directly involved in this process but managing, regulating, legislating and supporting VET education and the tourism service providers. As it was described, the state is highly interested in supporting the industry placement through it facilitates the professional networks, stimulate positive impacts and improve the quality of services/service provision.

According to the European Initiatives, the VET education is more competitive if it is connected to the world of work and reflects the expectation of the labour market.

Funding for placement

As the participating teachers are regarded as undertaking professional training and development so optimally the placement should be supported by the employer. The placement should take place partly in the time of school holiday and/or during the school semester they should receive work load-reduction or less teaching service if that is possibly managed. Nevertheless the placement should not affect the payment and other benefits of the participants.

The participating teacher develops a deeper understanding of the tourism enterprises and their organisational structures, their working practices, their on-going operation and policies, the applied technology and management processes, the culture and ethos of workplaces etc.

The placement could be funded fully or partly (combining the various resources) either by the followings:

- sending school
- professional associations
- state agencies/government funding
- European or international funding etc.

THE PROCESS OF PLACEMENT

Selection eligibility and conditions

In this section we will review the application process and the selection criteria.

All tourism-related VET teachers (full-time and part-time teachers, except unpaid or long service leave teachers) are eligible and have the opportunity to participate in the teacher industry placement. There is no age and gender and race limitation for participating in the teacher industry placement.

The applicant should fulfil the following selection criteria:

- must be employed (either full-time or part-time) in a VET educational institute or vocational training centre;
- has proper theoretical background in order to be able to systematically process empirical experience;
- has proper methodological background in order to be able to analyse and present the empirical experience;
- is engaged in teaching tourism-related courses;
- has lack of updated tourism work experience;
- the placement should be relevant to his/her area of VET teaching;
- has motivation for challenges and committed to professional training;
- has the ability to adapt to the working environment and new situations that comes up and follow orders and work in groups (team work ability);
- has positive attitude;
- has strong communication skill.

. Figure Eligible applicant

Application process

If the applicant is eligible and fulfils all the selection criteria, she/he can start the application process. The application process requires the applicant to fill in the given application form.

When completing the application form, the applicant should read the form carefully and pay attention to all areas and questions. It is advisable to collect all the information requested before starting to complete it. It will take some time to complete the form. The questions will determine the form of the data which will be entered onto the database.

In case of electronic completion, the applicant will receive a confirmation E-mail which contains a copy of the application form.

The participating teacher's profile includes the followings:

- educational background: the highest level of education, former studies, certificates in tourism;
- the educational activity: taught tourism subjects;
- practical professional experiences;
- social skills;
- language ability and level (listening, speaking reading, writing);
- demonstrating the ability to solve problem;
- required and needed work tasks;
- any other relevant information to share.

The form of the application included in the appendix.

The form of application may require the attachment of a motivation letter. The motivational letter includes the followings:

- presenting the educational activities – completed and on-going studies, highlighting the tourism-related studies and certificates;

- presenting the professional working experiences with duration and tasks description;
- presenting the objectives of teacher industry placement and the motivation to participate in the industry placement;
- presenting the participating teacher's personal and /or professional expectation.

Conditions of the placement

The industry placement can take place anywhere, depending on the locations of the industry partners – either can be located both in urban areas and both in rural areas.

Generally the following work conditions should be negotiated and accepted in advance:

- Working hours (work duration, daily-weekly work hours etc.)
- Safety requirements and other conditions (generally the hosting industry partner provides the necessary equipment if they are needed and they specify the requirements).

The hosting industry partner shall take all reasonable practicable steps to protect the safety of the participating teacher throughout the placement. Equally the participating teacher shall take all reasonable practicable steps to protect safety and health of co-workers.

The teachers who are participating in the industry placement should accept the working conditions – they have to fulfil the work hours assigned in advance. Normally, the participating teacher work the same hours as ordinary employees of the industry partner or as it is negotiated in advance.

The conditions of the placement such as working time, duration, starting dates, hours etc. should be set in advance and approved by both parties in a written form.

A specific agreement has to be written and signed by all partners in order to guarantee the successful involvement of each actor and ensure the maximum benefit from the placement.

This includes the assignments, the rights and obligations of each actor. The following items must be well defined and declared in advance:

- the objective of the placement;
- the guide for good practices;
- the involved activities and the results to achieve;
- the working conditions, the schedule and timing – in some cases including the list of tasks, the duration of activities, and the identification of supervisor;
- the means and conditions made available by the company to accomplish the tasks.

In order to avoid some conflicts and problem during the placement, the hosting industry partner should consider the followings:

- the participating teacher is not a cheap labour, but involved in a learning and working experience in order to gain professional insight, therefore he/she should be involved in various tasks, and observe the work flows and management practices.
- the mentor of the industry partner should be available during the placement period and help the participating teacher in professional matters.

The length of teacher industry placement depends on the type of task, generally takes min. 2 weeks but will not exceed 1 month in order to best meet the outcomes of the placement.

Any changes in the conditions should be accepted by both parties.

The participating teacher must maintain the hosting enterprise/ industry partner's confidentiality.

PREPARING THE ACTORS AND THEIR RESPONSIBILITIES

VET educational institutions and their responsibilities

The VET educational institution let his/her teacher to participate in the teacher placement program and signs an agreement with the tourism enterprise which is involved in the placement program. The educational institution is interested in developing stable, long term cooperation with the industry, with the tourism enterprises in order to provide their staff the possibility to increase their competences and update their professional knowledge.

As an outcome of the placement, the participating teacher must share the practical, professional experiences with the head master of the educational institute and their colleagues on the same field. The head master of the institute should consider or accept the recommendation of the participating teachers how the practice can be implemented into the educational programme.

The institute should support the teacher and raise awareness of the added value of industry placement.

Participating teacher and his/her responsibilities

The participating teacher should understand the placement requirements in order to fulfil the tasks. He/she should understand the aims and objectives of the industry placement in order to gain the most benefit from that. The participating teacher should identify how she/he and the teaching activity will benefit from the industry placement.

The teacher should accept the recommendations of the mentor involving the behaviour and operational tasks on the job. They have to be punctual and reliable.

The participating teacher has to inform the industry partner, the mentor of any aspect which may diminish the capacity and ability of fulfilling the assigned tasks during the placement period. In case of sickness or other health problem, the absence should be proved by a medical certificate and the possibility to postpone the placement should be discussed with the mentor. Generally, any changes must be consulted with the mentor and accepted by all actors – placement coordinator, the mentor, the participating teacher and the Educational institution (in details see the written assignment).

During the teacher industry placement, the teacher is expected to follow the stages of the placement, take part in the preparation, implementation and evaluation process. The participating teacher is required to consider the followings:

- being motivated and committed to carry out the assigned tasks according to the requirements (deadline, any standardized processes etc.);
- accept the hosting enterprise's rules and other restrictions which might be formerly agreed on;
- respect the safety and health procedures or regulations;
- learn the upcoming professional terminology;
- follow the instructions and comply with the agreed work plan and schedules;
- respect the rules for using technical facilities and equipment (installations, computers, other machines etc.);
- using critical thinking and problem-solving ability during the completion of the assigned;
- integrate on-the-job, be part of the working team;
- agree to keep confidential any management and company information required by the hosting industry partner;
- accept cultural diversity.

. Figure Participating teacher's challenges

Placement coordinator and his/her responsibilities

The placement coordinator is a member of the educational institutions or an outside expert with extensive business network who is responsible for implementation of the placement. The placement coordinator organizes the placement program in collaboration with the possible industry partners. The placement coordinator provides information on the placement requirements, the possibility of operational tasks to the participating teachers. His/her role is to match the existing industry partners with the teachers' needs, finding the most suitable placement for the teachers. The placement coordinator introduces the teachers to the mentor of the industry partner in the case of on-demand. As the placement coordinator gets an insight into both actors, he/she may have suggestions to the management for improving the conditions and the content of the placement programs.

The placement coordinator is in close contact with the industry partners, who has knowledge of the hosting environment and is aware of the industry partners' profile, professional activities. He/she provides the link between the participating teachers and the industry actors.

The placement coordinator is responsible for the followings:

- maintain and broaden the contact of industry partners;
- give information on the possible placement venues and tasks;
- select the most suitable placement venue according to the profile of the participating teacher;
- help in arranging the implementation of the teacher industry placement;
- react on any of the problem arising during the placement and
- evaluate the experiences of the placement.

The hosting company and his/her responsibilities

The hosting company is responsible for the followings:

- is responsible to appoint a mentor who has to assist the participating teacher during the placement period;
- support and help the mentor during the placement period;
- arrange the necessary conditions for accepting the participating teacher;
- provide a professional environment which is broad enough for gaining learning and working experiences;
- provide access to the manuals and management documents.

Mentor and his/her responsibilities

The mentor is a person, an employee in the placement workplace who is responsible for helping the participating teacher during the placement. The mentor is the facilitator whose role is to inform the participating teacher about the requirements (professional tasks and company practices, behaviour) of the company, to provide a diversity of learning- and the professional working experience in order to gain the most benefit. He/she introduces the work environment to the participating teacher and helps him/her to integrate during the placement.

The mentor is qualified staff member, employed at the hosting company who assists during the placement. The mentor is appointed by the employer. The mentor introduces, guides, helps and monitors the participating teachers during the placement. The hosting enterprise must be familiar with the objectives of the teacher industry placement and should help to meet and match the participating teacher's requirements.

The good mentor fulfils the following personal and professional characteristics.

- professionally qualified;
- has an overall view and been familiar with the management processes;

- has been employed by the company for long enough in order to fully understand the operation of the company;
- is motivated to assist the participating teacher.

In order to gain maximum benefit from the teacher industry placement, the assigned mentor in the company is responsible for the following activities:

- helping in arranging a tailor-made placement programme according to the needs of the participating teacher, ensure to fill the gap of skills and competences;
- arranging the on-the-job requirements and describe the various tasks and activities carried out in the enterprise;
- informing the participating teacher of the enterprise's actual health and safety requirements and procedures;
- informing the colleagues of the presence of the participating teacher and the purpose of the placement;
- helping the participating teacher to be involved in the team work;
- complying the work plan;
- providing the suitable environment to practice skills and competences and observe the work tasks and activities;
- in case of the use of any technical equipment, providing access to the manuals and directions for use of equipment;
- letting the participating teacher to study the written company's mission statement, policies, rules, standardization guidelines, operational manuals etc.;
- finding enough time available for monitoring, helping and advising the participating teacher;
- ensuring that the placement is successfully completed according to the plan;
- participating in the evaluation process of the teacher industry placement.

