



TTRAIN – Tourism Training the Trainers

Grant agreement No. 2015-1-IS01-KA202-013168

Course for Tourism Trainers

April 2017



Co-funded by the
Erasmus+ Programme
of the European Union



Table of Contents

Introduction - About the course design	1
Part 0 – Prerequisites	6
Assessment grid for recognition of prior learning – Part 0.....	8
Part 1 - Social- and communication skills.....	12
Assessment grid for Part 1	14
Part 2 - At the workplace.....	16
Assessment grid for Part 2	17
Part 3 - Training skills	18
Assessment grids for Part 3.....	20
Part 4 – At the workplace.....	22
Assessment grids for Part 4.....	23
Part 5 - Adaptability and Problem solving.....	24
Assessment grids for Part 5.....	25
Part 6 – At the workplace.....	26
Assessment grids for Part 6.....	27
Part 7 – Organization and Continuous learning	28
Assessment grids for Part 7.....	29
Part 8 - Follow up and a tailormade course	30



Introduction - About the course design

The following model for training of tourism trainers is designed as a part of the Erasmus + project TTRAIN. This is **base design** and can be adapted and adopted to different situations. The design is based on a gap analysis as a part of the project as well as on comprehensive needs analysis from several sources. The instructional suggestions in the design are derived from the training courses, Stiklur, which have been designed and implemented last 10 years for trainers in adult/vocational education at the Education and Training Service Centre in Iceland. It is also based on the work in a previous Leonardo project called RETRAIN.

Different versions adapted to the different situations in the participating countries will be explained and published on the projects learning portal.

This learning model is a methodology in training of trainers concentrating on teaching adult students. The program is a combination of 19 different modules where the main subject concentrates on the following:

- Different situation and learning demands of adult students and how the trainers can meet these requirements.
- Preparation and design of efficient vocational training programs for adult students
- Practical methods in making effective teaching/learning material
- Creative methods in teaching/learning
- New approaches in teaching (coaching and mentoring) according to recent ideas about effectiveness and quality in adult learning.
- Adult students and their differences in learning styles, motivation and competences and how to meet it with variety of different approaches.
- New approaches accelerated learning and innovative thinking.
- Administrative responsibility of the enterprise for training of employees
- Real competences assessments in tourist sector

Each of the above subject can be adjusted according to the identified needs of the tourist sector.



Base for designing education/course models for workplace trainers in the tourism sector

Recommendation from the GAP analysis:

From the conclusions in the different partner countries, it was highlighted that the training should be short, work-related and practical.

From the field research, the assessed skills required are differing between the partner countries. The few, which are consistent (also between tourism professionals and providers/HR experts), focus on communication and service, customer and quality orientation. Specific, regarding the feedback of the tourism professionals, communication and problem solving was assessed as skills needed. From the perspective of training provider/HR experts the skills needed are: Communication, service management, quality focus.

Based on these results gathered from the field research, the following can be recommended for future outputs: The targeted occupations/fields should preferably be related to customer contact and service.

From the good practices collected by the partner countries, following parts can be picked up and adapted for future outputs:

- Training developed with companies and stakeholders
- Blended learning structure (in-house system)
- Communicative exchange between trainer and trainee
- Flexible structure-adapted according to the experience and previous knowledge of each employee
- Self-training

The most important part from the Gap analysis that was used to enhance the curriculum are the main competences the training provider in the tourism sector from each of the participating countries emphasized and are listed here below. They are used to put more emphasis on those competences during classroom sessions and especially when it comes to designing the work done at the workplace.

In addition to the Gap analysis, interviews with the pilot course instructors were conducted as well as interviews with participants and managers in each of the participating countries. Based on the outcomes and suggestions from this research different versions of course descriptions were designed taking into consideration the different situations. All course descriptions as well as results from research conducted can be found on the projects website <http://trainingfortourism.eu/>



Competences emphasized in Interviews with training providers

ICELAND

- **Communication**
- **Self-confidence**
- **Service management**
- **Quality focus**
- **Developing others**
- **Problem solving**

FINNLAND

- Communication
- Language
- Customer orientation
- Work ethics and values
- Concern of safety
- Service management
- Quality focus
- Environmental issues

AUSTRIA

- Communication
- Stress-management
- Problem solving
- Customer orientation
- Self-confidence
- Specific knowledge (terminology, allergens etc.)
- Valuing cultural diversity
- Language skills
- Time management
- Service management
- Quality focus
- Environmental issues

ITALY

*(Required
professional
skills of
tourism
professionals)*

- Stress management and time management
- Problem solving
- Customer orientation (the “capacity to enter into the client’s needs”, as one interviewee put it)
- Concern for safety
- Knowledge of work procedures for the particular professional activity
- Knowledge of work technology and ICT skills



Three models were considered :

1. Model 1

10-12 hours of learning – first aid for trainers – 14 of the 25 identified competences taken into account, where 7 will be trained (shallow) and other 7 will be recognized as prior learning (prerequisites) in advance of the course.

