Hospitality and Tourism Institute
A Collaborative Workforce Development Solution for Prince George's County, Maryland

Strategic Plan
2007-2011
## SWOT Analysis

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
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| 1. Many growth opportunities exist in the County for new hospitality and tourism companies. | 1. The County lacks:  
   - a cohesive vision for economic and workforce development.  
   - quality training, industry recognition programs, and business promotion needed to become an attractive destination for international businesses.  
   - communication with County residents.  
   - effective public transportation service (e.g., metrorail – especially to outlying areas, bus service, etc.).  
   - modern industry centers (e.g., live/work/learn centers).  
   - positive media messages about the county – not recognized as a desirable place to live, learn and work (e.g., high crime rate, poor test scores, high cost of housing, etc.).  
   - workforce housing and affordable housing. |
| 2. Gaylord’s commitment to supporting new workforce solutions. | 2. Public schools suffer from a lack of:  
   - collaboration among parents, teacher and students.  
   - collaboration among key stakeholder (e.g., counselors, teachers, administrators, etc.) to make decisions directly related to school outcomes.  
   - enough work opportunities for students.  
   - commitment to helping students with career decisions beyond just “what would you like to be when you grow up?”  
   - opportunity for students to engage in career and technical education coursework in grades 9-12 (e.g., culinary arts).  
   - knowledge among secondary teachers and guidance counselors about the industry and career opportunities.  
   - trained teachers to lead hospitality education programs.  
   - funds to equip high school kitchens and teaching programs.  
   - awareness, positive perception, support for and involvement in career and technical education. |
| 3. County businesses are actively vested, engaged and involved in the planning for HTI. | 3. The County’s workforce is lacking:  
   - soft skills (e.g., pre-employment, employability, communication, teamwork, business writing, etc.).  
   - strong work ethics (e.g., personal/professional hygiene and appearance, time management, attendance, punctuality, etc.). |
| 4. The new HTI is developing a well-formulated workforce development program. | 4. The hospitality and tourism industry suffers from an unattractive image. |
| 5. Prince George’s County Public Schools (PGCPS) provide:  
   - pre-start program in 6-8 high schools and growing;  
   - career and technical educators must document five years of industry experience and complete the teacher certification program;  
   - Program Advisory Committees (PAC’s) that explore and win opportunities for students.  
   - good experiential learning programs;  
   - good counselors with a history of supporting students with career and technical education choices; and  
   - successful culinary arts programs with work based learning components. | 5. Employers do not view offering “start-up” jobs as part of their mission. Students do not have a way to lose initial shyness/phobia about work places. |
| 6. HTI will provide support for the public schools in the form of:  
   - multiple examples of food service businesses county wide;  
   - mentoring programs;  
   - after school programs; and  
   - work based learning and work experience. | 6. The county is geographically long which will make a single program location problematic (i.e., multiple locations and scheduling will be needed). |
| 7. The County has an effective one-stop employment service. | 7. The County’s workforce is lacking:  
   - soft skills (e.g., pre-employment, employability, communication, teamwork, business writing, etc.).  
   - strong work ethics (e.g., personal/professional hygiene and appearance, time management, attendance, punctuality, etc.). |
| 8. PGCC is strong at marketing the college to county residents (e.g., advertising on the radio, billboards and print media). | 8. The hospitality and tourism industry suffers from an unattractive image. |
| 9. Strong collaboration of businesses and education through Maryland’s GWIB structure (e.g., the Hospitality and Tourism Workforce Summit). | 9. Employers do not view offering “start-up” jobs as part of their mission. Students do not have a way to lose initial shyness/phobia about work places. |
| 10. Strong collaboration of MSDE, local school systems and post secondary institutions. | 10. The hospitality and tourism industry suffers from an unattractive image. |
| 11. Support from MSDE and business community that validates training. | 11. Employers do not view offering “start-up” jobs as part of their mission. Students do not have a way to lose initial shyness/phobia about work places. |
### Opportunities

1. Gain national recognition for the County as a place to support:
   - business growth and corporate headquarters,
   - technology,
   - hospitality and tourism industry, National Harbor, et. al.,
   - improved public school system, and
   - expanded rail and public transportation system;
2. Promote our proximity to the nation’s capital.
3. Provide employment opportunities for students.
4. Jobs for the future; County residents will have many career opportunities available to them in the near future.
5. Public secondary and private high schools are improving.
6. Woodrow Wilson bridge project will be completed soon; some traffic congestion should be reduced.
7. Promote hospitality and tourism jobs as the first job for many young people (e.g., for high school and college students).
8. Expand education and training opportunities for hospitality and tourism careers.
9. Reduce unemployment and disenfranchisement; expand employment opportunities in the county for local residents.
10. Increase collaboration and create new partnerships to support HTI goals including:
    - businesses,
    - government and elected leaders,
    - educational institutions including public schools, community college and 4-year schools,
    - surrounding jurisdictions,
    - MDSE and MHEC to achieve program and course articulation,
    - industry associations on building career awareness in general public,
11. Standardize workplace support and involvement – job shadowing, paid internships, work/study programs 9 – 12 to improve awareness and engage potential students/workers, etc.
13. Use technology and online distance learning to train/certify/degree.
14. Hospitality and Tourism industry is high growth and high demand, creating new business and employment opportunities.
15. Document need for hospitality work force.
17. Involve “all” of the new major county-based hospitality and tourism projects in HTI (e.g., National Harbor, University Town Center, Greenbelt Town Center, Konterra, etc.).