Assessing the hosting enterprise, the industry partner

The assessment of the hosting, industry partners, the available companies involve the identification of the company's characteristics and its professional activities. This guideline includes the following information:

Company profile

- the name of the company;
- geographical location, the address;
- contact details;
- official web site;
- the company's profile and main activities, products.

Company's placement assessment

- adequate workplace to offer placement and description of the professional working environment;
- the seasonality of work tasks;
- the provided and recommended work tasks and activities;
- any conditions and benefits provided by the company (in case it is needed eg. accommodation, meals etc.).

Supporting teachers in personally managing the placement

Assessing the participating teacher's need

The assessment of the participating teacher involves the needs analysis of professional experiences, the identification of the lacking competences and skills. Participating teacher's needs analysis includes the followings:

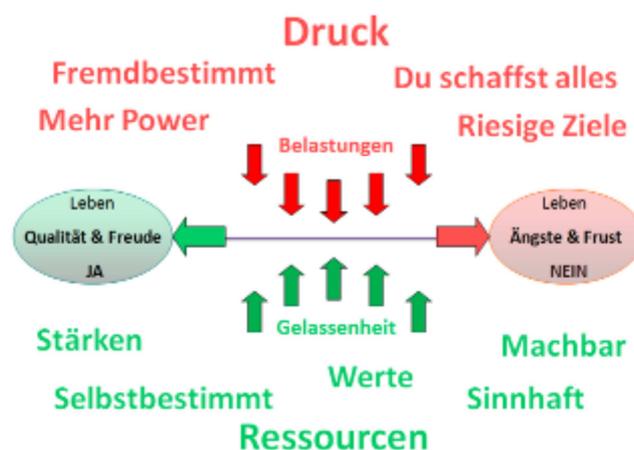
- former tourism-related studies: the level of education, specializations in tourism, taught tourism subjects, the date of professional studies, any other tourism-related certificates;
- former tourism-related professional experiences: the date and duration of experiences, the profile of the tourism company, the positions and description of major tasks and activities;
- the list of currently taught VET tourism subjects and courses;
- mapping the existing competences and skills and highlighting the gaps.

METHODOLOGY

Achieving work-life balance during placement

Placement emerges as an additional task. In everyday life there is a certain relation between work and private life. In the optimal case there is balance between the two life-spheres. The individual is able to master challenges and there is no impracticable time/duty tension between the two spheres. Even so, any additional task beyond the normal workflow will place an additional stress on the participant. Even worst, if there is imbalance in normal everyday life.

Thus, the placement scheme can only be successful, if the individual receives support to manage everyday and additional challenges.



What is doable depends on the individual and its environment. First, every individual possesses a range of resources that can be used to master the situation. These involve

- *Values:*
- *Meanings:*
- *Competences:*
- *Self-authority:* control over own time and duties

Stress also emerges from certain features of a situation, which may involve:

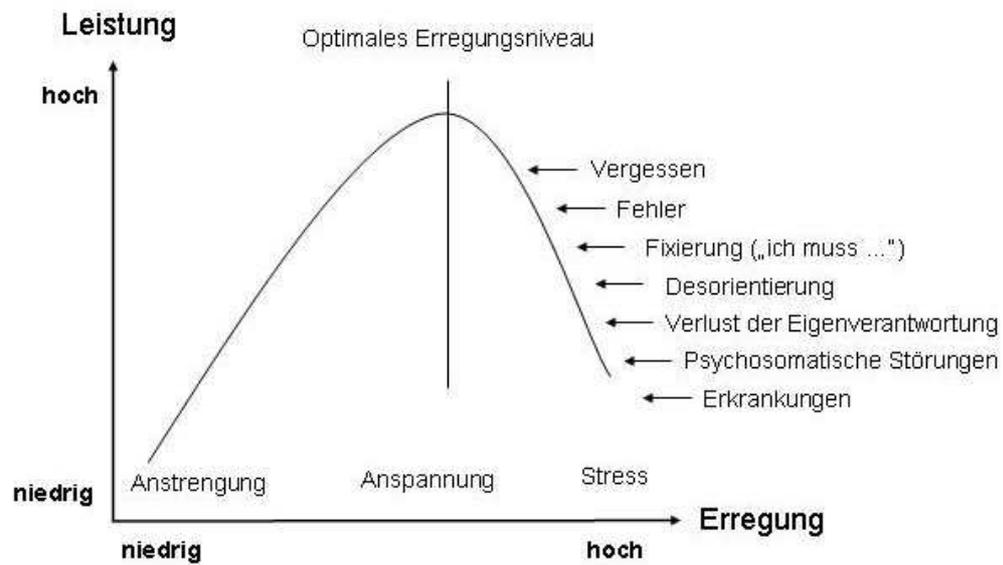
- *External authority:*
- *Goal/resource imbalance:*
- *Tasks frequency:*

Managing stress in project work

Stress is not equal stress, thus it should not always be negatively affected and make you sick. Stress can also have a positive effect on the cognitive performance of a person that promotes concentration and thus supports the work process (Litzcke & Schuh, 2010, S. 12).

Often a short-term co-operation, such as a project cooperation is already connected with lack of time, so do not even have time to think about the stress factors and possible solutions. It is therefore advisable to systematically take time to build and the best conditions of cooperation within the framework of cooperation adapted to the situation version of the following training (Burger, 2000, S. 95).

Especially cooperation and communication requirements in the project team can lead to a lot of stress, since both new, unusual tasks, unfamiliar social situations and time pressure is to handle. Under these circumstances, methods such as virtual communication can be utilized to bridge stress in the short-term travel and meetings. It does not abolish the personal contact, but it should be provided opportunities to reduce long driving and traveling.



Basically, one can distinguish three types of stress:

Eustress: Positively experienced, short duration stress as an adaptation to the daily demands. In the project work, this means that the work is balanced on all project members.

Distress: Negative stress experienced as a result of a mismatch between demands/stressors and the ability of psychological and physical adaptation to them – basically it is about goal(s) that can not be achieved. In the project work this may stem from uneven workload or an imbalance between resources and tasks.

Akut-Stress: A temporary state of stress with exact start and end patterns (e.g. a test situation) (Zimbardo and Gerrig, 2004:562). In project work, this can involve the periods leading up to certain milestones (deadlines) or it may occur during stressful situations at the front or back end of the project.

By the term “stressors” we mean an internal or external event that produces stress. Every person faces a range of stressors, both as environmental factors and as personal features. Stressors are thus considered as external and internal stimuli that are highly probable to lead to stress reactions (but not necessarily). Stressors include:

- Sensory overload and sensory deprivation (acoustic, color, etc.)
- Physical environment characteristics (noise, heat, dust, etc.)

- Pain stimuli and dangerous situations
- Deprivations stressors (e.g. food, water, sleep deprivation),
- Performance stressors (e.g. over- or under exposure, performance failure)
- Task performance (under- or over-exposure)
- Role (role conflict)
- Temporal dimension (irregularity, night work)
- Conflict-stressors (e.g. decision problems, uncertainty)
- Relationship between work and other areas of life (work-life conflict) (Koncar, 1995:276)

A possible classification by Litzcke and Schuh (2010:6) is based on the source of stressors:

Physical stressors such as: noise, heat, cold, variations in temperature, air pressure changes, hunger, infection, injury, severe physical work, long driving, sensory overload

Psychological stressors such as: fear of failure, overload, underload, heteronomy, lack of time, loss of control, exams, important negotiations

Social stressors such as: conflicts, isolation, uninvited visit, loss of familiar people, bullying

The mere presence of these stressors is not sufficient to explain the individual stress experience. There are various stress models which explore the impact of stressors on actual stress experience. They differ in their definition of stress, in the explanation of the origin of stress and in the description of the effect of stressors.

In frame of this methodology we apply the “Three-Life-Spheres” (TLS) model. The model is based on a division of life as a whole into the three following spheres:

- Business sphere ("WORK" - area)
- Social sphere ("WE" - area)
- Personal sphere ("I" - area)

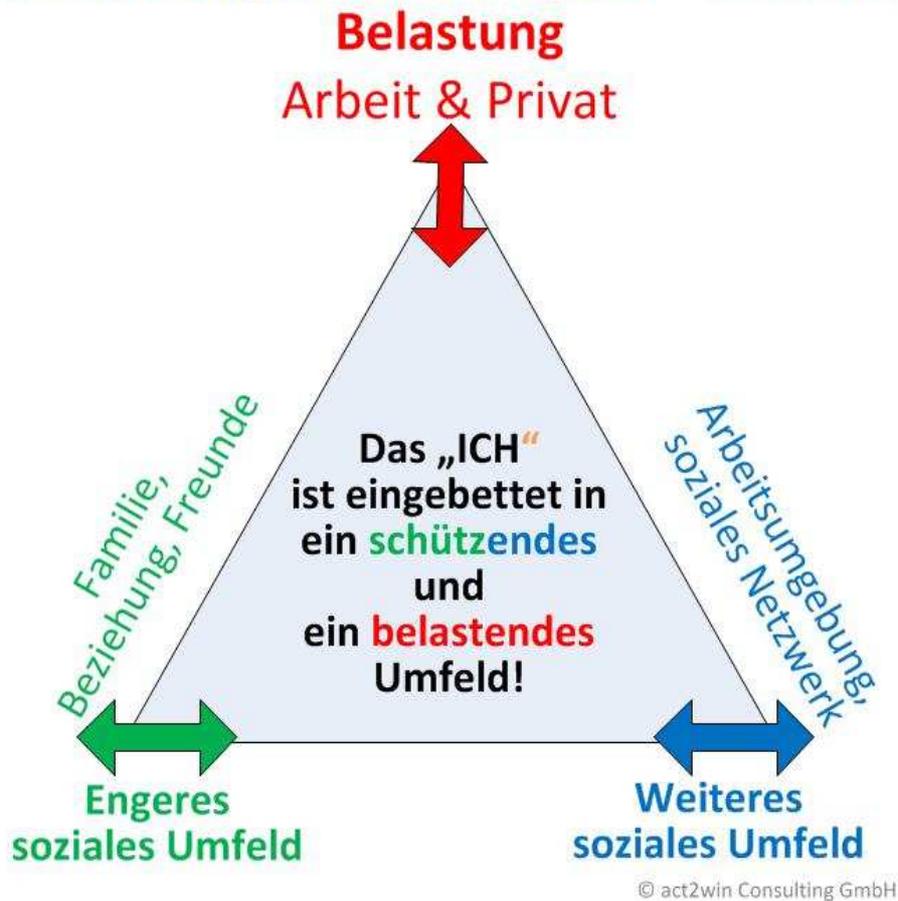
As an underlying assumption this normative envisages that optimal psychosocial health (healthy management of stress) is only achieved when all three spheres are balanced (Krottenmaier, 2006).

