



## Sandals Resorts International, Caribbean

Case studies from the workplace

## Global University for Lifelong Learning

*Enabling YOU to make a difference in OUR world*

The Global University for Lifelong Learning (GULL) is a non-profit public benefit corporation registered in California, USA. GULL is recognized in perpetuity by the Government of Papua New Guinea & endorsed by other Governments, Leaders & Institutions.

### Overview

This detailed case study traces the deployment of the GULL action learning system at Sandals Resorts International (SRI). GULL now provides the operating and certification system for recognizing the action learning outcomes of Sandals Corporate University (SCU) at more than 20 properties in five Caribbean countries.

### Sandals Resorts International (SRI)

Sandals Resorts International has been the Caribbean's leading all-inclusive resort company since 1981, with more amenities, innovations and choices than any of its competitors. In an industry category exploding with new contenders, the experience, training, and talent of Sandals' management team and resort staff ensure that the company is well positioned to stay at the forefront of the 'all-inclusive' market. The company's primary hotel brands are Sandals and Beaches, fittingly named given their location along some of the most sought-after stretches of sand in the world. With properties in Jamaica, the Bahamas, St. Lucia, Antigua the Turks & Caicos Islands and elsewhere, Sandals is a major employer in five Caribbean nations and has earned more awards than any other all-inclusive resort company. Source: [www.fundinguniverse.com](http://www.fundinguniverse.com)

## 1. A vision for GULL at Sandals Resorts International



"To engage with an educational institution outside the work environment is difficult - you have to find the time and more importantly, you need to have the cash. GULL offers an affordable degree - when we turn the workplace into a business school. If you had to do the same programme at an external facility, you'd have to find the time - and you don't have that time! The opportunity with GULL to 'pay as you go' at successive levels is phenomenal because the alternative (conventional education) requires a significant up-front investment. You may be paying off the loan for five years or more - long after you have hung the certificate on your office wall - so you need a good job to support it. GULL doesn't operate like that - it offers a genuinely affordable, recognized degree."

*Phillip Brown*

*Group Director, Human Resources, Training & Service Standards, Sandals Resorts International, Jamaica, Caribbean*

### Why is Sandals deploying the GULL system?

"Our role in HR and training is to facilitate the development of our team members so that they grow in confidence, realize who they are, how they contribute and how they can continue improving. GULL's action learning process is drawing us closer together as we embark on this journey - it changes the lives of human beings. We are seeing transformed team members and they can't keep it to themselves because they want others to experience this too. We are the custodians and champions for GULL in every resort - enabling and encouraging our team members to engage in lifelong, workplace learning."

"The GULL process initiates and drives a cycle of professional growth - reflecting, reviewing, correcting and improving - using the experience from action learning to create a better future. Our team members work long and hard in our resorts ... our aim is to work smarter but not harder." *Phillip Brown*

Sandals is embedding the GULL system so as to:

- ❖ Integrate human resource and business development and strengthen its outstanding performance and reputation for customer service, creativity and innovation - delighting guests from all over the world.
- ❖ Provide its large and complex resort operations with the tools, system and framework to become workplace business schools - delivering benefits for guests, the company and for team members who are now able to learn, develop and earn GULL's recognized professional certificates, diplomas and degrees - at work - by integrating learning and working.
- ❖ Enable all employees to accelerate the rate of learning (individually and collectively) in order to keep pace with the rate of change (economic, competitive, environmental) and in so doing, become even more effective professionals at work.

**Case videos**

1 Welcome to GULL implementation 01-04-09; 2 The workplace as a business school; 3 SRI support & integrated team effort; 4 On being a champion - workplace & community; 5 Linking business & HR development; 6 Learning must keep pace with change; 7 Customized design & executive buy-in; 8 ROI from workplace learning; Getting started and reactions.

**Why is Sandals committing to working smarter?**



Winston Anderson,  
General Manager, Sandals Grande St Lucian  
Resort & Spa, St Lucia, Caribbean.

"Not many of us find it easy to reflect on our achievements at work. The GULL process helps me to do this in detail and I realized how significant the learning journey was after completing a learning review for myself. What did I really learn? What am I taking forward? In a traditional educational setting there are books to read and other things to do – but how much of this really transfers into the day to day work environment?"

