



TTRAIN – Tourism Training the Trainers

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**Documentation on Teaching Material
Used for Pilot Training**

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Introductory remarks on the purpose of this document

The Erasmus+ project TTRAIN has developed a curriculum for training of tourism trainers, which is designed as a base design that can be adapted and adopted to different situations. The curriculum has been tested in a pilot training course in all partner countries: in Austria, Finland, Iceland and Italy (IO 3 of the project). After the pilot training, the TTRAIN partners have collected all teaching material, methods and technologies used in the pilot training courses. This documentation has two purposes: 1) it shows how the pilot courses have been effectively organized in the different countries – and as such it can be useful for trainers and organisations that would like to use the TTRAIN curriculum and organize training courses for tourism trainers; 2) the collection of materials has been used for IO 4, the TTRAIN Learning Portal: the lead partner of this output, CESIE, has compared and assessed all materials and methods, and has chosen relevant contents to be uploaded on the online Portal. The Portal can be accessed under this link: <http://trainingfortourism.eu/web-portal/>.

Below you will find a table that summarises all materials, methods and technologies used for teaching the different parts of the curriculum. If available, also online links are provided. All other materials have been collected by TTRAIN partners, and some of them selected and uploaded on the Web Portal. If you are interested in other materials listed below, you may contact the responsible persons for each partner organisation. The contact persons can be found here: <http://trainingfortourism.eu/partners/>



Table of teaching materials, methods and technologies used

Part 0 - Prerequisites

Description of methods used for prior learning assessment

P 1 - Bifroest (Iceland)

All the participating companies were visited and a short interview with the manager and in some cases a potential participant was conducted. The project and the idea of the course was explained. The assessment grid for recognition of prior learning was handed out and explained as a tool that they could use for the selection of the participants.

P 2 - BEST (Austria)

See below, was done in first session of Training Course.
See below the list of materials

P 3 - CESIE (Italy)

See below, was done in first session of Training Course.

P 5 - KAMK (Finland)

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Part 1 - Social- and communication skills

Competences addressed	Activities/methods/materials used	Short description of activities, methods and materials used	Online link to materials (if available)
P 1 - Bifroest (Iceland)			
As foreseen in Curriculum/Part 1	1.1 Icebreaking and presentation. 1.2 Presentation on TTRAIN and the Training Course 1.3 Introduction to Self-assessment for recognition of prior learning. 1.4 The perfect employee 1.5 Presentation on communication and work ethics. Role of trainer in the work place. 1.6 Decision about use of social media for discussions and distribution of ideas.	1.1 Participants were asked to introduce themselves and state their anticipation towards the training course. 1.2 Contents were the objectives of the project and the training course, explanation of competences and gap analysis. 1.3 Assessment grid Part 0 of curriculum; explained how participants could use the grid to evaluate their own competences. And how such grid can be used as a self-assessment tool and evaluation tool in staff training 1.4 Exercise in groups where participants drew and wrote the qualities that are most valued in an employee. Discussions with emphasis on self-reflection and own qualities. 1.5 The presentation summarized the most important points on the feedback process and provided a list of tips for effective feedback at the workplace. Trainers role discussed and use of IT in training explained. 1.6 Facebook group established for the participants and teachers. Examples taken on how one can use social media for distribution of information and to elevate good spirit in the work place.	1.6 https://www.facebook.com/groups/1725868344321647/?fref=ts Other materials available on request.
P 2 - BEST (Austria)			
As foreseen in curriculum	Teamwork <ul style="list-style-type: none"> • Definition of a group • Requirements for a successful teamwork • Teambuilding Communication skills:	Teamwork <ul style="list-style-type: none"> • What is a team? • Teambuilding • How to work in a team? • To build working groups and define the benefits for businesses • Attitude to teamwork 	ECoC training material Group discussion Role playing on the communication topic – available on request