The business sphere involves all issues related to the world of work. The main logic of this sphere is competitiveness in order to secure one's existence through a sustainable stream of income. Roles in this sphere involve boss, employee, colleague and more. Time schedules, tasks and available resources structure activity in this domain. However the level of stress stemming from the business domain also involves soft issues. Social atmosphere at the workplace, contact to colleagues, dealing with each other are of particular importance here. Equally important is personal identification with the profession. Both over-identification (when work becomes dominant), or under-identification (when work becomes a constant burden) can lead to serious mental health problems, such as the burn-out.

The *social* life-sphere is the domain in which a person deals with his social environment, the relationship to his family, his friends, his partner, his relatives and acquaintances. Club membership or volunteering activities such as the Red Cross also belong to this domain. The typical roles include wife, husband, boyfriend, girlfriend, parents, children, friends and more. This domain also serves a social "fence", a protection or buffer zone between the competitive WORK-sphere and the vulnerable I-sphere. As such, it has a balancing function to the people and serves the recreation and relaxation.

The *personal* sphere of life involves all matters in which the individual deals with himself. Temporally this includes the time spent by an individual only with himself, such as sleeping, washing, relaxing, meditating, doing individual sport and the like. In terms of control the personal life-sphere is fully self-controlled. In this domain one does not have to respect or pay attention to others. In this way, the personal life-sphere is a domain ruled by the own values and attitudes. No roles are specifically assigned with this domain: it is the pure "I" and "me", the freedom from other life-spheres rules and duties.

Beziehungsstoßdämpfer - Modell



Every new task and role to fulfill require the person to consciously consider how to integrate it with the rest of life. If it is possible a person to create a balance between all three areas, this can enhance the quality of life enormously. If the person is unable to manage tasks and role consciously – for the lack of time, insight, resources – it will be more probable that stress situations emerge. Integration of a new task and role is thus the crucial issue in avoiding stress.

This balance between life-spheres is especially at risk if new tasks emerge. These may lead to temperate or constant overload and thus with the person being concerned with the business sphere only and neglect the private and personal lives. This will necessary limit the opportunity to relax and recharge in the social and private life-spheres. In the long term this will affect the access to social support with weakening and lost social ties and may lead to

more and more escaping to professional duties, until it comes to a mental or physical illness. As a contrast, if one knows that he can rely on social support, stressful situations and challenges can always be relived.

Personal well-being is a direct result of “holistic health”. The next model describes the relationship of stress factors “work/social/private” and the “shock effect” of narrower and broader social environment. If one of the two shock absorber is “damaged” there is a risk of failure if measures are only recognized in the “loading area”.

Long term overload in the work area will affect individual competences – which are in turn necessary for high-performance work (and thus their shortage further increases the sense of workload). Competences affected may include:

1. motivation
2. self-confidence
3. creativity,
4. problem-solving skills,
5. tolerance,
6. concentration and memory

Shortage of these will lead to nervousness, fear of failure, intolerance, concentration and memory, self-doubt, feelings of guilt, reduced self-esteem and, in the worst case even psychosomatic reactions.

Shock absorber mental training

By mental training we mean “a planned and repeated intense imagining or perceiving individual movements (ideas or actions), without, however, practically run.”

Mental Training provides the opportunity to develop the mental, physical and emotional skills and opportunities to develop and eventually optimal use (Eggert and Berger, 2005:3).

There is a variety of mental techniques that can be used to prevent stress such as: relaxation, activation and motivation, communication, sleep, time management, etc.

The management of working conditions during the short-term project cooperation ("loads") is discussed in the context of the "8-bolt" model in detail, here we want to prepare the participants for the optimal utilization of their psychosocial resources.

Phase 1

In this phase, awareness must be raised. Which problems do occur to the person himself? The most common statements today are: *I am not affected. It is not true to me. I have everything under control. It is only short term and temporary, and I'm not sick.*

The specific questions regarding the project work are:

What are the impacts of short-term project work on "normal", everyday work, on the family, on the self?

In other words: which stress factors will arise because of the absence of the persons in everyday life?

In order to understand this in-depth, relationships to key people will be considered and discussed in the group:

- We start with setting up a list of key stakeholders in the social and business spheres (contacts whom the project work will affect in the next period?)
 - Social sphere: family members, friends
 - Business sphere: supervisor, colleagues, partners
- What do these stakeholders during the period of the project from me?
- What expectations of them will I not be able to fulfill?

Phase 2

Based on the results obtained in stage 1 exercises and techniques are introduced and tested as an individual as well as in the group (see, areas of life). In frame of a group discussion, the list generated in Phase 1 will be divided into three groups:

1. Disinterested persons

2. People with possibility of short-term improvement (identified problem areas, focus is placed on this group)
3. People with long-term potential for improvement

Phase 3

In this phase solutions are developed that serve the preparation of the participant. The aim is to avoid the potential conflicts stemming from the partial absence from everyday social contexts and from the non-fulfillment of expectations.

1. Based on former identification of stakeholders and potential conflict fields we will discuss these stakeholders' expectations and requirements
2. All expectations will be developed a suitable solution. These may involve re-scheduling, asking help from friends, using alternative communication tools, agreeing on different delivery, etc.
3. If no solution can be agreed on, the minimum answer will be "negotiating", referring to the need to discuss with that stakeholder that there will be a temporal deficiency in meeting expectations.

DEFINING THE OPTIMAL PLACEMENT

It is important to match the needs of the participating teachers with the expectation of the enterprise providing the placement. The industry partner/ the enterprise should understand the advantages of the placement and not consider it as a waste of time, or unnecessary time investment into something that cannot provide any profit for the enterprise. The enterprise delivers the know-how, the operational processes and makes the operational management processes transparent for the participating teacher. The enterprise should be aware of the benefits of teacher industry placements in the medium and long-term (eg. providing consumer awareness and PR of the enterprise, being a good practice, a case study, influencing the educational activities by highlighting the practical issues).

. Figure Matching the needs of teachers and the available placements

In order to find the optimal industry partner, the following steps should be considered:

- 1) identifying the participating teacher's need and gaps of competences and skills
- 2) list of the activities and tasks and the possible outcomes for each participating teacher
- 3) assessing the hosting companies and identifying the enterprises profiles and the available placements
- 4) finding the optimal enterprise to realize the outcomes for each participating teacher
- 5) selection of the participating teacher to be matched with the optimal enterprise according to the need of the teacher and the profile of the company
- 6) finalizing the matching stage of teachers and enterprises
- 7) start the preparation of teacher placement scheme – make a tailor-made placement program and sign the placement agreement (see in details in later section)

Tailor-made individual placement work plan

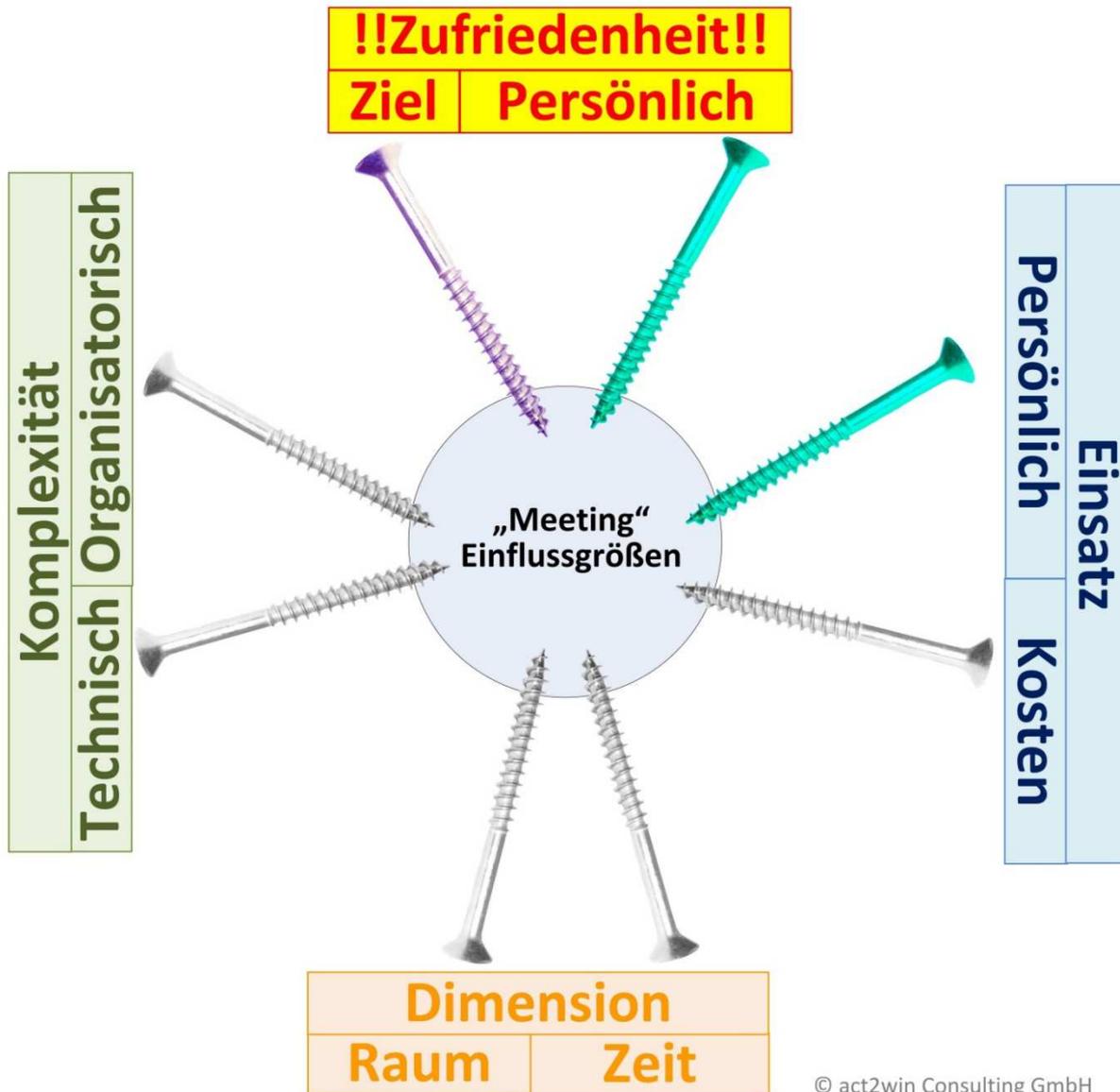
As soon as the hosting company was selected according to the participating teacher's missing competences and professional practices, a mentor will be appointed by the company to coordinate the teacher placement and guide the participating teacher during the placement period. The mentor of the hosting company will be involved into the elaboration of the individual placement work plan in collaboration with the teacher and the placement coordinator. In this work plan the mentor may propose tasks related to the profile of the company and the seasonality of the operational work processes.