I undertook a practical, implementable project and it convinced me of the value of this process. I am now a strong advocate of lifelong action learning – the process encourages creativity and innovation and it is a God-send to General Managers and senior management because GULL enables our team members to help us on a day to day basis to run and improve the resort."

**Case videos**

1 Winston Anderson testimonial; 2 Value of action learning to Sandals

**2. Foundations of action learning**

Step 1: Establishing the foundations for personal and professional development at work involves: Identifying personal learning needs and aspirations, customizing the learning journey, learning how to reflect, to use action learning and a web of personal support (including a personal learning coach); Learning how to learn from each other and to use work-based projects as a vehicle for learning and return on investment (ROI) – for the learner and the workplace.

**Beaches Boscobel (BBO), Jamaica (Step 1: Foundations)**

These video sequences illustrate the learning outcomes at step 1: Bachelor (B) BL2: Certificate. Including: insights on the personal learning statement (PLS), diary format work and the learning process and experiences to-date.

**Team members: Professional Bachelor level 2: Certificate (Hospitality & Tourism)**

**Kids Camp team**

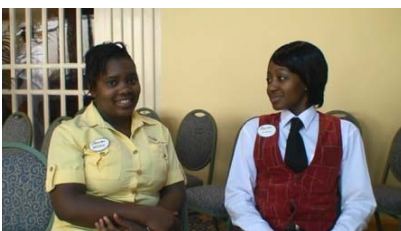


LL (initials) (BL2), Kids Coordinator, TH (BL2), Kids Coordinator and DGB (BL2), Kids Camp Supervisor (BL2): 1 Share their experiences with the personal learning statement; 2 On working together as a team, encouraging one another and interacting with the facilitation team. "Starting is the hardest part – but once you start you don't want to stop."; 3 On the support and investment made by learning coaches. DGB (initials) spoke about the vital role played by her husband as learning coach – she didn't know that he was undertaking BL2 too! 4 The diary is a reflection of daily activity and it can be easily facilitated by 'jottings' throughout the day. Once underway, the process gets easier; 5 On personal growth – new skills (can sustain own learning), improved personal confidence, time management and a sense of being 'polished' as a professional. All recommend GULL.

**Case videos**

1 Intros & PLS; 2 Peer support; 3 On being coached; 4 Diary work; 5 Outcomes

**Learner case study**



[Left] NN (BL2), Telephone Operator, Beaches Boscobel feels that GULL has helped her to become a more mature professional.

**Case video**

On being a more mature professional

### Sandals Negril (SNG), Jamaica (Step 1: Foundations)

These video sequences illustrate the learning outcomes at step 1: Bachelor (B) and Master (M): BL2-3/ML2-3: Certificate/Diploma. Including: insights on the personal learning statement (PLS), diary format work, small group project and the learning process and experiences to-date.

#### Team members/Supervisors: Professional Bachelor level 3: Diploma (Hospitality & Tourism)

##### Learner case study



This is a breakthrough for me: "I am feeling great about the outcomes so far – the process is helping me to 'feel alive' again. It's pushing me to another level and it is helping me to realize that I can accomplish more." DT (initials), B Dip. Dining Room Supervisor, Beaches Sandy Bay.

##### Case videos

1 The PLS realizing ambitions; 2 Diarizing and behaviour change; 3 Working with a learning coach; 4 Project motive; 5 Revenue generation aspect; 6 Re-cycling aspect; 7 Outcomes

##### Team member 2

I love how you are working now: "I am doing things in the dining room differently now and the improvements have been noticed." WC (initials), B Dip. Dining Room Service, Sandals Negril.

##### Case video

Workplace recognition

#### Managers: Professional Master level 3: Diploma (Hospitality & Tourism)

##### Manager 1

Cooking means that you have to continually learn and develop yourself: "As a kitchen manager, it is vital to facilitate this and to develop multi-tasking skills. The diary format has helped me to think about the best ways of aligning team members with tasks and functions." CB (initials), M Dip. Executive Sous Chef (and acting Executive Head Chef), Sandals Negril.

##### Case videos

1 Cooking is always learning; 2 Learning from HR kitchen challenges

##### Manager 2

It's a phenomenal journey: "I had never before taken the time to write about my own learning and development. It has made me think deeply about myself and it has/is enabling me to take stock and move forward." CL (initials), M Dip. Front Office Manager, Sandals Negril.

