



# Follow-up evaluation of Pilot training

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## Summary Report



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## 1. Introduction

All partners carried out in November various interviews (face-to-face or via phone) both with participants of the pilot training courses and with managers from participating tourism companies, based on the interview guideline provided by CESIE (see Annex 1). This follow-up evaluation a couple of months after the pilot training course served to assess the use of TTRAIN methods in the job as mentors/trainers within the respective organisations. Unfortunately, not all participants/companies could be reached because of time constraints, but still the comments provided valuable feedback on actual practical application and further advice on adaptation of contents of the TTRAIN training. This report summarises the Country Reports (see Annexes 2-5) in a concise way-

## 2. Feedback on contents of the curriculum

All in all, like the first evaluation carried out directly after the pilot training course, also the follow-up evaluation had very positive results in all partner countries regarding contents: the majority of participants and managers agreed that the training course had many useful and relevant aspects. A variety of aspects were mentioned, some of them more times – among these were communication, feedback and the exchange with other participants.

Further, answers regarding “useful aspects” of the curriculum included: team elements and customers relations; effective communication; new points of view and methods for training; giving feedback; IT and communication tools; learning about different learning styles; creative methods and self-esteem; the exchange with other participants; the practical approach and particularly sociometric games; security guidelines and security aspects in the company; planning a journey – to make calculation of costs and overall plans.

We also asked about aspects that were found less useful – here, some interviewees said that they could not think of anything they would regard as “less useful”. Some participants were critical about a few aspects of the training course, e.g. some participants in Austria emphasised the need of practical elements, and in Italy one participant wished that the training course would have been more focused on tourism, on tourism related topics and how to develop certain sectors, e.g. potential of hotel sector or ways to develop and innovate tourism sector in Sicily. In Iceland, it was mentioned that more time in between sessions would have been useful, and more time for communication in the group. One Icelandic interviewee wished to have a better follow-up after the training course about the final project; one remarked that it was difficult to develop common projects with other participants, as they belonged to other companies. Another request in Iceland was the exchange with participants from other partner countries.

## 3. Practical application of the TTRAIN training

The interviewed participants told us about different uses they had made of the curriculum. Again, the topics of communication and feedback as well as customer relations were mentioned by several participants in different countries. In Iceland, also sociometric games and roleplays had been used, further the mindmap method and the “100% employee”. In Austria and Italy the interviewed participants said that they had used methods to improve team work.

We also asked about requirements for follow-up training. Here, various answers were given: in Austria, it was suggested to use Case Studies based on practical experiences of participants for such a follow-up; in Finland focus on communication skills by using practical exercises were recommended; in Iceland, all participants said that a follow-up training would be useful, e.g. on creation of own training model and using IT in training; in Italy, deepening tourism aspects, for example innovative approaches for the tourism sector and tourism marketing online, further training on non-verbal communication, more specific training on problem-solving, and advice on creation of own tourism business were mentioned.

#### **4. Conclusions and recommendations**

Overall, the feedback on the training course was positive in all partner countries. Especially the practical aspects were mentioned as very useful by participants and managers, and this is also confirmed by the fact that interviewees told us that they had already used parts of the training course for training in their company, or are at least planning to do so. Nonetheless, we have also received a variety of further tips and recommendations from participants/managers. These varied from country to country and are summarized below.

In Austria, it was recommended to deliver an even more practical training, like in the frame of an on-the-job training. The most important contents mentioned for such a training were: customer relations, i.e. understanding customers' needs and customer satisfaction, along with communication issues, both external and internal communication (e.g. feedback, team collaboration and complaint management).

In Finland, it was recommended to do the training with a larger group and with representatives of at least 4-5 companies, or, alternatively, provide a tailor-made training for participants from the same company. Also, it was mentioned that a specific training for young professionals would be desirable.

In Iceland, participants said that there should be more time for homework, possibly an advance learning agreement should be made with participating companies to assign time for tasks at the working place. Also, participants recommended a better follow-up on the final project (e.g. creation of a training plan).

In Italy, all interviewees agreed that the training was all in all very interesting and useful. Further recommendations included to communicate clearer what the training course is meant for, i.e. as training for trainers; another recommendation was to do the training course with a bigger group and to include participants from companies other than tourism organisations. As further training needs in Italy were mentioned: clients' approach and approach to tourists, understanding other cultures, how to use the internet for tourism, and problem solving.

## Annex 1: Questionnaire for Follow-Up Evaluation

### Follow-up evaluation with participants at the TTRAIN Pilot training course

#### About this evaluation

As agreed during the Partner meeting in Kajaani in September 2016, the below questions should be asked in a *direct conversation* with the participants/managers of the organisation participating at the Pilot Training Course. This can be done either by phone or at a face-to-face meeting (the latter would be preferable). Questions should be regarded as guideline/reminder for the interviewer. Follow-up questions should be asked only if the interviewed person has not provided already sufficient information in his/her first answer.

Please summarise the answers to your questions in a short report (see report template).