This tailor-made individual work plan should be elaborated with clearly stated learning practical outcomes for the individual needs. This individually elaborated work plan should be accepted by the participating teacher, the educational institutions and the hosting company. This work plan can be attached to the placement agreement.

This ensures and guarantees that all actors are aware of their roles and activities and also the requirements of the teacher industry placement.

8-BOLTS COMMUNICATION AND COOPERATION MODEL

„8 Schrauben“ - Modell



In this chapter the 8-bolts communication and cooperation model is described in details. The discussion is pointed on the application methodology of the model.

In frame of the "8-bolts communication and cooperation model" the approach and the work plan of ad-hoc teams will be developed. Each factor of a successful short-term co-operation (such as in a project) represented in the model will be discussed systematically by the Partners.

The eight dimensions of this communication and cooperation model allows achievement of tailor-made personal and systemic objectives based on the following factors:

- human resources,
- material resources,
- time,
- space,
- technical complexity,
- organizational complexity,

Tuning these factors – as “bolts” – enables the team to optimally define aims and objectives and develop the most effective and satisfying workplan.

The model is divided into 5 sections. At the heart of the model are the work processes executed during the placement. In terms of a dynamic model, these processes are not clearly determined at the front end, but considered to be flexible in the course of planning with regard to the areas of motivation, resources, time-space and complexity. Thus, the model enables the dynamic development of the placement plan in light of the specification of the factors.

The approach and the methodology that is used for applying the model, enables the comprehensive use of the model for the planning of projects and other ad-hoc collaboration based on work processes.

Motivation and objectives

As a first step, organizational and personal goals of the participating teachers and other stakeholders (such as schools, typically represented by the headmaster and the industry partner, represented by the designated mentor) are defined and coordinated. The aims and objectives to be achieved during the implementation of Teacher Industry Placement are rarely explicitly formulated at the beginning. Rather, they will emerge and clarify during the planning and coordination process. However defined goals are, they implicitly certainly

represent an important planning criterion that excludes some possibilities placement implementation in favor of other solutions. Finding the optimal timing, workflows to observe, departments to cooperate with and technical tools to work with are thus depending on what the aims of the participants are. In turn, based on available options and resources, initial goal may also be modified to make them more realistic and still worth achieving.

Issues of goal definition

- *Problems that led to the placement initiative:* We assume that all partners involved in the placement process act consciously and goal-oriented. The motivation to participate normally comes from recognition of weaknesses or acute problems of own performance (as compared to the performance of competitors). Possible problems include power, communication and cooperation issues. It is important that the participants understand both their own motivation and those of the other placement partners in details so that they can develop an optimal solution together.
- *Target groups:* Placement partners must make it clear who (which client/student groups, teaching levels, etc.) they serve and to what needs expectations they seek a solution. The results of the project must be developed and formulated so ultimately, that this (fast, trouble-free, in higher quality) can be better served. Without a clear connection of the project results to the client wishes the problems cannot be solved.
- *Context:* Furthermore, in order to develop solutions participants must also clearly understand why these issues emerged exactly at this time and with that target group. In this placement partners will discuss what the actual market and organizational changes to adapt to were. Typically, characteristics, expectations and strategies of customers and competitors, as well as the legal framework discussed.
- *Success criteria:* Placement partners may enter cooperation with very different expectations of success. The exact formulation and presentation of the hallmarks of a successful placement are performed here. Thus, fellow partner will be able to better understand why one or the other solution selected and supported and others are rejected.

- *Expectations toward the project partners:* Organizations cooperate if they believe that underlying problems can be better solved in cooperation with other organizations than internally (e.g. because schools doesn not have access to real market situations or because industry partners cannot influence quality of vocational education in other ways). Often, partners do work together on other issues, as well (such as the placement of vocational students). Anyway, all partners need to understand exactly what fellow partners expect from them.
- *Risks:* In every cooperation process, there are risks involved. All partner must make it clear which uncertainties and obstacles to effective placement they recognize. These may be related on the one hand to the (possible lack of) experience of the partners, on the other hand to external factors. Therefore, risks must be made explicit (possibly based on previous experiences of the partners with similar activities).

Goal definition should be an iterative process. Initial goals should be modified in light of fellow partners expectations, risks, etc. It is also important to distinguish between organizational and personal goals and satisfaction. In frame of the placement process work starts from the organizational objectives. But we must not lose sight of the personal goals and satisfaction of the participants (especially of those of the teachers to be placed). Only placements taking both areas into account can be effectively implemented and deliver successful results.

Methodology

- *Developing and discussing conditions:* As a first step, a common understanding of the external framework will be developed and discussed with reference to the factors described above. In doing so, the partners will express both their organizational as well as to their personal views and opinions. At the end of this discussion, a manifest position of the partners must be developed and determined.
- *Personal goal formulation:* Second, each partner formulate their goals with respect to positions developed by all partners. Measurable goals (including deadlines) set the necessary standards for future planning and monitoring of placement activities. First,

broad aims are set. This step is about defining ultimate goals, which represent the results in the form of problem solving. Such targets should be about improving qualities of the participants (e.g. better teaching performance) and increasing satisfaction of the customers. "What do my customers want different?" How can I better perform? Second, the rough end goals are broken down into smaller, more concrete objectives. These relate to the placement activities that are necessary to achieve the ultimate goals. These will involve asking questions like "Which workprocesses do I need to examine in more details?", "What kind of tourist's behavior should I better understand?"

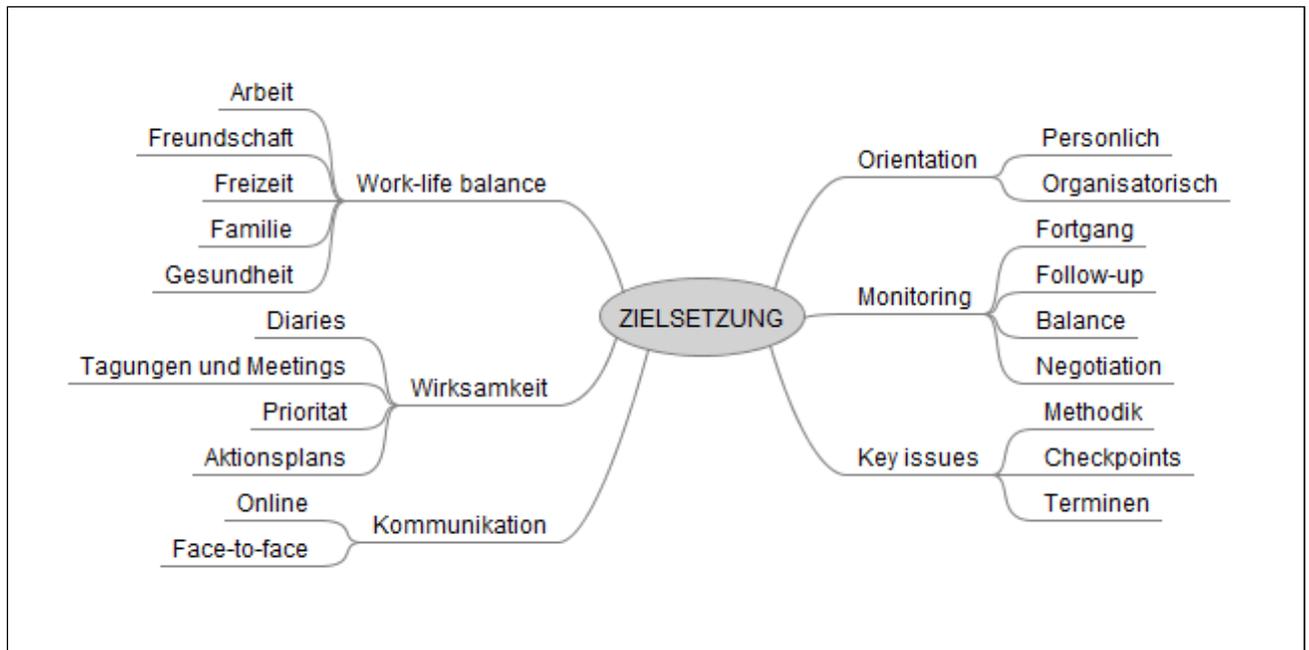
- *Coordination of aims and objectives:* In the final round, placement partners have to check fellow partners' goals and compare to the own aims and objectives. Mutually these will have to be reconciled. In order to achieve this, partners must perceive the goals of the others open and try to find aspects that are useful for them. On the other hand, the participants must organizationally and personally flexibly deal with the practical objectives and be always ready to accept alternative solutions – while retaining the main objectives.

Planning and elaboration of ideas and opinions should be carried out using Mind mapping. Mind map provides a powerful method for creating a concept hierarchy. It can be applied with simple means (e.g. on paper), however nowadays also sophisticated software applications are available (some of them free of charge). The process of mind mapping is the following:

- Development of the Mind Map starts with the recording of the core problem and goals.
- Problems and goals conceptually belonging together will be grouped together into blocks.
- Broad goals are further elaborated into appropriate concrete objectives adding side branches.
- From time-to-time goals will be restructured and/or rearranged: smaller blocks may be merged and bigger block may be split if necessary.
- The "leaves" of the tree-like Mind Maps are the keywords that represent the ideas arisen.

- Eventually the mind map must be clarified to enlighten discrepancies and filter out repetitions

The entire process of creating the mind map should be performed as a moderated group discussion.



Elaborating the initial placement workplan

During the next phase the placement workplan should be developed: what activities should be carried out during the placement period.

This discussion is based on the mutual acceptance of and adaptation to the objectives of all partners. It must be emphasized that it is not about the development of a detailed project plan, but rather an agenda-setting and agenda building, which serves more like a framework.

The structure of the main activities is defined here in order both to check the reality of goals, and to estimate the resource intensity, as well as the space-time dimensions and the necessary technical complexity. Based on these later further discussions can be carried out activities tailored to the actual possibilities.