##### Case videos

1 The PLS; 2 Re-affirming personal strengths; 3 Self discovery

##### Manager 3

I am truly excited about action learning: "The process is having a profound impact on me. When you work with other people in a group, you learn so much more. I feel empowered and excited about this degree process." DAP (initials), M Dip. Spa Manager, Sandals Negril.

##### Case videos

1 Action learning at work; 2 Learning from group work

##### Manager 4

I have found the process so interesting: "We are working in groups and sharing – I am learning and hearing new things. I feel more enthusiastic about learning and there a number of Bachelor level students who come to me for guidance. It encourages me too." FH (initials), M Dip. Food and Beverage Director, Sandals Negril.

##### Case videos

1 Learning from each other; 2 Enthusiasm for learning

**Manager 5**

This process is helping me to make adjustments to my managerial style: "I am learning how to coach my staff and to use my time more productively and effectively." JG (initials), M Dip. Loyalty Managers, Sandals Negril.

**Case video**

Changes in managerial approach

**Manager 6**

This process enables me to plan: "It is really beginning to make sense for me (in terms of personal/professional development). and I am wholly convinced of the value ..." SB (initials), M Dip. Food and Beverage Service Manager, Sandals Negril.

**Case video**

Journeying as a professional

**Manager 7**

I've never had the time or opportunity before: "To reflect on what I know, where I have come from – and on what's next. This process is also helping with goal setting, timelines and reflecting on daily events and helping me to learn from reflection." TRS (initials), M Dip. Spa Manager, Sandals Negril.

**Case videos**

1 Value of reflection; 2 The career review; 3 On being encouraged

**Sandals Grande St Lucian (SGL), St Lucia (SNG) (Step 1: Foundations)**

These video sequences illustrate the learning outcomes at step 1: Master (M): ML3: Diploma. Including: insights on the personal learning statement (PLS), diary format work and the learning process and experiences to-date.

**Manager 1**

JA (ML3), Loss Prevention/Security Manager, Sandals Grande St Lucia comments on the GULL diary format and on the progression from daily to weekly and the monthly format.

**Case video**

On diary work

**Manager 2**

MN (ML3), Resort Nurse, feels that GULL is a beneficial experience – enabling her to explore more widely and in-depth and to interact with a wider cross-section of team members and guests.

**Case video**

On learning from others

**Manager 3: Learner case study**

VJ (ML3), Director of Guest Services, Sandals Grande St Lucian, St Lucia comments on the benefits derived from the GULL process – especially in terms self awareness and insight.

**Case video**

On self learning

**3. Advancing with action learning**

Step 2: Advancing the personal and professional development process involves:

Stepping-up action learning skills using a web of personal support (learning coach, specialist advisers and others), by sharing learning and insights (with group project colleagues) and managing a project support team (including a project client). Using work-based projects as a vehicle for learning and return on investment (ROI) – for the learner and the workplace.

**Beaches Turks & Caicos (BTC), Turks & Caicos Islands (Step 2: Advancing)**

These video sequences illustrate more advanced learning at step 2: (Bachelor pathway). Featured here are the group project benefits and outcomes from the GULL professional Associate degree (BL4).

### Group projects: Professional Associate degree (Hospitality & Tourism) (Bachelor level 4)

Reflections on the learning outcomes of group projects by group members at Beaches Turks & Caicos (BTC).

#### Group 1, Beaches Turks & Caicos

The project: The piloting of a self review framework to assist team members and the restaurant management teams at BTC to enhance service performance. The aim: To create a self review framework as an internal mechanism for gathering feedback on operational variances and identifying corrective action so as to improve online customer satisfaction scores.

Group commentary: "We had to re-structure some priorities (over a four month period) to get this project done. We all played our part and time management and togetherness as a group (teamwork) were critical to successfully completing the project. We learnt so much from committing to each other and from this disciplined approach. We have impacted the entire Resort. Senior management worked with and supported us - even though there were challenges. In fact, senior management were keen for us to succeed as it assisted them too."

#### Case videos

G1.1 Project mgt process; G1.2 Teamwork & personal learning; G1.3 Project impact

#### Group 2, Beaches Turks & Caicos



The project: 'Operation heart of the house': Enhancing staff facilities and safety as a mechanism for staff retention and development. The aim: To review, repair and enhance the back of house services and facilities for staff members and the management of goods received and waste management and recycling.

