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**Toolkit Case Study of Practice:**

**Learning skills for Human Resource Planning in Tourism at the University of Alicante**

1. **Organisation name and brief explanation of purpose**

This case study focuses on students at the University of Alicante, studying the Management and Planning of Human Resources in Tourism as a part of an undergraduate degree in Tourism Management. This is a compulsory EQF Level 5 second-year subject, which is taught in the second semester and is equivalent to 6 credits under the **European Credit Transfer and Accumulation System** (ECTS). Future human resource managers learn to analyse and assess job positions, identifying the functions and skills necessary for their effective performance.

1. **How was the toolkit used to address an industry, business, or educational need?**

The NTG project as a whole, and the information included under the heading **“Toolkit Use for Businesses”** in particular, can be of great help in supporting this learning by providing a guide to review the need for digital, social and green skills in the different professional categories and sub-sectors of the tourism sector. Specifically, this information can be used when carrying out a review of job roles and descriptions, training, performance management and recruitment.

In relation to human resource planning the objective was to work with this tool in a practical class situation so that students learn to understand the use of some of the toolkit resources. First the lecturer explained the website <https://nexttourismgeneration.eu/tourism-sector-and-skills-toolkit/>, examining the different sections of the NTG Tourism Sector Skills Toolkit, including the What, Who and When of each of the available skills resources.

Next, focusing on the "Toolkit Use for Businesses", and working in groups, the students adopt different roles from the list of occupational profiles and examine the mapping documents. In each group there should be both employers and employees. Once they have this information, the teacher decides they are now ready to use the NTG Skills Matrix. Here, again using the roles they had adopted, their task is to draw up a list of the skills (digital, green and social) that are important for each of their profiles. These skills are to be drawn from the matrix.

1. **Were partner organisations involved and if so, who?**

No partner organisations were involved.

1. **What benefits resulted from use of the toolkit?**

One of the main benefits from carrying out this task is the knowledge that the learner acquires in terms of competences and skills. Those in the roles of employees can consult the mapping document to help them identify the green, social and digital competences required at each level within the different sub-sectors. The user can then see which competences they already have and which it would be beneficial to acquire or develop further in each area. The toolkit makes it easier to do this.

As an employer, in the recruitment process, it is important to accurately assess the skill level of your candidates, as it affects their ability to perform their job. The assessment of these skills can take a variety of forms. Those learners taking the role of employers need to assess whether the candidate has that important skill or whether they need to acquire/develop it, and the toolkit can help them make this assessment.

The class task ends with the presentation by each group of the skills identified as required for each role to the whole class. The next stage is for the lecturer who is managing the activity proposes a new task: a comparison between three types of companies that differ in size, based on the presentation of case studies. For example, this could be comparing the cases of a small rural hotel, a small hotel chain and a large hotel chain.

* http://cases-noves.guadalest.hotels-costa-blanca.com/es/
* <https://hotelesposeidon.com/>
* One of these: Meliá, Barceló, NH, Riu.

After the presentation, the questions asked include:

* Are the Human Resource functions to be carried out different or similar in companies of different sizes?
* Is the size of the business relevant to defining the job positions and, consequently, the level of development of the necessary skills (digital, social and green)?
* Does the NTG toolkit lose validity when we incorporate the variable "company size"?

The students work in teams on responses these questions, which they use to participate in discussion during a guided debate in which all the teams take part.

1. **Were there any challenges or lessons learnt using the toolkit?**

The use of this toolkit has proved very useful for the learner as it has allowed them to group and understand the different skills from both the employer's and employee's point of view. However, some drawbacks should also be pointed out. The large amount of information contained in the toolkit daunted the learners at the outset and the task took longer than expected. On reflection some extra time would have proved useful to allow the learners to get to know the tool better before setting up the groups and carrying out the task.

1. **Have you any further reflections and/or recommendations?**

It could have been interesting if there had been a seminar (or a set of explanatory videos) included on the website explaining the functionality of this toolkit for students in order to be able to use it later in a more precise and practical way.