Methodology

- *Placement processes:* The cooperative work during the placement project must be organized in work processes. These include the description of tasks to be undertaken in the future, the conditions, contexts, and also their requirements. At this stage, work processes will not be elaborated in much details as they can be review and restructured.
- *Structuring:* The structure of the work processes is defined next. This involves sequencing the activities and developing, and planning outcomes and effects that can be used as milestones later during detailed planning.

In this step, a roadmap is developed during professional discussion. This links the goals to the description of work activities which are necessary to achieve the former. The roadmap method is a systematic presentation of development paths (work processes and steps) with respect to resources, time, space and technical complexity. Roadmapping provides insights into the range of possible implementation alternatives. It includes elements of expression and analysis, as well as the negotiation. Roadmapping is thus used as a strategic planning tool. At the heart of a roadmap is a specific objective.

The roadmap is created in four steps, with steps 1 and 2 negotiating the common goals and steps 3 and 4 the work processes.

Steps	Measures	Results
Common goals	Finalization and refinement of the ultimate goals of the partner	Guidelines for the development (desired state)
Detailed and structured objectives	Differentiation of work objectives through GAP Analysis.	Measurable goals
Work Processes	Define target-specific work processes and describe	Work packages with deadlines
Structuring	Developing implementation scenarios	Structured activities

Resources

In this step, the pre-planned work processes are checked for resource intensity. As in the entire model, here it is not either-or decisions, but an iterative process.

Although each placement requires certain special resources, the following types are almost commonly applied:

- *Service infrastructure:* This category includes all instruments and equipment used in connection with service provision. In frame of the placement this may include questions if there is enough space for the placed teacher, if there is a computer available to examine a software in work, etc.
- *Process availability:* The management and marketing of service (material and immaterial) of products and services involve information processes. These are temporally situated, that is they occur at certain times of the week or the year, or just irregularly, upon guest request. Therefore availability needs to be checked in advance.
- *Personnel:* The staff of the partner, full-time employees and contracted freelancers are the professionals to learn from. They all represent unique sets of knowledge, skills and competencies. Their availability – both in terms of time and motivation to help – is crucial to placement. Whom to meet and work with during placement is thus a question that highly affects the success of placement.
- *Management:* In frame of vocational education and training primarily service workers are observed. However some guidance and support from executives is necessary to run and successfully execute the placement project. The necessary extent and competence of management and control is also a basic success factor of the project work.
- *Funding:* The acquisition and use of these resources will be backed by financial resources. Any cooperation, including in the framework of teacher industry placement also requires a certain budget.

Issues involved in resource management

In this step, the pre-planned work processes are checked for resource intensity. As in the entire model, here it is not either-or decisions, but an iterative process.

- *Resource set:* One of the most important issues is to develop a set of resources necessary for the realization of the placement. Resources are related to previously developed goals and activities. Resource-set is created as a list of resource types. The list then added quantitative (amounts, dates, duration) and qualitative (knowledge, productivity, etc.) characteristics.
- *Opportunity cost:* In order to make well founded decisions more resource alternatives needs to be checked. The provision of funds for the placement purposes allows some resources to be involved and excludes others. Therefore, each placement partner should perform short- and long-term cost and benefit calculation during this step.
- *Acceptance:* A key question is whether the costs of the available resource set are acceptable to the project partners. It is quite possible that in merely technical terms, the costs of placement are for the participants unacceptable. If this is the case, the resource set needs to be reviewed and if necessary some more profound changes to the placement design needs to be made.
- *Experience:* The resource set is a specific complexity of the necessary means which does not necessarily comply with the available resources of placement partners is not necessarily identical. Here the question of experience comes up: if the partners have experience with the management of all necessary resources and whether a possible lack of experience may hinder the placement.
- *Resource-check:* The resource-set generated is compared in this step with the offer of the project partners. By “offer” we mean in this case the material availability and economic and strategic feasibility of supplying the resources: to what extent the resources available and are used. The outcome of the check is a list of deviations. This is used in the subsequent iterative planning sessions as a starting point for changes in other areas of the model.

Methodology

- *Develop resource-set*: The first step in the negotiation process is the establishment of the list of the necessary funds. It is not initially determined who of the project partners should provide the individual resources.
- *Performing resource-check*: In this step the demand for and supply of resources are matched. To find the most effective way, both technical as well as economic and strategic considerations are taken into account.
- *Checking changes in the project design*: Resource check may also be considered as a feasibility measure. As a consequence the result of the resource checks may highlight some need to change. At this point it may be necessary to go back several steps and review aims, objectives and activities.

	Ressource1	Ressource2	Ressource3
Necessity			
Costs			
Offer from teacher			
Offer from school			
Offer from industry			
All offers			
<i>Surplus/deficit</i>			

In this step, the pre-planned work processes are checked for resource intensity. As in the entire model, here it is not either-or decisions, but an iterative process.

The partners create a virtual market where they share required resources and iterate offers. In several iterative rounds of the alternative resource sets necessary to achieve the

objectives are reconciled with the resources offered by the partners. If necessary, the participants draw on previous work phases and change - without abandoning the main strategic objectives - operational objectives and work processes.

Placement agreement

The contracting process takes place after selecting the hosting company and finalizing the previously agreed conditions of the placement between all relevant actors.

The agreement must be signed in advance before the placement starting date by the participating teacher, the hosting company and the VET educational institution. The signature process assumes that all actors are familiar with the contents, such as the timetable, the objectives of the placement, and also agree on the previously set conditions.

The form of placement agreement is in the appendixes.

2.8. Overview of the preparation process

In order to manage a successful teacher industry placement and optimize the benefits, the following preparation should be considered:

- 1) involving all actors - the responsibilities should be determined and the outcomes of the industry teacher placement should be understood by all actors, the availability of the industry partners for the placement should be ensured;
- 2) the conditions of placement should be clarified;
- 3) the cost of the placement and the funding should be determined;
- 4) setting the dates of the teacher industry placement
- 5) recruiting - the eligibility of the applicant to participate in the teacher industry placement should be determined
- 6) plan the application process (providing the application form and the required documents)
- 7) selection
- 8) finding the optimal placement for the participating teacher
- 9) the mentor at the hosting company should be appointed
- 10) a tailor-made industry placement programme should be elaborated with clearly stated learning practical outcomes for the individual needs;

- 11) accepting the work plan by all actors and preparation for the Industry teacher placement (learning on the job).
- 12) contracting - the conditions of the placement should be accepted in a written assignment by the involved actors
- 13) briefing – preparation

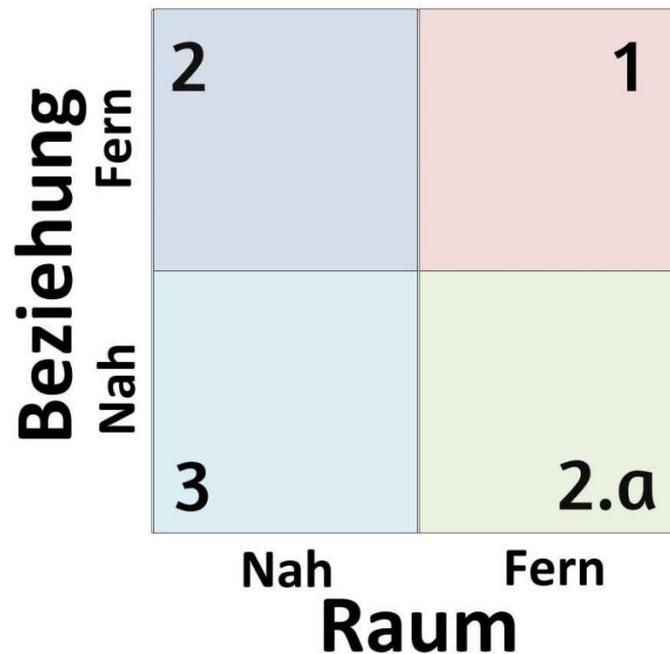
Figure Preparation process

LEARNING ON THE JOB

Familiarizing with the job environment – Building understanding and trust

The following model provides insight into the issues of managing relationships across space and time. Questions like how spatial distance can be bridged in order to accomplish tasks in remote spaces of everyday life at times of non-presence are getting more and more important. Teacher industry placement is typically an event that involves relocation and the temporary restructuring of activities and social contacts. However, during this period participants still have to manage their everyday relations and contacts up to a certain level. Furthermore placement involve setting up new contacts, building trust, learning into a new culture and carrying out new tasks. This is often seen as an important prerequisite for building trust and thus as a basis for conflict resolution. Project teams are often distributed geographically but in this day and age, and thus there is a risk that crises are difficult to overcome. Consciously facing these new challenges and preparing to meet them certainly helps to achieve the desirable outcome.

Beziehungs/Raum Modell



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1. *Square 1*: We assume here that the partners involved in the placement are employed full-time at their home organizations (school, hotel, etc.) and do not know each other before the start of cooperation. So they are in the position of the spatial and personal distance. For the purposes of illustration it is, the persons involved in the placement scheme are in a position of the *Square 1* in the model. Before starting the cooperation it is therefore essential to provide personal proximity, otherwise in the course of cooperation inevitable conflicts occur and the effectiveness of the placement will not reach the desired level.
2. *Square 2*: Physical proximity alone – i.e. working together – also does not ensure automatically personal closeness. Also in this case poor communication and lack of confidence may cause conflicts. *Square 2* is thus – despite physical proximity – the case of failure and conflict.
3. *Square 3*: Optimally - and traditionally - people do leave and work together in close proximity for long periods. In such a social environment effective cooperation is based on organic group dynamics. Traditional communities of peasant or even worker cultures are evidence of this. Constant behavior rules and prescribed roles ensured that conflicts were

minimized. However, in an age of hypermobility such a community based or strong interpersonal ties and a dense social network – where everybody know everybody personally - is hard to sustain. *Square 3* is therefore for most contemporary persons a Utopian dream.

4. *Square 2.a*: Contemporary, a realistically achievable goal may be, however, to produce relational proximity through a mixture of personal and virtual closeness. These may be properly implemented at no contradiction, but also offer the opportunity for very trusting and conflict-strong team, especially in difficult situations of the placement. *Square 2.a* can therefore be regarded as the presence of optimum. The task here is to understand the nature and method of building trust and effectively translating into practice.