Group commentary: "We have members from Maintenance, Water Sports and Accounts. Our differences helped us a lot (specialist skills) - that is why we were able to accomplish such a lot. At the planning stage - the project looked like an uphill battle, but when we started working on it and tapped into our web of support, we were surprised by how much we were able to accomplish. As we made progress, others in the Resort came to us and said: 'We have wanted to resolve this problem for so long - How did you guys do it?' We not only found a solution, but we implemented it!"

#### Case videos

G2.1 Team dynamics; G2.2 Project process & buy in; G2.3 Project outcomes; G2.4 Inter dept collaboration; G2.5 Power of the team; G2.6 Helping and trusting; G2.7 Leading AND following

#### Group 3, Beaches Turks & Caicos.

The project: To review and improve the accounting procedures for managing and reducing charge backs for guest services. The aim: To develop procedures to reduce and resolve the replacement cost of bath robes provided for guests to use at the resort (but taken by guests on departure) and ensure that the correct charges for ancillary guest services (e.g. babysitting) are posted prior to guest departure.

Group commentary: "We found that certain procedures were not being followed and this created a problem. The project has enabled us to review, improve and re-introduce effective measure to prevent the problems we were investigating. We also have evidence that our project has made a significant impact and is saving money and time."

#### Case videos

G3.1 Project solutions; G3.2 Learning from the project; G3.3 Personal learning

#### Group 4, Beaches Turks & Caicos.

The project: Sea shore excursions. The aims: To increase sales through the Beaches, Turks & Caicos tour desk; Increase revenue opportunities through cross-promotion and enhance the guest's vacation experience on tours by fostering family experiences.

Group commentary: "The project process helped us to learn how to really listen - not only to each other, but to what is not being said. As a team we worked together, pushed each other and grew in confidence. We feel that we can achieve more now that we had imagined possible."

#### Case videos

G4.1 Personal learning

## 4. Expertise in self-directed action learning

Step 3: Confident, effective action learners – directing their own learning and careers: By the time that participants reach level 5, they are experienced action learners who understand how to use the process for their own personal and professional development and to solve significant challenges at work. They are convinced of the value of lifelong learning, they can track their own development and provide tangible and verified evidence of return on investment for themselves and the workplace. They also know how to facilitate and to coach others in the use of action learning.

### Beaches Turks & Caicos (BTC), Turks & Caicos Islands (Step 3: Expert)

These video sequences contain individual reflections on the learning journey at the end of step 3 (Bachelor pathway, BL5). At this point, participants are experienced action learners who are able to sustain their own personal and professional development, manage their own careers and use the action learning process to manage and yield significant return on investment from workplace projects. The professional Bachelor degree outcomes were also featured on 4 News (at 7pm and 10pm on 10 March 09), Turks & Caicos Islands television.

### Reflections on the learning journey:

#### Bachelor of Professional Studies (Hospitality & Tourism Management) (Bachelor level 5)

#### Learning outcomes, Beaches, Turks & Caicos.

Key insights on the learning journey: A short comment from BL5 professional Bachelor participants.

#### Case videos

1 BTC BL5 Outcomes; 2 BTC BL5 Outcomes

#### Commentary by Dr Shelly-Ann Whitely-Clarke, Regional Training & Development Manager, BTC.

"You can have 50 years of experience, but if you don't have 'black and white' (qualifications) and someone else has only one year of experience, but they have 'black and white' – the qualified person is going to get the job. We do training every day, but it is the development (and self-development) that is most important. Action learning is the best way to accomplish this because the team member benefits and the company benefits. Action learning has made a huge difference here at BTC. If you have started working already, then the best way to enhance your career is through action learning."

#### Case videos

1 Leading by example; 2 Action learning at work; 3 Stanley Hall thanks

### 10 March, 2009, Turks & Caicos Islands Television



Richard Teare, GULL President explains GULL's mission; Nadia Fulford-Pratt, Assistant Financial Controller, Beaches Turks & Caicos (BTC) outlines the benefits; Tanya Swann-Pratt and Senior Sales Manager, BTC outlines the personal benefits, including a career promotion, linked to her BL5 project work.

See: Press & TV  
10 Mar 09 News 4 TCI

## 5. Executive perspectives

Executive leadership is critical to organizational acceptance of workplace learning. In this section, three senior managers explain: (1) Why they endorse and support the deployment of GULL at Sandals and (2) their reasons for engaging with GULL's action learning process for their own personal and professional development. These videos were recorded at a GULL professional doctoral group meeting in July, 2009.