	<ul style="list-style-type: none"> • Communication in general • Communication models • Communication process • Non-verbal communication 	<ul style="list-style-type: none"> • How to support teamwork • How to solve problems in a team • Thinking on different role models and teams • Learning about the four different phases of teambuilding <p>Communication Skills</p> <ul style="list-style-type: none"> • What is communication? • Learning about different communication models • Learning about different communication forms • Non-verbal communication – provide an insight into this • first view into conflict resolution and self-awareness (see more in part 5) 	
P 3 – CESIE (Italy)			
<p>As foreseen in Curriculum/Part 1</p>	<ol style="list-style-type: none"> 1.1 Icebreaking and presentation game: two truths and a lie. 1.2 Presentation on TTRAIN and the Training Course 1.3 Self-assessment for recognition of prior learning 1.4 Communication exercise 1.5 Presentation on communication 1.6 Role play on giving feedback 1.7 Presentation on feedback 1.8 Youtube clip: “When work ethics go wrong” 1.9 Decision about use of social for discussions: Whatsapp and Facebook group 	<ol style="list-style-type: none"> 1.1 You ask participants to tell you two true statements about themselves and one false one, and then let the group try to determine which one is false. This implicitly invites people to tell you interesting things about themselves. We asked participants to choose statements about professional experience. 1.2 Contents were the objectives of the project and the training course, explanation of competences 1.3 Assessment grid Part 0 of curriculum; we further prepared short explanations of each competence (inserted in Presentation 1.2) 1.4 We used the exercise we got to know in Austria with grid on the ground which had to be crossed by two groups, without talking to each other. After the exercise we discussed about it, what the exercise showed about communication and how this could be used for training purposes. 1.5 Presentation explained the basics of effective communication and provided tips for better communication and active listening. 1.6 We prepared two role plays with a feedback situation: one was performed by the two trainers, the second by participants, who 	<ol style="list-style-type: none"> 1.1 A description can be found here, for example: http://www.wikihow.com/Play-Two-Truths,-One-Lie 1.2 http://bit.ly/2jDJKTJ 1.5 http://bit.ly/2jDJKTJ 1.7 http://bit.ly/2jEoiOs 1.8 http://bit.ly/2j7x9Jo 1.9 Link FB group: https://www.facebook.com/groups/1713506465571040/ <p>Other materials available on request.</p>



		<p>were split into two groups. Then we discussed on the role plays and on what could have been done better by all parts involved.</p> <p>1.7 The presentation summarized the most important points on the feedback process and provided a list of tips for effective feedback at the workplace.</p> <p>1.8 The film shows a front desk officer in a hotel with very bad work ethics. At the end participants are asked to spot all unprofessional items or actions, which are then also listed.</p> <p>1.9 NA</p>	
P 5 – KAMK (Finland)			
<p>Curriculum adapted according to the participants needs</p>	<p>1.1 Presentation on TTRAIN and the Training Course</p> <p>1.2 Self-assessment for recognition of prior learning</p> <p>1.3 Examples of best practices: Starbucks training program</p> <p>1.4 Case examples on following topics: “it is allowed to have fun at workplace”, feedback, multiculturalism</p> <p>1.1 Presentation and discussion</p> <p>1.2 Elevator pitch 1.3 Presentation and discussion, case examples 1.4 Six thinking hats exercise</p>	<p>1.1 Contents were the objectives of the project and the training course, explanation of competences</p> <p>1.2 Part of the introduction, activator to start the learning process</p> <p>1.3 Discussion</p> <p>1.4 Discussion, also a taster what is to come more detailed in the following sessions and understanding the participants’ needs for the following sessions.</p> <p>1.1 Presentation and free discussion on communication, comfort zone, elevator pitch</p> <p>1.2 Each student had 10min time to get prepared for a 1 minute talk to tell to others why “I’m the best / why my company is the best / why my region is the best”. This task was chosen to boost the participants’ self-confidence.</p> <p>1.3 Topics on company visions, values, philosophies, spirit, responsibility</p> <p>1.4 demonstration of the method in a group</p>	<p>Materials available on request.</p> <p>1.2 What is a good pitch? (in Finnish): http://www.slideshare.net/SanniLeino/hyv-3</p> <p>1.3 Topics on company visions, values, philosophies, spirit, responsibility 1.4 demonstration of the method in a group hissipuheen-anatomiasanileinodna 1.3 included in presentation.</p> <p>Other materials available on</p>



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request.