In order to practically manage such a process one has to deal with and understand with the introductory process of virtual groups. Such groups can only be successful if members develop a high degree of mutual trust. In the networks and the virtual team of the Information Age Trust is an essential prerequisite for productive relationships (Lipnack & Stamps, 1998, p 265). The importance of trust is often only noticed when the noise in everyday routines and associated confidence erosions occur in organizations (Schweer & Thies, 2003, p 81). After Graeff (1998, p 92) trust among employees and in the organization is viewed as an innovation advantage, a structural strength. Trust among employees leads to better work environment, higher motivation and readiness for the (new) organizational goals to be reached.

Issues of trust

Trust is interpreted in a multitude of ways in the various disciplines and even within social science there is no consensus regarding a precise definition (Dudo, 2004, p 9). These highly variable disciplinary and theoretical perspectives highlight different but equally important aspects of trust. Commonly trust is defined as being based on an extrapolation of previous experience with the same or similar people. The system theory approach highlights the importance of confidence in reducing the complexity of human behavior. This makes

cooperation possible: partners do not have to negotiate all issues as they trust each other. This in turn extends the possibilities of experience and action, and also provide security (Luhmann, 2000). In terms of the teacher placement scheme this means that without a minimum level of mutual understanding and trust no successful placement can be achieved. Although these may also develop spontaneously during the placement period, some advance trust-building activities certainly enhance the chance of success.

As already mentioned, trust as a social concept is not a clearly defined construct. According to Rotter, trust in a fellow person or an organization develops through experience over time. He suggests that people face new and uncertain situations by drawing on experiences. People develop expectations based on the level of knowing the situation:

- *Specific expectations* refer to concrete experiences in certain situations (similar situations, which are already known to the individual, similar personalities, etc.). Such expectations are based on own experiences. These also tend to be dynamic, that is, new experiences may easily overwrite and modify these expectations.
- *Generalized expectations* are based on experiences in countless similar situations (experience acquired in different contexts). The less known the person a particular situation is, the stronger the influence of generalized expectation is. This is independent of the specific area of life. Generalized expectations develop not only from personal experience but also from secondary sources, such as media, friends' reports, etc. Such expectations tend to solidify over time to a preconception or even a stable personality trait (Graeff, 1998, pp 38-39).

There is a positive relationship between *willingness to trust* and trustworthiness. People who are willing to trust apply a positive approach with problems to be more appreciated and they are also trustworthy. Furthermore, they also allow a certain degree of dishonesty on the part of others and prefer the risk to be cheated than not to trust. They grant their interaction partners a "credit" of confidence (trust) that they only notice if the untrustworthiness is clearly demonstrated (Pieper, 2000:88). People are willing to allow such trust-credits on the basis of the person's training, experience, age or because of a function currently held. Such external qualifications tend to serve as trust validators.

Trust is not only personal but also *situational*. From this perspective, trust is a pre-requisite to a decision that is linked to a specific situation (Schweer & Thies, 2003, p 6). There are three specific conditions under which trust is inevitable to action:

- The act increases the own vulnerability.
- The action takes place against a person who is not subject to personal control.
- The action takes place in a situation in which the damage you may suffer is greater than the benefit that can be drawn from the behavior (Kassebaum, 2004, p 11).

Although different authors place different characteristics in the center of their theoretical approach to trust, it is possible to highlight some commonalities and similarities, as well, as to identify the basic components of the trust.

Nooteboom (quoted in Scharpfenecker, 2007, p 10) distinguishes between extrinsic and intrinsic value of a trust.

- *Extrinsic value* is based on the fact that trust can serve as a means of achieving social and economic objectives, since it allows both interpersonal relationships, as well as interactions between organizations and thereby contributes to the reduction of transaction costs.
- *Intrinsic value* refers to the individual level and is basically about confidence contributing to better quality of life. People clearly appreciate dealing with each other on a basis of trust and prefer friendly and trustfully relationships to those filled with suspicion and hostility.

Scharpfenecker (2007, p 11-13) summarizes the functions of trust (based on the work of a range or different authors) as follows:

- *Reduction of transaction costs*: A higher willingness to trust implied lower costs of contractual protection. Through trust and cooperative behavior network formation and long term relationships are promoted, which enable action at a lower actual cost.

- *Reduction of complexity:* The person applies trust as a selection criteria. From the multitude of opportunities for action those trusted and perceived as a complex system will be selected. For Luhmann trust is not only the pre-requisite of selection, but selection itself. (2000). Trust-based selection is always linked to prior experience.
- *Psychological risk minimization:* Every positive trust decision involves the risk of disappointment and hurt. This does not mean that the person is necessarily fully aware of these risks, as typically an underestimation of risk occurs when a trust-based decision is met.
- *Innovation Advantage:* Trust contributes to decreasing the relatively high risk of innovative action (be it to buy an innovative new product, innovating action, etc.).
- *Promotion of communication:* Trust the communicative exchange. Through open and honest communication, the actions of the partner are more easily predictable, improving problem-solving behavior, greater openness of the exchange of ideas and the motivation of the employees is increased.

In order to run a trust process three basic components are needed:

- *Trust subject* (the person who trusts or the trust donor): If an individual is going into a trust situation it becomes vulnerable and open to attack. Whether the person actually applying specific expectation to the interaction partner depends on the generalized trust (individual willingness to trust) related to the type of individuals (gender, age, race, etc.). This again relates the extent to which the trust subject ascribes benevolent intentions to the partner (the previous experience of an individual and the human image are critical) (Graff, 1998:77).
- *Trust object* (the person is trusted, i.e. the trustee): The willingness to trust, and the trust on the part of the trustee is a prerequisite for the start of a trust-based relationship. The extent to which a person is considered to be trustworthy depends on
 - the goodwill (how convinced the trust donor is that that the trustee's intentions are positive),
 - the integrity (if the trustee follows an integral set of norms which emerge for the trust donor to be coherent and acceptable) and

- the ability (skills and competences of the trustee).
- *Acts of the trust object*: If trust has been invested into a person, the trust donor is seeking confirmation. Every action of the trustee is considered as a sign of confirmation or disconfirmation of trust.

A number of studies proved that communication is a crucial determinant for the development of everyday trust (Loomis, 1959; Rempel, Holmes & Zanna, 1985; Bierhoff, 1987; Alexander, Helms & Wilkins, 1989). It seems almost trivial that the opportunity for communication promotes the emergence of confidence, while the suppression of communication makes it more difficult, or even prevents it.

Methodology: Trust building through structured self-presentation

Confidence-building will be based on the three-stage model of Lewicki & Bunker (1996). In their deliberations they go out of three different levels of trust, representing three phases of trust building. They emphasize the although these layers of trust are built on each other, the emergence of a higher layer does not mean the lower layers would totally disappear. Rather they are interrelated and strengthen each other.

- *Calculus-based trust*: Calculus-based trust is occurs if the person is consciously considering costs and benefits, as well as threat and control. The trust is based here on the principle of deterrence and calculation (Lewicki & Bunker, 1995, p 138). Characteristic of this level of trust is a mutual, usually contractual obligation in connection with sanctions. This level of confidence development is referred to as the "initial-trust". An example of this would be a contractually secured purchase of a service. If there is a failure to deliver the contract enables the injured party to collect penalties and minimize their damage. Classic example is the packet transport service (Rohner, 2004, p 8).
- *Knowledge-based trust*: In this case one trust the other on the basis of prior knowledge and experience stemming from mutual interactions. This involves actual knowledge (or

belief to know) that one can predict what will make the other party. This necessarily has a repetitive character. Contracts in this stage have merely formal character. An example of this would be a dry cleaning business. It is always the same company (because you have confidence in the seller), because we have learned to appreciate the quality offered and this has been confirmed many times (Rohner, 2004, p 8). In order to assess the understanding of the other, it requires a understanding and insight into the behavior of that person, which can only be obtained through repeated interactions and regular communication (Lewicki & Bunker, 1995, p 143).

- *Identification-based trust*: The next level above knowledge-based trust is identification-based trust. This occurs when the interaction partners are fully aware of each other, know the respective values, intentions and standards (Schweer & Thies, 2003, p 21). At this stage, the interaction partner can really be represented in interpersonal transactions, where they can be sure without any formal protection of one's interests – that is, without contract (Lewicki & Bunker, 1995, p 140). In some cases an attempt to contract could be even considered an insult (a sign of distrust and as such, a disconfirmative action). An example would be an agreement among friends, about to buy a car because one per se trusts on his Friend. Trusting the friend means trusting the car also operating as intended (Rohner, 2004, p 9).

Placement participants should develop a structured self-presentation based on:

- professional career
- language skills
- family
- leisure (hobby and sports)
- travel experiences

During self-presentation, the rules of active listening are applied:

- First, all participants should select a conversation partner with whom they carry out this communication exercise.
- One takes the role of the speaker and the other the role of the listener.

- The Speaker may talk for five minutes about the above themes to the audience now. The presentation is open, any issue or story related to the above topics is possible. Thus the speaker may talk about anything that currently makes up his/her mind.
- The Listener tries to support the Speaker during his short stories through paying attention applying proper body language – but not expressing any views or judgments yet.
- Then the Listener summarizes the key messages of the speaker in his/her own words.
- The speaker thus receives feedback whether his message has arrived at the listener properly.
- Finally roles are reversed.

Participants must pay attention to the following criteria:

- They must meet the Speaker with an open and friendly attitude, as well as paying attention to it and take sufficient time for the interview.
- During the conversation eye contact should be maintained, without however staring at the party.
- The conversation partner should receive neutral verbal and nonverbal feedback such as: "Yes, I see ... rightaha". They convey the speaker thereby to feel that they have developed interest in the conversation.
- Provide intermediate question: "Do I understand you correctly, you think so ...?" (Bender & Draksal, 2011, p 231).

The participants should take a few minutes for conversation. They should be fully aware for the whole time and retreat to a quiet place that is free of interference sources. If the weather permits, they can also spend this exercise in an outdoor setting or even connect with a light walk.

In active listening, not what is said is important, but also the feelings, needs, and thoughts of the other party. Therefore, it is important that this method is accompanied with respect and appreciation (Eßwein, 2010, p 68).

The self-concept is finally summarized in the following tabular form:

Topic	Experience	Satisfaction
Profession		
Language		
Family		
Leisure		
Travel		

Applying this technique furthers guided discussions, conflict discussions or negotiations, because misunderstandings can be avoided and a pleasant conversation atmosphere is created (Bender & Draksal, 2011, p 231).

Active listening is a wonderful way to be in “here and now”. In addition, mutual trust is established, promoting a worthy handling and the mediator paying attention and presence (Eßwein, 2010, p 68).

Sharing through this technology the partner provide details of their life. Commonalities are explored and knowledge-based trust develops mutually.