2. Model 2

40-50 hours of learning – preferred as the minimal training for acknowledged trainers. 19 of 25 identified competences will be taken into account where 11 will be trained more profound than in model 1 and other 8 will be recognized as prior learning (prerequisites). This model includes Model 1 (14) and adds 5 competences to be trained or recognized, as well as deeper learning.

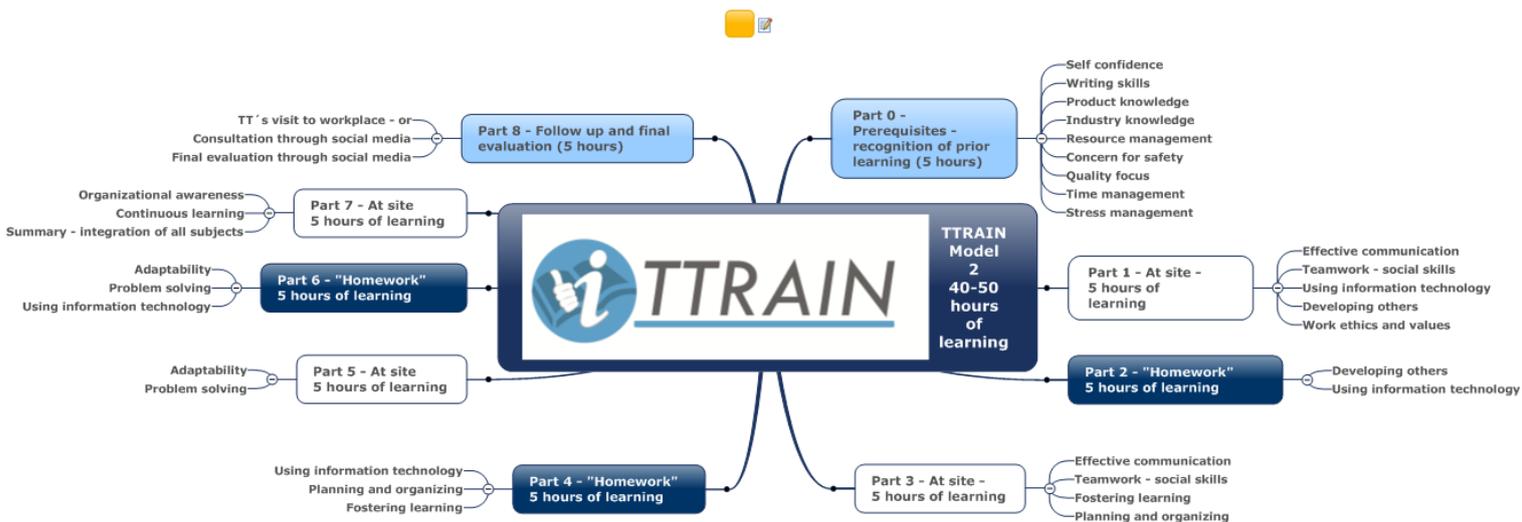
3. Model 3

100 -120 hours of learning - the ideal training course where all 25 competences could be trained in depth as needed - and certified. This model could to be a part of existing program in the formal education.

Model comparison

	Trained competences	Recognized competences	Sum
Model 1 - 10-12 hours	7 -shallow	7	14
Model 2 - 40-50 hours	11- deeper	8	19
Model 3 -100 -120 hours	17	8	25

Model 2 was the one adopted, tested in a pilot course based on the modules (parts) and competences.





a. Adaptation

In order to be able to connect/integrate the courses to existing vocational system in each country it is necessary to use some kind of descriptor who places the course into the country system?

b. Credits

The model design takes into consideration that it can adapt to the credit system in vocational education system in each country. (In Iceland Model 2 could give 2 FEIN (secondary school credits) for 40-50 hours of learning work, and Model 3 could give 5 FEIN credits for 120-130 hours of learning work)

c. The description of the courses in this edition is set up to be helpful for those who implement the courses, the trainers of the trainers. The main **learning outcomes** for each part of the course are listed on the left side of pages as **competence outcomes**. On the right side of the pages there are some instructional advices/a short handbook for the trainers of the trainers. After each part the more detailed competence outcomes are listed as grids that can be used as assessment tools in various ways.