Part 2 – At the Workplace			
Competences addressed	Activities/methods/materials used	Short description of activities, methods and materials used	Online link to materials (if available)
P 1 - Bifroest (Iceland)			
As foreseen in curriculum part 2	2.1 Worksheet	2.1 Tasks included: become member of FB group, give feedback to colleague, reflect on work ethics at own workplace and examples of good communication.	Materials available on request.
P 2 - BEST (Austria)			
As foreseen in curriculum	Worksheet – created during the group discussions of Part 1	Tasks included: become member of FB group or try other social media in comparison to the advanced forms we talked about during the training, give feedback to colleague; reflect on your own attitude on teamwork after the training session then; think about your communication form and body language, think about communication forms and models in your business – what should be changed?	Worksheet – created during the group discussions of Part 1 Available on request.
P 3 – CESIE (Italy)			
As foreseen in curriculum	2.1 Worksheet	2.1 Tasks included: become member of FB group, give feedback to colleague, reflect on work ethics at own workplace and look for ethics guidelines.	Materials available on request.
P 5 – KAMK (Finland)			
	2.1 To get familiar with the online book called “engaging methods”	2.1 The link was delivered to the participants and they were encouraged to read it and try out the methods in practice	2.1 http://www.ksl.fi/images/osal_listavatmenetelmat.pdf (in Finnish)



Part 3 – Training skills

Competences addressed	Activities/methods/materials used	Short description of activities, methods and materials used	Online link to materials (if available)
P 1 - Bifroest (Iceland)			
As foreseen in curriculum part 3	3.1 Discussion on homework tasks. 3.2 Presentation on communication and work ethics. 3.3 Presentation on staff training organization. 3.4 Examples of training plans 3.5 Qualities of a good trainer	3.1 Scaring of experience. 3.2 More on work ethics communication and individual differences. 3.3 The organization of training in the workplace explained and discussed. 3.4 Distribution of examples of training plans 3.5 Distribution of a list of qualities a good trainer possesses.	Materials available on request.
P 2 - BEST (Austria)			
As foreseen in curriculum	Communication and Gender & Diversity	<ul style="list-style-type: none"> • What is Gender Mainstreaming? • Why it is important? • Recommendations where to receive further information like information centres, public institutions • Define the objectives of Gender Mainstreaming • What is Diversity and why it is important? • Define the objectives and also the advantages of Diversity • Talking about the dimensions of diversity and how it works in professional life, how to consider in training/ learning 	Handout “Gender & Diversity” Discussion Materials available on request.
P 3 – CESIE (Italy)			
Teamwork, Effective communication, planning and organizing, Tourism in Sicily	3.1 Icebreaker: Find someone who... 3.2 Feedback on homework 3.3 Group work on responses to difficult clients 3.4 Presentation on management of complaints/feedback from clients and suppliers	3.1 A simple exercise to facilitate communication and getting to know other participants – everyone had to find someone else with a specific characteristic 3.2 Feedback was done orally 3.3 There were two different groups with two different cases: 1) described a situation in a restaurant where a client complained about a dish; 2) a negative Tripadvisor comment on a restaurant visit. Groups had to discuss about the best reaction to these	3.1 Description: https://www.press.umich.edu/pdf/0472031651-sample.pdf 3.4 http://bit.ly/2iqLpAr 3.6 http://bit.ly/2kLy56E Other materials available on request.



	<p>3.5 Road map game – organisation, teamwork and leadership, tourism in Sicily</p> <p>3.6 Presentation on teamwork and leadership; reflection and discussion on leadership</p>	<p>difficult situations.</p> <p>3.4 Presentation summarized most important service quality aspects for tourists and provided a series of tips on how to react to customers’ complaints. It included also a “good practice” reply to a negative online comment.</p> <p>3.5 Participants were split up in two groups – both groups received a map of Sicily and the task to plan a tour within a given timeframe and other conditions (money and transport at disposal).</p> <p>3.6 The presentation provided a summary of common teamwork issues and an overview of different leadership styles, which led to a common discussion on the topic of “leadership”.</p>	
P 5 – KAMK (Finland)			
<p>Curriculum adapted according to the participants needs</p>	<p>1.1. Presentation and structured discussion</p>	<p>1.1 Going through some of the curriculum topics using Starbucks training program as a case example</p>	<p>Materials available on request.</p>



Part 4 – At the Workplace			
Competences addressed	Activities/methods/materials used	Short description of activities, methods and materials used	Online link to materials (if available)
P 1 - Bifroest (Iceland)			
As foreseen in curriculum part 4	4.1 Worksheet	4.1 Tasks included: Gather material and checklists related to security standards, quality and communication at the workplace. Use of FB to discuss communicational exercises at the work place. Make a training plan for one employee, find the knowledge and skills required for the job in question.	Materials available on request.
P 2 - BEST (Austria)			
As foreseen in curriculum	Worksheet	Reflect on Gender & Diversity in your business In preparation of the next topic “Adaptability and problem solving” think about some question: <ul style="list-style-type: none"> • Conflicts in your daily life • Conflicts in your working life • What are your recommendations to avoid any conflicts/to solve any conflicts? 	Worksheet, available on request.
P 3 – CESIE (Italy)			
Writing skills; planning and organizing	4.1 Worksheet	4.1 Two tasks: 1) Writing a short text about work-related topic; select also type of text/communication (online/offline/advertisement/journalistic...); 2) Search security norms at own workplace and how these are monitored; reflecting if this monitoring works well or could be improved.	Materials available on request.
P 5 – KAMK (Finland)			
	1.1 The VARK Questionnaire	1.1 How do I Learn Best?	Materials available on request.