Before the placement starts, the placement coordinator should provide information on the hosting company based on the information received from the mentor, provide the available information resources (web page of the company, any company's materials) and may get the contact person of the hosting company, the appointed mentor. In this way the participating teacher will have a chance to get an impression of the company and the working environment before the start of the placement. In this way the participating teacher receives all relevant information on the hosting company and the first days are spent mainly with the on-site familiarization of the working environment.

The first day at the hosting company is a familiarizing day with the job environment. The mentor has a key role in providing the relevant and necessary information on the hosting company, and in guiding the participating teacher.

This familiarization includes the followings:

- the mentor explains the company's background, objectives and mission statements;
- introduction to the target groups and products;
- explains the health and safety regulations;
- provides insight into the company's documents, manuals or any management-related documents which are necessary to understand the operation of the hosting company;
- the mentor provides a guided tour of the company's office and facilities;
- introduces the participating teacher to the staff and explain them the objectives of the placement;
- discusses the work plan with the participating teacher, including the timing, the detailed tasks and activities.

The mentor has a complex role from the very beginning through accomplishing the placement till the final evaluation. Before the placement the mentor helps in:

- Finalizing the work plan in collaboration with the placement coordinator;
- Defining the time frame for each activities, setting the tasks and activities;
- Provides information on the hosting company.

. Figure Familiarization on the job

Monitoring during the placement

The mentor should monitor the progress of the work plan and the participating teacher activity. During the placement, the mentor is:

- setting working environment for learning and experiencing;
- acknowledging and encouraging the participating teacher's contributions to the work activities;
- letting the participating teacher to be involved in discussions;
- facilitating discussion related to the learning experience;
- linking the new knowledge to a wider context, showing its applicability;
- assess and monitor the efficacy of the placement;

Teachers' administrative tasks during placement

The participating teacher should complete a diary (Journal of Practice and Activities) on the learning and working experience, including the completed tasks, studied documents, gained competences etc. It consists of a complex description of the professional activities and the participating teacher's impression and observations during the placement.

This diary provides a valuable source for feedbacks and also contributes to the teaching activity and improves its professional content. This diary will be a tool to share the working and learning experiences with other colleagues, as well.

The teacher's participation in the placement provides a good opportunity to increase the tourism industry's understanding of the VET educational activity and contribute to a more practice-oriented teaching.

The teacher's administrative tasks during the placement include the followings:

- describe the completed tasks and activities;
- note down the used resources and information sources;
- collect the professional terminology;
- describe the competences and skills;
- document the studied documents and manuals;
- document the achieved objectives and outcomes.

Figure Journal of Practice and Activities

AFTER THE PLACEMENT

Evaluation after the placement

Once the placement was fully accomplished, the participating teacher, the mentor of the hosting company, the placement coordinator and the representative of the educational institution should meet for a final evaluation of the teacher industry placement.

All aspects and all actors' perspectives of the teacher industry placement can be evaluated in order to improve the quality of the educational activity and the collaboration between the education and the labour market.

The evaluation may involve different actors and take various forms: the participating teacher should evaluate the placement on the hosting company's assignment, and the hosting company, the mentor should evaluate the placement on the participating student's

performance and the placement efficiency. Both evaluations have predesigned forms and a guidelines what to consider.

The evaluation of the teacher industry placement's activities is recorded in the following documents:

- Final report on the Teacher Industry Placement, elaborated by the participating teacher;
- Hosting company's evaluation on the participating teacher activity and performance during the placement.

All evaluations – the participating teacher evaluation report on the placement and the hosting company's report on the participating teacher – should be documented in a written form and must be completed within 4 weeks of completion of the teacher industry placement. This written evaluation forms should be reported to the VET educational institution and also to the hosting company.

Final report on the Teacher Industry Placement

The participating teacher provides the overall evaluation of the teacher industry placement, describes the professional activities performed, the working environment, the strength and weaknesses of the placement and the overall experiences of the placement.

This can take both in quantitative and in qualitative forms (see in the examples of qualitative and quantitative evaluation forms in the appendixes.) It is important to note that both measurements have advantages and disadvantages. The quantitative forms are easier to fill in and analyse, however the qualitative aspects provide deeper information, pay more attention on the problems and difficulties related to the teacher placement and highlight the main impressions and experiences from the participating teacher's consideration. All in all, the qualitative form provides a deeper understanding and more-detailed interpretation of the needs and satisfactions of both actors during the teacher industry placement.

The participating teacher evaluation must include the followings:

- the participating teacher's data;
- the hosting company's data;
- date and duration of the placement;
- description of performed tasks and activities;
- the assessment of the work plan;
- overall assessment of the placement (strength, weaknesses, overall experiences).
- the hosting company's attitude;
- the working up learnt issues and the possibility for using the learnt issues in teaching, outline the contribution to the relevant curriculum or courses in VET school;
- how to share the working and learning experience with other VET teachers in the school.

Hosting company's evaluation on the participating teacher

The hosting company's mentor evaluates the participating teacher's attitude of working and learning, the acquired competences and skills. The mentor will carry out the final evaluation of the teacher industry placement from the hosting company's point of view.

The mentor's evaluation includes the followings in details:

- accomplishment of the work plan;
- the participating teacher's commitment, responsibility, attendance and punctuality;
- the participating teacher team-work ability and integration in the hosting company;
- the gained competences and skills during the placement;
- summarize and provide an explanatory feedback;

- diagnose the strength and weaknesses of the placement program;
- suggest the improvement of the teacher industry placement.

It is important for improving the placement and preventing dissatisfaction on a long run. See the examples of evaluation form in the appendixes.

Certification of completing the teacher industry placement

The hosting company will provide a certification of completing the teacher industry placement. This certification documents the duration of the teacher industry placement, the participating teachers data and the completed tasks and activities.

This official document will be signed by the legal representative of hosting company and by the mentor. Optimally 3 copies should be printed: one for the participating teacher, one for the educational institution and one copy for the hosting company.

See the examples of certification form in the appendixes.

THE QUALITY PLAN OF TEACHER INDUSTRY PLACEMENT

Concept of quality control

Quality is a relative concept, depending on the needs and expectations. Quality is achieved when the set of characteristics meet all the requirements of each actor.

The concept of quality management arises in case of the teacher industry placement as various partners are involved in the process and their activities are embedded into a system which should be smoothly managed and adjusted to the overall outcomes. It is not enough to implement the quality management system in each institution, but the quality assurance should apply to the existing system and undergo smoothly between the actors: the hosting enterprise and the educational institution. It should be understood, that the actors and the processes outline a system which should be controlled from quality aspect. Generally the

quality systems and practices differ by countries, by the profile of the actor (educational institutions vs. profit-oriented enterprises). Just to mention a few differences: in some cases it refers to the overall company, its processes or educational programs, it formulates standardized processes excessively or do not formalize quality processes, it is controlled either only one time or periodically, and furthermore it is carried out by internal or external quality evaluators and the different quality tools are used (eg. questionnaires, standardization). This reflects the rich diversity of culture of quality.

The concept of quality refers not only to the controlling activity or the assessment of the quality but the way to enhance the performance and assure the efficiency of the actor and/or programmes/processes. The quality processes can be based on a peer review process which visualizes the former experiences as it analyses the processes step-by-step, therefore it makes feasible the difficulties and problems and also the good practices. In this respect, the peer review is a constructive assessment of the former activities in order to avoid the risks and implementing the best practices into the upcoming placement.

Quality assurance

The quality assurance applies to all actors. In order to ensure the quality of the teacher industry placement all actors should be aware of the proposed outcomes and benefits of the teacher industry placement.

Practically in case of the **hosting company** it means that the placement should provide enough opportunity to reach the objectives of the placement such as to provide a professional working environment, to confront the participating teacher with the updated professional challenges, to refer to the former studies and to provide facilities to acquire new competences and skills during the teacher industry placement. The followings should be planned for ensuring quality during the teacher placement:

- 1) *Contract*: clarify the duties and responsibilities of each actor in a form of a placement agreement.
- 2) *Appointing a mentor*: As it was outlined before, the hosting company should appoint a mentor who is suitable to help, guide and assist the participating teacher and manage his/her operational tasks and activities in order to gain maximum benefit from the placement in the given timeframe. Optimally the mentor has previous experiences dealing with practicants and has wide expertise in the field and has the knowledge to provide further professional resources if that is needed.
- 3) *Evaluation*: Evaluating the participating teacher activity, the individual work plan and overall the teacher industry placement's efficiency.
- 4) *Certificate of completion*: In case of successful completion, the hosting company provides a certificate.

Practically in case of the **VET educational institution**, it means that the placement should be considered as an innovative tool for improving the educational activity, to enhance the quality of VET education by providing real-life examples and updated professional information, management processes from the field of tourism. The followings should be planned for ensuring quality during the teacher placement:

- 1) *Contract*: clarify the duties and responsibilities of each actor in a form of a placement agreement.
- 2) *Appointing a placement coordinator*: As it was outlined before, the placement coordinator is responsible for matching the needs of the participating teacher with the hosting company. This coordinator may be an outside expert, not an employee of the VET educational institution. In this case the placement coordinator has a strong professional network with an updated professional knowledge on the hosting companies' profiles and activities.
- 3) *Final report and evaluation*: Evaluating the hosting company and the benefits and weaknesses of the teacher industry placement.

All evaluations has to follow some methodological rules such as predefined guidelines (questions to be answered), the measuring criteria (the applied scales) should be clarified and understood and the way of interpreting the results.

All actors are responsible for quality assurance. The participating teacher, the hosting company/mentor, the VET educational institution representative and the placement coordinator should form a quality assurance team after the placement expired to share the experiences of the teacher industry placement. This quality assurance involves the peer review of the process of teacher industry placement and the outcomes of the placement.