### GULL in the Sandals environment



Howard Spittle, General Manager, Beaches Boscobel, observes: "As the action occurs, the learning takes place" a workplace approach that is ideally suited to the Sandals Group.

#### Case video

GULL and the Sandals workplace environment

## GULL and the stakeholder benefits



Marsha Ann Donaldson-Brown, Director, Resort Sales, Sandals Resorts International (SRI) comments on: 1 The nature of accountability that the GULL process encourages: measuring impact on a daily basis; 2 The stakeholder benefits of deploying GULL as an affordable option to enable all team members to participate in their own development; ; 3 The connection between personal and professional development and brand enhancement: Taking the service experience to a higher level; 4 How to demonstrating the impact of GULL by driving the programme in two properties and monitoring the impact on guest scores.

### Case videos

1 Personal vision for learning; 2 On professional development; 3 On brand development; 4 Using a case study approach

## Key perspective: GULL and the importance of self-actualization



Wayne Cummings, Group Director, Business Processes & Administration, SRI comments on the opportunity that GULL affords to facilitate self actualization via personal growth at work. He questions whether he has achieved all that he could and comments on the career choices he has made. He adds that he is 'sold' on GULL's process for professionals.

### Case videos

1 Endorsing GULL and its approach; 2 Realizing self potential

## 6. Human Resources, Training & Service Standards (HTSS) observations

Given the wide geographical spread of Sandals Resorts, it is vitally important to ensure that there are action learning advocates at each and every resort location. To accomplish this objective, the HTSS division functions as the GULL system custodian and many of its property-based training managers and human resource specialists are themselves GULL participants. By undertaking professional Master and Doctor pathways, the HTSS team members are able to: (1) Cascade their own experience of action learning and (2) Brief, co-ordinate, guide and support the staff (or team members) at their property. In so doing and with senior operations management support, it is possible to integrate learning and working by creating a business school environment at the resort.

The following videos were recorded at an HTSS meeting in July, 2009 and participants comment on their experiences of GULL and its impact at their resort and its potential value to the company.

## Key observations: Comparing academic and professional perspectives on learning



Heather McDonald, Training & Development Manager, Sandals Montego Bay (now Regional Training & Development Manager) compares experiences with academic study and GULL's professional workplace learning. She also comments on GULL's start point - the personal learning statement and how this exercise helped her to reflect on career choices.

### Case videos

1 Comparing academic and professional perspectives; 2 The personal learning statement and its role in reflection

## The career review

Andrea Thomas, HR Coordinator (now Sales Manager, ATL Ltd), comments on the career review process and the importance of being honest with yourself.

### Web video

3 The career review process

### Observing change

Orlando Stephenson, Training & Development Manager, Sandals Royal Caribbean in July 09, comments on the significant changes observed in one GULL participant at his property.

#### Web video

[4 Reflections on change](#)

### Key observations: Behavioural change



Phillip Brown, Group Director, HTSS comments on the anecdotal evidence that GULL participants feel better about themselves and work differently. He also comments on the sense of achievement that can be derived from the GULL process by integrating learning and working and attaining recognized awards as an outcome.

#### Case videos

[5 Observing change](#); [6 Learning at work](#)

### The personal impact of GULL



Shirleene Bingham-Armstrong, HR Coordinator, Sandals Montego Bay, comments on the impact of her learning journey with GULL, starting with the personal learning statement.

#### Case videos

[7 Reflections on personal change](#)

## 7. Sandals Corporate University & GULL, Jul 10

The benefits of action learning are evidenced in many of the video cases and to develop the process a step further, the HTSS division has developed an own brand corporate university structure - the Sandals Corporate University (SCU). Although SCU will embrace partnerships with external national and regional training agencies and academic institutions (linked to technical curricula), SCU uses the GULL system as its core operating system for the creation and implementation of action learning pathways and for recognizing and certifying learning outcomes at professional certificate, diploma and degree level. The goal is to provide every line team member with the opportunity to attain a professional degree at an affordable cost with SCU-GULL and as many team members do not have formal qualifications, GULL's practical, holistic approach that is aligned with job roles and personal development needs is ideally suited for universal lifelong learning applications.