It will then be the work of each course provider/country to define further which knowledge- and skills' outcomes are included in each competence outcome as it is very likely that it will be different in each course and country.



Part 0 – Prerequisites

Assessed and/or evaluated before course starts

Course unit	For the instructor
<p>This column In this column, we have short descriptions of the main competences for the recognition of prior learning/prerequisites for the TTRAIN training course followed by checklists with more detailed learning outcomes.</p> <p>Self-confidence Demonstrating realistic trust in own abilities: Demonstrates confidence when challenged –</p> <p>Writing skills Communicating ideas and information in writing to ensure that information and messages are understood and have the desired impact: Selects and structures information</p> <p>Service Knowledge Understanding the products and services provided. Intermediate: Demonstrates solid knowledge and ability, and can apply the competency, with minimal or no guidance, in the full range of typical situations. Would require guidance to handle novel, more complex situations</p> <p>Industry Knowledge Understanding of how own organization fits into the industry, the industry as a whole and the links to related industries. Basic: Demonstrates basic knowledge and competency in customer service, service management, service presentation and service specific knowledge</p> <p>Resource management Manages resources (financial, human, physical and information resources) to achieve planned goals</p> <p>Concern for safety Identifies hazardous or potentially hazardous situations and takes appropriate action to maintain a safe environment for self and others</p>	<p>About the assessment/recognition/validation The purpose is to check if the participant has demonstrated the competences which are considered the prerequisites for mastering the role of the OJT. The checklists only define the minimum competences required for the role.</p> <p>The lists can be used in several ways: a) to choose the participants for the course; b) as a self-assessment tool for those who want to be OJTs; c) as a tool for the chosen OJTs to be self-directed and assess themselves; d) to determine what skills, knowledge and competences they have to enhance; e) as a consulting tool.</p> <p>In assessing competences these questions can be helpful for the manager/consultant:</p> <ul style="list-style-type: none"> • Has the employee/OJT been in situation where he had to use this competence? • How was it used and what was the contribution of the employee / OJT? • What knowledge and skills does the employee / OJT need to be able to perform the competence learning outcomes. <p>Instructions for the employee / OJT performing the self-assessment:</p> <ul style="list-style-type: none"> • Read every learning outcome carefully and answer as consequent as possible about your knowledge and competence in each case. • If you are in doubt of understanding it correctly, seek help from your manager or consultant. • Bear in mind all the knowledge, skills and experience you have acquired in your former jobs, projects, courses, and social or private life. • In the evaluation interview the employee / OJT has to be prepared to demonstrate his/her competences, by solving problems, giving examples of behavior or effective communication and team work, service knowledge a.m.



Course unit	For the instructor
-------------	--------------------

Quality Focus

Follows up procedures, ensures high quality output, acts to solve quality problems or notify quality issues as appropriate

Time Management/Priority Setting

The process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity -

Stress Management

Maintaining effectiveness in the face of stress -

See the assessment grid on next pages.



Assessment grid for recognition of prior learning – Part 0

The rating system for the assessment

Put X in the cell that best describes your abilities.

See the examples in the assessment grids below.

1. Little knowledge/skills/competence. Need to learn from the basics and upwards.
2. Some knowledge/skills/competence. Need some assistance to enhance it.
3. Good knowledge/skills/competence. Can work myself on enhancing it.
4. Very good knowledge/skills/competence. Can assist others to acquire it.

Self-confidence

Competence - Demonstrates confidence when challenged	1	2	3	4	Not applicable
• Demonstrates confidence in own abilities, views or decisions when challenged					
• Expresses counter-arguments confidently					
• Solicits and discusses varied views/opinions that differ from one's own					

Continuous Learning - Seeks learning opportunities

Competence Identifying and addressing learning and developmental needs to enhance own performance	1	2	3	4	Not applicable
• Requests additional feedback to clarify learning needs					
• Follows-up on issues to maintain knowledge and skills					
• Seeks coaching in areas where techniques are rapidly evolving					
• Continually acquires and applies new knowledge and learning to improve job performance					



Writing skills - Selects and structures information

Competence - Communicating ideas and information in writing to ensure that information and messages are understood and have the desired impact	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Writes longer, straightforward documents (e.g., summaries of meetings; instructions) that are logical and comprehensive, yet concise 					
<ul style="list-style-type: none"> Combines information from a few sources 					
<ul style="list-style-type: none"> Uses varied sentence structure and vocabulary 					