Quality commitment

The described quality commitment reflects the principles of the European Quality Charter for Mobility (Official Journal L 394 of 30.12.2006)¹. This charter originally designed for international mobility programmes however the main principles can be adapted to the industry placement programmes. According to the European Quality Charter for Mobility (2006) the following principles could be implemented:

- 1) information and guidance: access to the reliable resources and information on the placement
- 2) work plan: work plan describes the objectives and outcomes, the planned work tasks and activities
- 3) personalization: individualized work plan designed to the needs of the participating teacher, aims at filling the gap of professional knowledge
- 4) mentoring: the hosting company provides mentoring to assist the participating teacher

¹ European Quality Charter for Mobility

http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c1108_5_en.htm -

- 5) recognition and certification: a successful completion is certified by the hosting company
- 6) reintegration and evaluation: evaluation of the experiences and the achieved objectives and aims must be reported and analysed
- 7) commitments and responsibilities: the responsibilities and expectations of all actors must be agreed and confirmed in a written statement

Quality commitment of the VET educational institutions:

- 1) define the learning outcome of the teacher industry placement
- 2) prepare the teacher for participating in the teacher industry placement program
- 3) support the VET tourism teacher in taking part the teacher industry placement programme
- 4) fully recognize the importance of the teacher industry placement
- 5) evaluate the professional development achieved during the teacher industry placement

Quality commitment of the placement coordinator

- 1) assist the participating teacher in choosing the appropriate hosting company
- 2) negotiate with the hosting company on the work plan of the placement and the schedule of the placement

Quality commitment of the hosting company

- 1) ensure that the professional working environment is given to gain practical experiences
- 2) appoint the mentor to guide and assist the participating teacher during the placement

- 3) assign the participating teacher's tasks and activities and finalize the work plan

Quality commitment of the participating teacher

- 1) comply with all the arrangements and conditions for the teacher industry placement
- 2) accept the rules, conditions and requirements of the hosting company
- 3) fulfil all requirements in order to accomplish successfully the teacher industry placement
- 4) submit a final report in the given format after the placement
- 5) report any problems and difficulties arisen during the placement

Quality commitment of between the actors

- 1) negotiate and execute the Placement agreement between the involved actors
- 2) monitor the teacher industry placement programme

Quality plan - step-by-step guide for successful teacher industry placement

In order to enhance and manage a successful teacher industry placement, the followings quality procedures should be addressed:

- 1) Identifying all actors: VET educational institution, sending the participating teacher, placement coordinator, hosting enterprise and its mentor
- 2) Matching the needs of the participating teacher and the available placement (the hosting company)
- 3) At the hosting company a mentor should be appointed who has expertise and previous experience on assisting practicant
- 4) Make a detailed list of the responsibilities of all actors
- 5) Finalize the work plan with clearly stated learning practical outcomes (placement aims and clear requirements)
- 6) Provide an efficient communication flow between the relevant actors during the placement

- 7) Record all placement activities – clear tracking system in a diary (Journal of Practice and Activities)
- 8) Make a report summarizing and evaluating the experiences
- 9) Placement experiences and outcomes must be implemented into the educational programme

Documentation of teacher industry placement

Here you can find the list of documents of teacher industry placement:

- 1) Application form
- 2) Placement agreement
- 3) Diary / Journal of Practice and Activities
- 4) Final report on the Teacher Industry Placement
- 5) Hosting company evaluation on the Teacher Industry Placement – quantitative form
- 6) Hosting company evaluation on the Teacher Industry Placement – qualitative form
- 7) Certificate on Teacher Industry Placement – form 1
- 8) Certificate on Teacher Industry Placement – form 2

APPENDIXES

A1 APPLICATION FORM FOR TEACHER INDUSTRY PLACEMENT

TEACHER INDUSTRY PLACEMENT SCHEME

APPLICATION FORM

“dates”

Please collect all the information requested before you start to complete it. It will take some time to complete the form. Please read carefully and pay attention to all areas.

Participant Name	
Address	
Year of birth	
Gender	

Contact Details

Workplace name	
Work phone	
Home Telephone	Mobile
Fax	Email

Employment Details

Total years of teaching experience	
Former tourism work experiences (please list all the areas and dates of experiences)	
Workplace (name of the educational institution)	
Taught subjects (please list all tourism related subjects)	

Teaching responsibilities	
---------------------------	--

Academic qualification

<p>List all qualifications (please do not use abbreviations)</p>			
<p>Please indicate the specialization in tourism</p>			
<p>Placement Details</p>			
<p>Placement Contact</p>			
<p>Position held</p>			
<p>Company name</p>	<p>Telephone</p>		
	<p>Fax</p>		
<p>Company address</p>			
<p>Dates of Placement</p>	<p>From</p>	<p>To</p>	<p>Total days on placement</p>

Desired Outcomes (e.g. knowledge of industry standards)

Units of Competency to be covered during placement

Unit of Competency Code (must align with what is being delivered)	Unit of Competency Name

Working Status and Conditions

CONFIDENTIALITY Participants must maintain the hosting company’s level of confidentiality.

CONDITIONS OF WORK (to be filled out by the hosting company)

For the duration of the placement, the following conditions of work shall apply:

Hours of Work: _____

Safety and Clothing requirements: _____

Other conditions: _____

WORKPLACE SAFETY AND HEALTH

The hosting company shall take all reasonable steps to protect the safety and health of the participating teacher throughout the period of the placement. The participating teacher will take all reasonable steps to protect the safety and health of co-workers.

Participating teacher	Signed		Date	
Head of VET educational institution	Signed		Date	
Hosting company, industry placement	Signed		Date	

representative				
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A2: THE FORM OF THE PLACEMENT AGREEMENT

PLACEMENT AGREEMENT

BETWEEN

(the name of the head master of the educational institution) as the head of school, on behalf of the(name of the school)...., located at (full address, postcode, city, street, number, telephone)

AND

(the name of the hosting company's representative) as the (title of the representative of the hosting company), on behalf of the(name of the hosting company)...., located at (full address, postcode, city, street, number, telephone)

concerning the teacher industry placement in relation to the following participating teacher who is part of the agreement:

Name of the participating teacher:

Address:

who is employed at the (school name)

The agreed period of teacher industry placement extends from (starting date) till (finishing date).

The above actors execute this agreement on teacher industry placement which includes the followings:

- 1) The hosting company accepts the participating teacher as a "trainee" during the period of the placement. The main objective of the teacher industry placement is to provide updated professional working and learning experience for the VET tourism teacher and add a practical dimension to the VET tourism education. The placement shall be in accordance with the gap of skills and knowledge of the participating teacher determined in advance.

- 2) The work programme of the placement is set out by the placement coordinator and the mentor of the hosting company according to the participating teacher special needs.
- 3) The participating teacher will fulfil the requirements set in advance for the teacher industry placement.
- 4) This agreement expires after the finishing date of the teacher industry placement period.
- 5) The participating teacher shall comply with the hosting company rules, internal regulations and conditions.
- 6) Any changes or conditions (eg. severe health problem) which may interfere the successful completion of the placement should be reported to the hosting company. The teacher must contact also the educational institute if unable to continue the placement.
- 7) After the placement period, the participating teacher will have to complete a final evaluation report on the experiences gained during the placement, following the given guidelines.
- 8) The hosting company's mentor shall inform the placement coordinator and the educational institution about any problems and difficulties during the placement period.
- 9) After the finishing date of the teacher industry placement, the hosting company must issue a certificate to the participating teacher on the completion of the placement and the assessment form(s) on the participating teacher's activity. These must be signed officially and stamped and sent to the VET educational institution and the participating teacher as well.

The actors agree on the conditions described above and execute this agreement in three counterparts in (place and date).

(official signature by all actors)

The VET school

The hosting company

The participating teacher

A3: DIARY / JOURNAL OF PRACTICE AND ACTIVITIES

Please indicate all activities, tasks and achievements, difficulties you have experienced during the teacher industry placement day- by-day. All learning and working experiences, including the completed tasks, studied documents, gained competences and skills etc. should be written down.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:

PARTICIPATING TEACHER'S FINAL REPORT ON THE INDUSTRY TEACHER PLACEMENT PROGRAMME

Company's data

Address:

Contact person:

Participating teacher's data

Name:

Address:

Placement data

Duration of the placement (in hours or weeks):

Starting date:

Finishing date:

Location of the placement:

- 1) Description of the working environment, the friendliness and helpfulness of the staff:
- 2) Description of the assigned tasks and activities (Please describe in details the activities carried out during the placement).
- 3) Description of the studied documents and manuals and innovative practices used by the company
- 4) Strengths of the placements (please describe in details the results, outcomes and competences gained during the placement)
- 5) Weaknesses of the placements (please describe in details the problems and difficulties arisen during the placement)
- 6) General conclusion, overall assessment on the experiences of the placement. (How do you evaluate your self-improvement?)

Please attach the copy of the certification of completing the teacher industry placement.

Date, place and signature of the participating teacher

A5: HOSTING COMPANY'S EVALUATION ON THE PARTICIPATING TEACHER ACTIVITY – THE QUALITATIVE FORM

Participating teacher evaluation form by the hosting company

Attendance and punctuality

Sense of responsibility

Work habits

Performance of tasks

Integration and friendliness

Team-work ability

Innovation and creativity

Problem-solving ability

Attention and speed to carry out the tasks

Use of professional terminology

Social skills

Customer-relation

Signature and stamp of the responsible person

A6: HOSTING COMPANY’S EVALUATION ON THE PARTICIPATING TEACHER’S ACTIVITY – THE QUANTITATIVE FORM

PARTICIPATING TEACHER EVALUATION FORM BY THE HOST COMPANY

Company’s data

Address

Contact person

Participating teacher’s data

Name

Address

Duration

Evaluation of the placement

Please evaluate the followings on a 1-5 point scale where the 1 is the worst, 5 is the best!

	1	2	3	4	5
not at all,					completely
completely					agree
disagree					

Attendance and punctuality

Sense of responsibility

Work habits

Performance of tasks

Integration and friendliness

Team-work ability

Innovation and creativity

Problem-solving ability

Attention and speed to carry out
tasks

Use of professional terminology

Social skills

Customer-relation

Other remarks:

Date and Signature

A7: CERTIFICATION OF THE TEACHER INDUSTRY PLACEMENT – FORM 1

(in an official headed paper)

CERTIFICATE OF THE INDUSTRY TEACHER PLACEMENT

This is to certify that the

(name of the participant teacher)

has participated in a 2 weeks- long industry teacher placement programme at (the company's name and address) from (starting date) ... till (ending date).

Signature, place, stamp and date

A8: CERTIFICATION OF THE TEACHER INDUSTRY PLACEMENT – FORM 2

CERTIFICATE OF THE INDUSTRY TEACHER PLACEMENT

This is to certify that

Name:

Address:

Date of birth:

has successfully completed the Teacher Industry Placement programme at (the company's data)

Company's name:

Address:

The name of the mentor:

Position of the mentor:

The Teacher Industry Placement programme objective was to acquire professional working and learning experience at the (company's name).

The duration of the placement was.....

Activities carried out during the placement:

Acquired skills and competences during the placement (Please list any job-related skills, organizational, social, language etc. skills and competences which were developed):

Date, place, stamp and signature of the mentor