The following videos were recorded at the SRI corporate office in July 2010. They contain reflections on personal learning outcomes and the progress made during the past 12 months together with plans for the further development of SCU-GULL and the more prominent role that the company's intranet will play in networking learning outcomes and new knowledge within the company.

### Key observation: Helping others through GULL & action learning



Heather McDonald, Regional Training & Development Manager, Western Region, Jamaica reflects on her own personal journey to professional Doctor (D) level 3 Diploma and on attaining greater confidence and expertise in using action learning. Heather also talks about her desire to play a strategic role in advancing the process for the benefit of others.

#### Case video

[Helping others through GULL & action learning](#)

### Action learning

Novlette Symister, Administrator, HTSS division reflects on her powerful experiences of action learning and on how the process has helped her to discover and nurture her talent for writing. Novlette completed her professional Master (M) degree in July 2010 and she comments on the new insights and perspectives that have arisen from her career and learning review work and from her contribution to the team project - the creation of Sandals Corporate University.

#### Web videos

[1 Action learning & personal change](#); [2 SCU & the role of action learning](#); [3 Action learning as a lifelong process](#)



### SCU-GULL and the role of the intranet

Mark Pike the HTSS project officer, comments on his experience of GULL to-date (M level 3 Diploma) and the emerging role of the company's intranet in networking the learning outcomes of SCU-GULL participants so that as individuals complete, they can pass on their insights and projects outcomes to others in the company. This will enable future SCU-GULL participants to build on the project outcomes of others (rather than 're-inventing the wheel').

#### Web video

SCU-GULL and the role of the intranet

#### Key insights: Getting to the transfer point



Dr Phillip Brown, one of the early group of senior managers to complete GULL's professional Doctor of Management degree reflects of his experiences and talks about his vision for SCU-GULL and for action learning. As SCU's leader, Phillip has a clear vision as to how workplace learning can enable all Sandals employees to realize their potential and in so doing, enable the organization to sustain its position as the world's leading all-inclusive resort company.

#### Case videos

1 Getting to the transfer point; 2 Realizing that learning is a lifelong journey; 3 Seeing changes in others; 4 Action learning and innovation; 5 GULL - a movement for self-actualization; 6 An enabling process for transformation; 7 Spiritual context of lifelong learning

## 8 Developing strategic frameworks

In April 2009, the HTSS division established a GULL Executive Doctor of Management programme for General Managers and Directors of the Sandals group. The remit of GULL doctoral work is to establish a strategic framework that enables others to participate and assist with an implementation process that facilitates transformational change (personal, professional, organizational) and yields specified and measurable benefits for participants and the organization. This section profile two leaders who have pioneered this approach over a 12-15 month period.

#### Key insights: The role of action learning in advancing people



Dr Howard Spittle (picture left with members of his team) General Manager, Beaches Boscobel, Jamaica, comments on his learning journey with GULL: "I believe action learning offers the best way forward for many professionals in the Caribbean as well as for every level of employee both in the hospitality business and indeed the wider community. I am now proud to have been a founder member of the GULL *Executive Doctor of Management* programme for General Managers and Directors of the Sandals group. I know without doubt that unless we walk the talk and truly commit to educating one and all we cannot expect Caribbean society to grow, to improve and to compete effectively in a global environment. GULL makes it possible for everyone to advance personally and professionally and to obtain recognized, professional certification at work."

#### Case videos

1 Contrasting class & work-based learning; 2 The potential for action learning; 3 The role of action learning in career development; 4 Learning review and outcomes

## Key insights: The five pillars framework



Dr Winston Anderson is not only a leader but a champion of action learning at work. He has inspired and encouraged many of his staff to engage with the GULL system and to facilitate this, he has created a resort-wide framework termed the 'Five Pillars' that has enabled the entire team to develop and implement innovative ways of managing one of the Caribbean's most successful resorts. At the heart of Winston's model is a method for continual innovation in guest service – the objective is provide 'outrageous' guest service that is consistently higher than guest expectations.