Part 5 – Adaptability and Problem solving

Competences addressed	Activities/methods/materials used	Short description of activities, methods and materials used	Online link to materials (if available)
P 1 - Bifroest (Iceland)			
As foreseen in curriculum part 5	5.1 Discussion on homework tasks and short overview of part 3. 5.2 Presentation on mind locks 5.3 Presentation – Adaptability and problem solving. 5.4 Presentation: Teaching methods 5.5 Lateral thinking	5.1 Discussion on intended learning outcomes, prior requirements of a new employee and how to assess them. 5.2 How mind locks can affect adult learners and trainers. 5.3 Presentation and discussion on creative thinking, servant leadership and resilience. 5.4 Overview of teaching methods in adult learning. The game “flækjan” was used and a list of methods was supplied. 5.5 Mind games and problem solving.	Materials available on request.
P 2 - BEST (Austria)			
As foreseen in curriculum	Conflict management and Self-branding	<p>Conflict Management:</p> <ul style="list-style-type: none"> • Basics (What is it, strategies in conflicts and basic model to solve conflicts) • Learn about different conflict types • Conflicts in daily and working life • How to understand conflicts and how to solve them constructively? <p>Self-branding:</p> <ul style="list-style-type: none"> • Basic information about Marketing (Definition and other terms) and how to use at own job and help others • Marketing technical terms and its meaning for self-marketing • Recommendations for Self-marketing • Role play – “present yourself” 	<p>Script on conflict management and also self-branding</p> <p>Discussion according to the homework</p> <p>Role play on self-marketing</p> <p>Materials available on request.</p>
P 3 – CESIE (Italy)			
Intercultural	5.1 Feedback on homework	5.1 Feedback was done orally	Materials available on



<p>competences; adaptability and problem solving</p>	<p>5.2 Body portrait exercise 5.3 Discussion on culture and “culture quiz” 5.4 Photo exercise and group work 5.5 Presentation on intercultural methodology 5.6 Discussion on culture shocks</p>	<p>5.2 The task was to paint a portrait of one’s own body and culture 5.3 Culture quiz included various statements on culture; participants had to decide if they agreed or not with the statements, and then discussed with others about it. 5.4 Photos represented situations from “unknown” cultures promoting strong emotions and reactions. During the group work participants discussed these emotions and reactions to discover values that were behind them. 5.5 Presentation summarized the intercultural methodology 5.6 Discussion focused on culture shock experiences, esp. at work and how participants reacted/could have reacted.</p>	<p>request.</p>
<p>P 5 – KAMK (Finland)</p>			
<p>Curriculum adapted according to the participants needs</p>	<p>1.1 Six thinking hats exercise 1.2 Presentation and discussion 1.3 Geert Hofstede cultural dimensions tool 1.4 Case example of service culture</p>	<p>1.1 Questions to wake up to think differently than what is used to: “How is your company reacting to PokemonGo boom”? 1.2 Topics: Five aspects of learning, more immigration to Finland, case examples of multiculturalism in companies, how to take consideration of different cultures, how to not only see the stereotypes (of muslims for instance) 1.3 An online tool to compare cultural dimensions between countries 1.4 Case Ritz-Carlton Experience</p>	<p>Materials available on request.</p>



Part 6 – At the Workplace

Competences addressed	Activities/methods/materials used	Short description of activities, methods and materials used	Online link to materials (if available)
P 1 - Bifroest (Iceland)			
As foreseen in curriculum part 6	6.1 Worksheet	6.1 Tasks included: Find examples on how to use different methods in different situations. Explain way the method was chosen, how it was used and the result. What can be done differently next time.	Materials available on request.
P 2 - BEST (Austria)			
As foreseen in curriculum	Self-marketing - Worksheet – created during the group discussions of Part 5	Reflect on the recommendations for Self-marketing and practice on your self-presentation	Worksheet – created during the group discussions of Part 5, available on request.
P 3 – CESIE (Italy)			
As foreseen in curriculum	6.1 Reflection on culture shocks	6.1 Worksheet explaining the task	Materials available on request.
P 5 – KAMK (Finland)			
	1.1. To reflect the discussed topics at own workplace		-