Product and Service Knowledge

Competence - Understanding the products and services provided	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Effectively matches product/service knowledge to the implicit needs of the client 					
<ul style="list-style-type: none"> Demonstrates understanding of moderately complex products/services 					
<ul style="list-style-type: none"> Demonstrates technical knowledge of product/service 					
<ul style="list-style-type: none"> Uses knowledge of alternative products/services to enable upselling 					
<ul style="list-style-type: none"> Effectively troubleshoots product/service related problems 					

Industry Knowledge

Competence - Understanding of how own organization fits into the industry, the industry as a whole and the links to related industries	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Reads industry journals and publications (websites, blogs etc.) to keep up to date 					
<ul style="list-style-type: none"> Demonstrates a thorough understanding of own organization's industry 					
<ul style="list-style-type: none"> Identifies related industries that may have an impact on own industry 					



Resource management and concern for safety

Competence - Manages the use of resources and promotes a safe and healthy environment	1	2	3	4	Not applicable
• Allocates and controls financial resources within own area consistent with goals, priorities and budget					
• Allocates and controls resources within own area					
• Implements ways of more effectively utilizing resources					
• Implements processes that improve the quality of planning, control and decision-making					
• Provides models, encouragement and / or incentives for generating revenue and optimizing the use of resources					
• Promotes a safety conscious working environment					
• Notices potentially hazardous situations that are not apparent to others					
• Consistently enforces safety procedures and demands compliance with health and safety regulations					

Quality Focus - Reviews and coaches' others on quality standards.

Competence Follows up procedures, ensures high quality output, takes action to solve quality problems or notify quality issues as appropriate	1	2	3	4	Not applicable
• Has a complete knowledge of the organizational policies and procedures for quality assurance					
• Consistently works at a level that exceeds quality standards set by the organization					
• Reviews the work of others to ensure that organizational quality standards are met					
• Advises management when quality issues and challenges are apparent					



Time Management/Priority Setting - Differentiates between important and urgent activities

Competence - The process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity	1	2	3	4	Not applicable
• Makes quality time for the most important priorities					
• Looks ahead, and doesn't get stuck in the here and now while attending to a broad range of activities					
• Allots ample time for the important, and balances it with the urgent					
• Foresees roadblocks and senses what will help or hinder accomplishing a goal					
• Makes choices at the task management level based on an understanding of the importance and urgency of the different assignments and projects					

Stress Management - Adapts to frequent low-level stress

Competence - Maintaining effectiveness in the face of stress	1	2	3	4	Not applicable
• Maintains composure and effectiveness despite stressful circumstances					
• Understands personal stressors and takes steps to limit their impact					
• Keeps issues and situations in perspective and reacts appropriately (e.g. does not over-react to situations or what others say)					



Part 1 - Social- and communication skills

In classroom - 5 hours

Course unit and competences	For the instructor
<p>Effective Communication - Adapts communication to widely varied needs Listening to others and communicating articulately, fostering open communication.</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p> <p>Teamwork – social skills - Fosters teamwork Working collaboratively with others to achieve organizational goals.</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p>	<p>Purpose/Challenge: The OJTs (on the job trainers) have to consider their role as trainers and examine their own communication habits and how they can enhance it to better be able to train diverse audiences.</p> <p>Duration: 1 ½ hour</p> <p>Tools:</p> <ul style="list-style-type: none"> • The OJTs use the method called <i>sociometric games</i> to get to know each other - as ice-breakers. They discuss how they can use it as well as a tool in their training job to read cues from listeners. • <i>Structured discussions</i> (Buzz meetings) about the trainers’ role and their necessary competences to perform their duties - what to do and what not to do! • <i>Learning contracts</i> as a tool for communication. • The OJTs discuss how to make the <i>preferred job descriptions for the employees</i> and how to translate it into learning outcomes as a clear communication tools in the training as well as <i>an assessment tool</i> in the form of checklists (rubrics). • Presentation of <i>video clips/models of effective communication</i> and how to give and receive feedback, followed by discussion, role playing or games and a <i>hand out/worksheet</i> for homework. <p>Purpose/Challenge: The OJTs have to understand what characterizes the adult learner, different learning styles, how to work with it in groups in the training situation and how to customize the training to different individuals</p> <p>Duration: 1 hour</p> <p>Tools:</p> <ul style="list-style-type: none"> • The OJTs take a short <i>learning styles test</i> to understand the concept. <i>Presentation and structured discussions of several learning styles models</i>, how to use it as an important tool in the training and to advise and <i>give feedback</i>. • The OJTs play an <i>adventure game</i> that fosters team spirit and builds consensus.