### Case videos

1 Introduction to action learning; 2 Five pillars framework; 3 Buy-in and cascading; 4 The change agenda & measurement; 5 Creating a learning environment; 6 The development role for SCU-GULL; 7 Personal & professional development; 8 Reflections on the doctoral journey

## 9 Appendices

### A1 Inaugural graduation events

SCU-GULL hold regular graduation events to recognize the attainments of Sandals employees as they progress through the various levels (from Level 1: Entry to Level 5: Professional degree (Bachelor, Master, Doctor)). As each level is completed, participants are eligible to attend a regional graduation event. These are important events because the act of recognizing participants and certifying their attainments at each level, affirms progress, builds confidence and encourages graduands to continue their journey. The following video sequences drawn from the inaugural events, illustrate the above points.

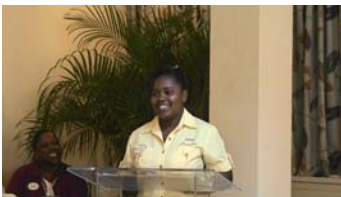
#### Montego Bay regional graduation, Sandals Montego Bay, Jamaica, 9 July 2009

Phillip Brown, Group Director, HTSS shares his vision for workplace learning and Wayne Cummings, Group Director, Business Processes & Administration endorses the partnership between Sandals and GULL.

### Case videos

1 Group Director, HTSS  
2 Group Director, Business Processes & Administration

#### Ocho Rios regional graduation, Beaches Boscobel, Jamaica, 13 July 2009



Howard Spittle, General Manager, Beaches Boscobel comments on the value of action learning to participants and the organization; Richard Teare, President, GULL outlines his vision for GULL; Nedisha Nelson, the valedictorian (pictured) speaks about her own experiences; Andrea Thomas, HR Coordinator, congratulates the graduands.

### Case videos

1 GM Beaches Boscobel; 2 President, GULL; 3 Valedictorian OR, July 09; 4 HR Coordinator, SRI

#### Eastern Caribbean regional graduation, Sandals Grande, St Lucia 16 July 2009

Winston Anderson, General Manager, Sandals Grande St Lucian congratulates the graduands and encourages them to continue; Marsha King, Training & Development Manager, introduces the valedictorian; 3 Valedictorian speaks about the personal value of action learning.

### Case videos

1 GM Sandals Grande St Lucia; 2 Introduction to valedictorian; 3 Valedictorian, St Lucia.

#### Northern Caribbean regional graduation, Beaches Turks & Caicos, 20-22 July 2009

Shelly-Ann Whitely-Clarke welcomes graduands and introduces the event; Special presentation -Manager of the Beaches Turks & Caicos Entertainments Centre presents an XBOX to team member D'Kandro Bain for saving the centre US\$20,000 via his individual project.

### Case videos

1 Shelly-Ann Whitely-Clarke introduction; 2 D'Kandro Bain outstanding award.

## A2 Honorary awards

As Sandals Corporate University with GULL seeks to build on the firm foundations that have been established during the past few years, we have sought to recognize the company's outstanding leaders. We have made three honorary awards to senior executives who have played and/or are playing a pivotal role in the on-going development of the company.



Pictured on the front row (left) is one of these recipients, Merrick Fray has been with Sandals since its inception and he attended the Sandals Regional Graduation Event in Montego Bay, Jamaica in July 2010 to receive his honorary Doctor of Management award. The case videos (below) outline the objectives of the professional Doctor pathway and the rationale for GULL's honorary awards, together with the respond made by one of the honorary Doctor of Management recipients, Donald Dagenais, General Manager, Beaches Turks & Caicos and Regional Director, Northern Caribbean, Sandals Resorts International.

### Case videos

1 Rationale for GULL's honorary awards; 2 Donald Dagenais D Mgt

## A3 Group project briefing BL3-4 & ML4

These videos feature Dr Shelly-Ann Whitely Clarke, Regional Training & Development Manager, Beaches Turks & Caicos. In this session, Shelly briefs professional Bachelor and Master level candidates on how to identify and develop a group project that provides a vehicle for personal learning and development and at the same time, delivers implementable benefits for the resort. The videos cover seven key points:

1. The group project process and comments on group dynamics/project viability;
2. The output stages and the purpose of the learning log (group project, output 1) and the self and internal review criteria used for each output;
3. The project plan – via an overview of the rationale for the project and the intended action plan with anticipated outcomes and benefits. A progress report, outcomes and presentation follow;
4. ML4 example: Computerizing the database for Concierge: The system is manual and the time lag (all information is held in one location) is problematic. Solving this will yield benefits;
5. Verification is 'evidence' – for the Concierge project, the evidence takes the form of guest comments (wait times) etc. By evidencing the problem it is easier to sell a potential solution;
6. What resources will be needed to ensure that the project succeeds? The critical path is the action steps. Who will take the action and by what date? While planning, start implementing;
7. The group presentation (PowerPoint) outlines the project outcomes and thereafter each team member completes a personal return on outputs form as a cross-check with personal goals.