Part 7 – Organization and Continuous learning

Competences addressed	Activities/methods/materials used	Short description of activities, methods and materials used	Online link to materials (if available)
P 1 - Bifroest (Iceland)			
As foreseen in curriculum part 7.	7.1 Discussion on homework tasks and a short overview of part 5. 7.2 Presentation on Organization and continuous learning. 7.3 The making of a training plan.	7.1 Participant discussed their experience of part 6. 7.2 How to steer personal growth and development. 7.3 Group work: All the components of the curricula used to develop a training plan. Every group was given a case to work with, made a training plan and presented it to the rest of the group.	Materials available on request.
P 2 - BEST (Austria)			
As foreseen in curriculum	Stress management; time management; how to organise yourself	<p>Stress management:</p> <ul style="list-style-type: none"> • How do you deal with stress? • What are stress factors? • How to reduce stress? • Help others improve <p>Time management and how to organize yourself:</p> <ul style="list-style-type: none"> • Time management – basics and personal time management • How to win time? – tips and creative breaks • See how to help others with time mgt 	<p>Script on stress- and time management</p> <p>Worksheet “Test your stress level”, “How to reduce stress”</p> <p>Group discussion about awareness of stress, stress factors and how to deal better with these factors</p> <p>Brainstorming on how to win time and discuss this with those to teach in future</p> <p>Materials available on request.</p>
P 3 – CESIE (Italy)			
Adaptability,	7.1 Feedback on homework	7.1 Oral feedback	7.3 http://bit.ly/2jRr3w8



<p>Problem solving, Continuous Learning</p>	<p>7.2 Creativity exercise 7.3 Presentation on Change Management and Problem Solving 7.4 Presentation on tourism sector in Sicily 7.5 Problem solving exercise 7.6 Discussion on continuous learning 7.7 Evaluation of all activities: “Highs and Downs” 7.8 Evaluation with common evaluation questionnaire</p>	<p>7.2 In two groups participants had to think about other uses for daily objects (scissors/cork-screw) 7.3 Presentation introducing the basics of change management and problem solving, including methods for problem solving. A handout was provided. 7.4 Presentation focused on key characteristics of tourism in Sicily, including potentials and problems leading to lower tourism numbers than Sicily could aspect in view of its rich offer for diverse types of tourists. 7.5 Task was to use the method of “Mental breakdown” to think through the problem of high seasonal dependence of Sicilian tourism. 7.6 Discussion focused on the identification of further training and learning needs of tourism employees; a list with further literature was provided 7.7 A sheet with a grid where all activities were mentioned and where participants could indicate their “highs and downs” as a vote between 1 and 10. 7.8 Evaluation questionnaire developed by the partnership</p>	<p>7.4 http://bit.ly/2jz293v Other materials available on request.</p>
<p>P 5 – KAMK (Finland)</p>			
<p>Curriculum adapted according to the participants needs</p>	<p>1.1 Presentation and discussion 1.2 Case example: Fazer company</p>	<p>1.1 Team learning, structured discussion techniques, brainstorming, how to become successful, commitment, lifelong learning, feedback</p>	<p>Materials available on request.</p>



Part 8 Follow up in the work place (optional)

Competences addressed	Activities/methods/materials used	Short description of activities, methods and materials used	Online link to materials (if available)
P 1 - Bifroest (Iceland)			
	8.1 Follow up visits.	8.1 About a month after the course finished the companies were visited and an interview was conducted (see follow up report) with at least one participant and managers. The participants were asked to explain what parts of the course they were using and how it was useful. They were also asked to point out what aspect of the course they thought were less useful and/or they needed to learn more about. A tailor made program going into more details was offered to the companies.	8.1 Follow up report
P 2 - BEST (Austria)			
As foreseen in curriculum	Customer orientation	<ul style="list-style-type: none"> • Customer orientation – in general • The different types of customers/clients and what is the case of participants • Advising customers – communication with customers; different types of communication with customers and observation at work 	Group discussion Observation and feedback
P 3 – CESIE (Italy)			
NA	-	-	-
P 5 – KAMK (Finland)			
-	-	-	-