Course unit and competences

Using Information Technology - Demonstrates basic knowledge and can apply the competency in common situations

Using software and information technology to accomplish one's work.

The detailed learning outcomes are in the assessment grid below.

Developing Others - Coaches others

Fostering employee development by providing a supportive learning environment.

The detailed learning outcomes are in the assessment grid below.

Work Ethics and Values - Promotes the organization's ethics and values

Demonstrating and supporting the organization's ethics and values.

The detailed learning outcomes are in the assessment grid below.

Informal assessment of each segment!

For the instructor

Discussions about how to use it as a training tool. (Training in effective communication).

Purpose/Challenge: The OJTs must be able to use technology, at least at the same level as the employees, to make the training job easier and more smooth as well as a tool for their own advancement

Duration: ½ hour

Tools:

1. Common *social platform* is agreed upon and discussed.
2. Presentation of *IT homework project relating to giving and receiving feedback*, through social platform.

Purpose: The OJTs must have understanding of how to design learning segments and basic ideas of how to implement and motivate others

Duration: 1 hour

Tools:

Presentation of a learning design model to see the whole picture as well as Guiding lights for modern design.

Examples of different *learning outcomes* and how to use it in training.

Presentation of homework, *worksheet*, related to giving feedback.

Purpose: The OJTs must have a clear image of own values and duties as a role model. They have to be able to deal with ethical cases that come up in the training situation.

Duration: 1 hour

Tools:

Case study – two different cases and discussions- OJTs design their own cases.

Presentation - difficult people – how to deal with the most common cases!

Video clips of different reactions.

Presentation of worksheet (to explore ethical issues in their workplace).

Quick assessment – *Passing the ball* – after each segment in this part.



Assessment grid for Part 1

Effective Communication - Adapts communication to widely varied needs

Competence - Listening to others and communicating articulately, fostering open communication.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Tailors communication (e.g., content, style and medium) to diverse audiences 					
<ul style="list-style-type: none"> Reads cues from diverse listeners to assess when and how to change planned communication approach to effectively deliver message 					

Teamwork – social skills - Fosters teamwork 1

Competence - Working collaboratively with others to achieve organizational goals.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Gives credit and acknowledges contributions and efforts of other team members 					
<ul style="list-style-type: none"> Makes outstanding efforts to help other team members 					
<ul style="list-style-type: none"> Fosters team spirit 					

Using Information Technology - Demonstrates basic knowledge and can apply the competency in common situations

Competence - Using software and information technology to accomplish ones work	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Uses common social media platforms and tools for communication. (Phone app, Facebook) 					

Developing Others - Coaches others

Competence - Fostering employee development by providing a supportive learning environment.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Works with employees to set performance goals and expectations 					
<ul style="list-style-type: none"> Provides honest, timely, clear and specific feedback on performance in ways that maintain others' self-esteem 					



Work Ethics and Values - Promotes the organization's ethics and values

Competence - Demonstrating and supporting the organization's ethics and values	1	2	3	4	Not applicable
• Ensures that others understand the organization's ethics and values - K + C					
• Monitors the work environment, identifying and addressing any ethical issues that could negatively affect staff or stakeholders - K					
• Deals directly and constructively with, as opposed to ignoring, lapses of integrity (e.g., intervenes to remind others of the need to respect the dignity of others)					



Part 2 - At the workplace

Practicing in working environment some of the learning outcomes from part 1 (5 hours)

Course unit and competences

Using Information Technology - Demonstrates basic knowledge and can apply in common situations

Using software and information technology to accomplish ones work.

Developing Others - 2 - Coaches others

Fostering employee development by providing a supportive learning environment.

The detailed learning outcomes are in the assessment grid below.

For the instructor

Purpose/challenge: The OJTs must be able to practice, in the working environment, some of the learning outcomes from Part 1 and integrate competences, as IT and giving feedback.

Duration: 5 hours

Tools:

Use of defined *social platform* according to *worksheet*.

Communication practice according to *worksheet (giving and receiving feedback in the workplace)*.

Collects *information* of ethical issues according to *worksheet*.