### Threats

1. Market competition between Prince George’s County, the District of Columbia and other local jurisdictions:
   - Other jurisdictions already have infrastructure in place. They have a history of competing to attract business and are working hard to retain firms and skilled workers.
   - Lack of public recognition for relative worth of hospitality and tourism industry to our county economy. Hospitality is overshadowed by other flashy sectors such as technology and health care – hospitality does not get an adequate level of public resources.
   - Lack of high paying jobs in hospitality and tourism industry in the County. Workforce being pulled/attracted to other jurisdictions and other industries for higher salaries and more employment opportunities. Minimum wage issue.
   - Economic growth jumping-over Prince George’s County and into Charles County.
   - Competition from school systems outside of Prince George’s County.
   - Businesses need to fill these new high-paying positions; influx of workers from outside the county (i.e., DC, Virginia and other Maryland counties).
2. Many other jurisdictions in state/country/world are in need of the same type of solution that we are developing -- we need to be ahead of the curve:
   - There are very few learning options for hospitality careers in Maryland.
   - If government and educational institutions fail to act with a sense of urgency we will loose opportunities to other jurisdictions.
   - If HTI grows too fast and stumbles, we will lose momentum and opportunities.
3. Poor local public transportation system; traffic congestion.
4. Security – both nationally and locally; local crime rates are too high.
5. Students’ desires to go to college away from home (e.g., out-of-state or out-of-country).
6. Lack of available workforce to the point that a major development project fails.
## 2007-2011 Strategic Plan

### Mission Statement

The **Hospitality and Tourism Institute (HTI)** provides businesses, government, and educational partners with a collaborative forum for action planning that addresses the county's and region's emerging hospitality and tourism workforce challenges and learning needs. HTI provides a comprehensive range of education and training programs, based on industry-recognized skill requirements. Institute partners advocate for training resources, develop innovative workforce development solutions and assist businesses with the recruitment, training, and retention of a highly qualified workforce.

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<th>Goals</th>
<th>Strategies</th>
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<td><strong>1. Improve public perceptions</strong> about the hospitality and tourism industry and its many career opportunities.</td>
<td>1.a Spotlight/highlight local residents who have found professional success through hospitality and tourism careers.</td>
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<td>1.b Educate students, parents, teachers, high school counselors and other influencers about industry careers, educational requirements, salaries and career outlook.</td>
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<td>1.c Facilitate business participation in outreach efforts for secondary students such as job shadowing, guest speakers, “Take Your Child to Work Day,” etc.</td>
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<td>1.d Print and disseminate promotional materials such as brochures and posters.</td>
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<td><strong>2. Create and promote an identity/brand</strong> for the Hospitality and Tourism Institute (HTI).</td>
<td>2.a Develop a comprehensive marketing plan for HTI.</td>
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<td>2.b Develop and utilize an HTI logo and tag line on all HTI publications.</td>
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<td>2.c Publicize HTI student success stories.</td>
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<td>2.d Publicize core messages about the need for HTI and its features, activities and benefits.</td>
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<td>2.e Conduct HTI outreach and information sessions.</td>
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<td><strong>3. Recruit and retain students.</strong></td>
<td>3.a Conduct an annual HTI career fair.</td>
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<td>3.b Expand scholarship opportunities for students.</td>
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<td>3.c Leverage partnerships with the local Workforce Investment Board, community organizations and FBOs to target untapped labor pools (e.g., older workers, transitioning military, veterans &amp; their families, individuals with disabilities, ex-offenders, dislocated workers, unemployed and underemployed workers, etc.).</td>
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<td>3.d Help businesses improve employee retention rates.</td>
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<td>3.e Support and participate in student skill competition(s)</td>
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<td>3.f Participate in student outreach and recruitment events (e.g., RAM, Industry Expos and College Fairs, etc.).</td>
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| 4. **Provide education and training programs** that are responsive to the learning needs of HTI students and the workforce needs of local businesses. | 4.a Collaborate with schools (public, private and charter) and 4-year colleges and universities to provide articulated career pathways utilizing the Career Academies, dual and concurrent enrollment, Tech Prep, etc.  
4.b Provide associate degree and certificate programs in Hospitality Management and Culinary Arts.  
4.c Provide a wide variety of industry certifications and short courses on topics such as Customer Service, Communication, Speaking Skills, Business Math as well as ServeSafe, TIPS, BEST, and other compliance topics.  
4.d Provide work-based learning opportunities for students (e.g., internships, on-the-job training, apprenticeship, etc.)  
4.e Provide basic education and literacy programs such as GED, ESL and Command Spanish.  
4.f Provide industry-specific entry-level workforce readiness training. |
| --- | --- |
| 5. **Improve and expand training resources and infrastructure** for HTI. | 5.a Collectively advocate for and pursue training funds from public, private and corporate sources.  
5.b Create innovative partnerships that leverage public, private and corporate training resources (e.g., facilities, equipment, materials, human resources, etc.).  
5.c Collectively pursue equipment donations from manufactures (e.g., Viking, Vulcan Hart, etc.).  
5.d Hire and retain the best qualified faculty. |
| 6. **Facilitate networking and collaboration** among HTI stakeholder organizations. | 6.a Expand and grow the HTI network to include community- and faith-based organizations.  
6.b Create incentives for employers who hire and retain HTI graduates.  
6.c Conduct regularly scheduled advisory board meetings that foster collaborative workforce solutions. |
Participants in the strategic planning process for HTI included the following:

Parez Ahmed
American Hospitality Management (Four Points Sheraton & Stonefish Grill)

Doc Hayes
At Night Group, LLC & Restaurant Association of Maryland

Robert Donovan
Best Western Capital Beltway

Kent Guthrie & Maynard Smith
CAM Systems, Inc. & Prince George’s County Board of Trade

Kellie Breedlove
Camelot of Upper Marlboro

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Gaylord National

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KBA Consulting

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