### Case videos

- 1 Project dynamics and viability
- 2 Project stages and outputs
- 3 The project plan
- 4 Project examples and action steps
- 5 Project verification and application
- 6 Resources, critical path, progress and outcomes
- 7 Presentation, RO form & getting started

## A4 Hospitality Training Program (HTP)-GULL

### Sandals Grande St Lucian (SGL), St Lucia

#### Pilot Hospitality Training Programme (HTP) community outreach with GULL to Professional Bachelor (B) BL1-2

Sandals Resorts International offers an innovative training programme for school leavers that equips them with the foundation skills needed to enter the workplace. The programme is provided free of charge and in addition to Sandals HTP certification, the trainees are able to participate in action learning and attain either Bachelor level 1 (BL1): Entry or in most cases, Bachelor level 2 (BL2): Certificate. Here, Marsha King, Training & Development Manager, Sandals Grande St Lucian, St Lucia outlines how she organized the HTP-GULL pilot in St Lucia. The pilot group successfully completed BL2 in July, 2009.

1. Marsha profiles her first HTP-GULL group of 14 participants; The group successfully completed all BL2 elements;
2. The HTP participants used the GULL diary format (DF) during the departmental training and it served as a guide to help them to gauge their own progress. They found the DF invaluable;
3. Both HTP and Sandals team members used the DF equally well but it was even more meaningful to the HTP participants who were more dependent on the DF as a learning vehicle;
4. The DF enabled the HTP participants to examine themselves and explore ways of linking with the established Sandals culture. GULL participation among team members helped with this;
5. If 'sufficiency' is not attained in the time, then it would be appropriate to recognize the effort of HTP participants at BL1 Entry, but it is perfectly possible to guide them to BL2;
6. The intention is to maintain the GULL link with our community outreach programme. It gives the participants an opportunity to reflect on the progress and it recognizes their efforts;
7. An HTP participant comments on the learning journey - from no job and sense of despair to a career chance. The training and support linked to the GULL PLS and DF enabled the transition.

#### Case videos

- 1 HTP-GULL pilot SGL
- 2 Role of the GULL diary format
- 3 Using the GULL diary format to improve
- 4 Linking HTP with other GULL participants
- 5 HTP-GULL levels of attainment
- 6 Role of GULL in community outreach



An HTP participant comments on the learning journey - from no job and sense of despair to a career chance. The training and support linked to the GULL PLS and DF enabled the transition.

**Case video**  
HTP participants

## How can my organization get involved?

Thank you for reading this case study. Do please think about what you can offer and how you might inspire others in your organization to get involved. Together, we can bring hope and opportunity to the many people around the world who do not have access to lifelong learning. GULL works with organizations that share our vision for universal access to learning in the workplace and in the community. If you would like to affiliate with GULL's network movement, please review the 'Affiliation' section at the GULL website - [www.gullonline.org](http://www.gullonline.org). There are no membership fees or other barriers to participation - we'd like to work with you to harness all the skills and abilities that your organization can offer in order to help others to learn, grow and develop. Please note though that GULL does not have the resources to support individual learners and it is for this reason we can only correspond with organizations via their nominated representative(s).

Richard Teare  
President, GULL

GULL website address: [www.gullonline.org](http://www.gullonline.org)



Dr Richard Teare is President, Global University for Lifelong Learning. Richard has been passionately committed to work and community-based learning since the mid-1990s and during the past ten years, he has helped to create learning and development applications for a wide variety of organizations in different parts of the world. Prior to this, he held professorships at four UK universities (Bournemouth, Surrey, Oxford Brookes, Derby). In 1988 he founded and then edited for 20 years, the *International Journal of Contemporary Hospitality Management*. He is now the Managing Editor of *Worldwide Hospitality and Tourism Themes*. Emerald Group publishes both these journals. His academic publications include 20 co-authored and edited text books on aspects of service management, marketing and organizational learning. In 2007, he co-founded the Global University for Lifelong Learning with Edward Mooney, GULL's Chairman.