Assessment grid for Part 2

Using Information Technology - Demonstrates basic knowledge and can apply in common situations

Competence - Using software and information technology to accomplish ones work.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Uses common social media platforms and tools for communication. (Facebook or similar) 					

Developing Others – 2 Coaches others

Competence- Fostering employee development by providing a supportive learning environment.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Works with employees to set performance goals and expectations 					
<ul style="list-style-type: none"> Provides honest, timely, clear and specific feedback on performance in ways that maintain others' self-esteem 					

Work Ethics and Values - Promotes the organization's ethics and values

Competence -Demonstrating and supporting the organization's ethics and values.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Monitors the work environment, identifying and addressing any ethical issues that could negatively affect staff or stakeholders 					



Part 3 - Training skills

In classroom - 5 hours

Course unit and competences	For the instructor
<p>Effective communication and adaptation - Listening to others and communicating articulately, fostering open communication. Adapts communication to widely varied needs</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p> <p>Teamwork - Working collaboratively with others to achieve organizational goals Fosters teamwork</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p> <p>Fostering Learning - Fostering learning by providing a supportive learning environment. Facilitates learning activities</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p>	<p>Purpose/challenge: The OJTs have to be able to communicate to different people in different and even difficult situations. Duration: 1 ½ hour Tools: Short repetition of <i>basic approaches</i> in communication. <i>Means and ways</i> to handle <i>difficult individuals</i>. (<i>Case studies and videos that show different reactions. Structured discussions.</i></p> <p>Purpose/challenge: The OJTs have to work according to the work plan that was introduced in part 1. Duration: 1 hour Tools: The OJTs consider the <i>different learning styles</i> and abilities of adult people and how to use it as a tool for organizing and <i>giving feedback</i> in the workplace training. OJTs work with <i>different checklists</i> (from their workplaces) and examples of how to use it. Emphasis on self- directed learning of employees, using <i>learning contracts/ (checklists from the workplace!)</i>. Use of <i>games</i> to foster team spirit.</p> <p>Purpose: The OJTs have to be able to plan individual approaches and style them to company’s situation using basic instructional methods. Duration: 1 hour Tools: <i>Customized learning methods</i> are introduced as well as several <i>assessing methods. Case studies.</i> How to use checklists as a tool to follow progress, evaluate and review methods. Methods in <i>giving feedback</i>. The OJTs consider, by discussing <i>cases</i>, several important aspects of effective learning and how to <i>link learning and working</i>. (Elliott Masie and Visible Learning). The <i>Learning/teaching cycle</i> and <i>mind maps</i> used as tools for preparing learning plans and own evaluations.</p>



Course unit and competences

Planning and Organizing - Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources.

Plans and organizes group activities

The detailed learning outcomes are in the assessment grid below.

Assessment for this segment of the course

For the instructor

Purpose: The OJTs need to administer the task in as economical way as possible and must master simple task-/project management methods using IT.

Duration: 1 hour

Tools: *The design model* reconsidered. *Mind maps* and *planning templates* presented and discussed.

Presentation of *software and/or template* to use.

Assessment/Evaluation of the OJTs in the end of this part, different methods.



Assessment grid for Part 3

Effective Communication and adaptation - Adapts communication to widely varied needs

Competence - Listening to others and communicating articulately, fostering open communication.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Communicates effectively in difficult situations 					
<ul style="list-style-type: none"> Keeps calm in dealing with difficult individuals 					
<ul style="list-style-type: none"> Understands others' complex or underlying needs, motivations, emotions or concerns and communicates effectively despite the sensitivity of the situation 					

Teamwork - Fosters teamwork 2

Competence - Working collaboratively with others to achieve organizational goals.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Ensures that all group members have an opportunity to contribute to group discussions 					
<ul style="list-style-type: none"> Helps build consensus among team members 					

Fostering Learning - Facilitates learning activities

Competence - Fostering learning by providing a supportive learning environment.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Modifies learning activities to fit learner needs as part of a broader learning initiative, program or curriculum (e.g., incorporates organizational content into learning activities) 					
<ul style="list-style-type: none"> Works with employees to identify areas for performance improvement 					
<ul style="list-style-type: none"> Facilitates learning activities 					
<ul style="list-style-type: none"> Assesses and provides feedback and coaching on employee performance in learning activities 					
<ul style="list-style-type: none"> Coaches staff, transferring accumulated knowledge and expertise 					
<ul style="list-style-type: none"> Conducts "post-mortems" with staff to identify and facilitate the application of lessons learned 					



Planning and Organizing - Plans and organizes group activities

Competence - Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources.	1	2	3	4	Not applicable
• Identifies who needs to be involved and when					
• Identifies who will do what, when, taking into account group members' skills, needs and, if possible, preferences					
• Sets timelines and work steps					



Part 4 – At the workplace

Practicing in working environment some of the learning outcomes from part 3 (5 hours)

Course unit and competences	For the instructor
<p>Using Information Technology - Conducts common tasks using IT Uses IT to accomplish learning outcomes</p> <p>Planning and Organizing - Plans and organizes group activities Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources.</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p>	<p>Purpose/challenge: The OJTs must be able to use technology, at least at the same level as the employees, make plans, design sessions and communicate them to the employees and the TTs by available IT means.</p> <p>Duration: 5 hours</p> <p>Tools: The educational <i>design model, Mind maps, Word, Keynote, I-book author, Power point, Prezi, You Tube, Facebook, UDUTU - or other similar software.</i> <i>Worksheet for designing plan and material.</i></p>



Assessment grid for Part 4

Using Information Technology - Uses IT to accomplish learning outcomes.

Competence - Conducts several common tasks using IT	1	2	3	4	Not applicable
• Uses social platforms to communicate with TTs, other employees and managers					
• Uses several, common software features (e. g., produces business formatting of documents)					
• Uses IT to set up plans and introduce them to the employees					
• Converts files from one format to another					
• Imports data between common applications					
• Conducts simple database searches					

Planning and Organizing - Plans and organizes group activities

Competence - Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources.	1	2	3	4	Not applicable
• Monitors progress and use of resources (e.g., people, supplies, money).					
• Makes needed adjustments to timelines, steps, and resource allocation.					
• Continually plans for effective accomplishment of next steps					



Part 5 - Adaptability and Problem solving

In classroom- 5 hours

Course unit and competence level	For the instructor
<p>Repetition and discussions of prior parts of the course. Self-assessment in groups using the learning outcomes grid and evaluation of the outcome.</p> <p>Adaptability - Adapts to widely varied needs Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups</p> <p>Problem Solving - Solves basic problems Identifying problems and the solutions to them.</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p>	<p>Purpose/challenge: OJTs need to evaluate their progress so far. Discussions in pairs or groups and access to the TTs. OJTs then revise their Learning contracts. Serves also as motivation for further steps. Duration: 1 hour Tools: <i>Learning contracts, assessment grids, group work.</i></p> <p>Purpose/challenge: Adult trainers/OJTs have to be adaptable and open to changes in the way they work with people and situations and be unbiased. Duration: 2 hours Tools: <i>Models of Change management, Creative methods, presentation of Mind locks, discussions, cases, "The Art work" (game).</i></p> <p>Purpose/challenge: Giving the OJTs tools to help them solve different complex situations they meet in their job. Duration: 2 hours Tools: <i>Lateral thinking methods, Six thinking hats, puzzles, Adventure games, Polarity maps, Structured discussions.</i></p> <p><i>Real cases</i> from the OJTs workplaces defined and discussed. <i>Worksheet</i> for homework presented.</p>



Assessment grid for Part 5

Adaptability - Adapts to widely varied needs

Competence - Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups	1	2	3	4	Not applicable
• Adapts to new ideas and initiatives across a wide variety of issues or situations.					
• Supports and adapts to major changes that challenge traditional ways of operating.					
• Adapts interpersonal style to highly diverse individuals and groups in a range of situations.					
• Anticipates change and adapts own plans and priorities accordingly.					

Problem Solving - Solves basic problems

Competence - Identifying problems and the solutions to them	1	2	3	4	Not applicable
• When predefined solutions are not applicable, identifies straightforward, practical solutions.					
• Selects solutions to basic problems, considering predefined options and using clear criteria/procedures.					
• Verifies problems have been solved.					



Part 6 – At the workplace

Practicing in working environment some of the learning outcomes from part 5 (5 hours)

Course unit and competence level	For the instructor
<p>Adaptability - Adapts to widely varied needs Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups</p> <p>Problem Solving - Solves basic problems Identifying problems and the solutions to them.</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p>	<p>Purpose/challenge: To identify problems to solve (six thinking hats) or to manage (polarity management) and use the methods from Part 5 to deal with them, either in a vertical or horizontal (lateral) way. To use the ideas of adaptability and problem solving in a practical situation at work and thus combine theoretical study and real work situation.</p> <p>Duration: 5 hours</p> <p>Tools: <i>Worksheet from part 5, the assessment grid and the learning contract.</i></p>



Assessment grid for Part 6

Adaptability - Adapts to widely varied needs

Competence - Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Adapts to new ideas and initiatives across a wide variety of issues or situations. 					
<ul style="list-style-type: none"> Supports and adapts to major changes that challenge traditional ways of operating. 					
<ul style="list-style-type: none"> Adapts interpersonal style to highly diverse individuals and groups in a range of situations. 					
<ul style="list-style-type: none"> Anticipates change and adapts own plans and priorities accordingly. 					

Problem Solving - Solves basic problems

Competence - Identifying problems and the solutions to them	1	2	3	4	Not applicable
<ul style="list-style-type: none"> When predefined solutions are not applicable, identifies straightforward, practical solutions. 					
<ul style="list-style-type: none"> Selects solutions to basic problems, considering predefined options and using clear criteria/procedures. 					
<ul style="list-style-type: none"> Verifies problems have been solved. 					



Part 7 – Organization and Continuous learning

In classroom- 5 hours

Course unit and competences	For the instructor
<p>Organizational Awareness - Understands and uses organizational culture and climate Understanding and using the workings, structure, climate and culture of the organization to achieve results.</p> <p>Continuous Learning - Seeks learning opportunities identifying and addressing learning and developmental needs to enhance own performance.</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p> <p>Group project for summary - Sees the whole picture and can combine key features from the course in an effective, practical project All key subjects from the course are combined in one project.</p> <p>Evaluation - informal</p>	<p>Purpose/challenge: To be able to use the knowledge acquired at the course in the most effective way, the OJTs have to know their organization and conduct their training according to it.</p> <p>Duration: 1 hour</p> <p>Tools: <i>Structured discussions</i> about the homework and the <i>worksheets</i>. Problems, hurdles, hindrances, differences and possibilities in the view of the organizational culture in their workplace? What is possible? <i>Worksheet</i>.</p> <p>Purpose/challenge: The self-directed learner (OJT) takes the responsibility of own advancement and learning.</p> <p>Duration: 1-2 hours?</p> <p>Tools: Renewal of the OJTs <i>learning contract</i> with themselves!</p> <p>Purpose/challenge: The ability to summarize and draw conclusions from the course to the job as trainer. The OJTs work in teams, help each other, to make their own plan which incorporates using the tools from the course. The design tools, the methods and more. To use the project as a summative assessment of the OJTs progress and general understanding.</p> <p>Duration: 2-3 hours</p> <p>Tools: <i>Project’s description, worksheet</i>.</p> <p><i>Discussions round!</i></p>



Assessment grid for Part 7

Organizational Awareness - Understands and uses organizational culture and climate

Competence - Understanding and using the workings, structure, climate and culture of the organization to achieve results.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Achieves “win/win” solutions based on understanding of issues and culture in own and other organizations. 					
<ul style="list-style-type: none"> Recognizes what is and is not acceptable / possible at certain times given the organizational culture and climate. 					
<ul style="list-style-type: none"> Anticipates outcomes based on an understanding of organizational culture. 					

Continuous Learning - Seeks learning opportunities

Competence - Identifying and addressing learning and developmental needs to enhance own performance.	1	2	3	4	Not applicable
<ul style="list-style-type: none"> Requests additional feedback to clarify learning needs. 					
<ul style="list-style-type: none"> Follows-up on issues to maintain knowledge and skills. 					
<ul style="list-style-type: none"> Seeks coaching in areas where techniques are rapidly evolving. 					
<ul style="list-style-type: none"> Continually acquires and applies new knowledge and learning to improve job performance. 					



Part 8 - Follow up and a tailor made course

2 hours

Course unit and competences

Visit and/or consultation will be done via phone/Skype or visit at the workplace with the OJT and his manager/ supervisor. A tailor made course will be offered to the company based on the needs that will be identified during the course and in this interview.

For the instructor

Purpose: To give OJTs opportunity to get consultation after a while on their own as trainers. To have a platform where the OJTs and the manager can discuss their concerns regarding the training and how the course has impacted on daily work.

Final evaluation of the course.

Duration: 1-2 months after the course ends.

Tools: Visit, Skype, Phone, Evaluation sheet, Questioners



www.trainingfortourism.eu



facebook.com/trainingfortourism/



twitter.com/TTRAIN_EU

 HÁSKÓLINN Á BIFRÖST
BIFRÖST UNIVERSITY

 BEST

 cesie
the world is what you see it

 SAF

 KAJAANIN
AMMATTIKORKEAKOULU
UNIVERSITY OF APPLIED SCIENCES



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.