Deadline: 7 November 2016

#### Introduction

Begin the conversation by explaining shortly why we are getting back to the participants/managers of participating organisation: the purpose is to assess how useful the TTRAIN Pilot training course has been in a longer-term perspective, and especially to understand how the training course has been effectively used by the participants. This information is useful for overall evaluation of the curriculum, and will also be fed in the adaptation of the curriculum.

#### Questions for participants

**Contents of the curriculum/training course** (for these questions it might be useful to have the agenda of the training course at hand, to remember the topics that have been treated in the course)

1. Could you please tell me which aspects of the training course have been proven particularly useful to you in your daily work?
  - 1.a Follow-up question: Why have these aspects been particularly useful?
2. Which aspects of the training course have been proven less useful to you?
  - 2.a Follow-up question: Why have these aspects been less useful for your work?
3. In your eyes, are there any topics that should be further added or changed in the curriculum?

#### Practical application of the TTRAIN training

4. Could you please tell me if and how you have used the TTRAIN training course for on-the-job training in your organisation?
  - 4.a Follow-up questions *if the participant has used the TTRAIN training course for on-the-job training*: Which of the contents did you use in the training that you organized in your organisation? Could you tell me more about the approaches/methods you applied in the training that you organized?
  - 4.b Follow-up question *if the participant has not used the TTRAIN training course so far*: Why did you not use the training? Are you planning to use the training in the future? If yes, which contents/methods are you planning to use?

5. In the light of your experience with the TTRAIN training course, can you think of a follow-up training which you think would be useful to deepen your knowledge?

5.a Follow-up question: What should such a follow-up training look like? Which contents should be deepened in such a training?

### **Closing Questions**

6. Do you have any further recommendations for the adaptation of the TTRAIN training curriculum/training course?

7. Is there anything else you would like to add?

### ***Questions for managers of participating organisations***

If you also interview managers of participating organisations (who have not participated themselves at the TTRAIN Training course) you can adapt the questions as follows:

**Contents of the curriculum/training course** (for these questions it might be useful to have the overall agenda of the training course at hand, to remind of the topics that have been treated in the course)

1. In your eyes, which aspects of the training course have been proven particularly useful for your organisation?
  - 1.a Follow-up question: Why have these aspects been particularly useful?
2. Which aspects of the training course have been proven less useful for your organisation?
  - 2.a Follow-up question: Why have these aspects been less useful?
3. In your eyes, are there any topics that should be further added to the curriculum?

### **Practical application of the TTRAIN training**

4. Could you please tell me if and how the TTRAIN training course has been used for on-the-job training in your organisation?
  - 4.a Follow-up questions *if training course has been used for on-the-job training*: Could you tell me more about the contents that were used in the training in your organisation? Could you tell me more about the approaches/methods that were used in the training?
  - 4.b Follow-up question *if training course has not been used so far for on-the-job training*: Could you explain me why the training course was not used? Do you think the TTRAIN training course will be used in the future for on-the-job training in your organisation?
5. Do you have any suggestions for a follow-up training for your employees?
  - 5.a Follow-up question: What should such a follow-up training look like? Which contents should be deepened in such a training?

### **Closing Questions**

6. Do you have any further recommendations for the adaptation of the TTRAIN training curriculum/training course?
7. Is there anything else you would like to add?

## Annex 2: Country Report from Austria



# Follow-up evaluation of Pilot training

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## AUSTRIA

The TTRAIN project aims at improving the qualifications of unskilled employees in the tourist sector by creating a strong and comprehensive learning model for vocational instructors who provide on-the-job-training. These trainers will be enabled to provide fellow employees with education and training at the place of work.

Continuous training and lifelong learning are needed in all partner countries for all sorts of positions in the tourism labor market, taking into account the necessary skills to be developed for the different positions.



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## 1. Introduction

The interviews to be analysed for this survey report were conducted in November 2016 in Austria. All of them were carried out in frame of face-to face meetings and all participants were managers.

## 2. Feedback on contents of the curriculum

Managers of participating organisations state that the aspects of the training course that regard team elements (team building and relation reflection) are particularly useful for their organisation. Other topics, which are evaluated to be important for their working context, are those dealing with customer relations and communication elements. Specific matters of interests are customer satisfaction, feedback and complaint management as well as successful collaboration among colleagues and identification with the company's culture.

Respondents further indicate that these topics are particularly relevant for them because issues such as understanding clients' needs have immediate effects on the business and everyday work, as they are essential elements of the company. It is a common agreement among respondents that topics on teamwork and collaboration can always be improved. Another reason why specific aspects are particularly of interest for respondents is that they are newly implemented or established in the organisations, such as a proper feedback management system, which was not used before.

Feedback shows that the contents of the training course are quite relevant for respondents and that no aspect has been proven less useful for their organisation. However, it has to be noted that respondents prefer to work with practical elements rather than with theoretic contents. They would add even more exercises and practical communication tools, but are satisfied with the contents as a whole.

## 3. Practical application of the TTRAIN training

According to respondents' feedback, the TTRAIN training course has been used for on-the-job training in the interviewed organisations. The focus lies on customer care and communication elements in internal seminars and tutorials. Specific approaches/methods that are used in the training are role plays, reflection, discussions within the team and common agreements for daily work.

For a follow-up training for their employees, respondents suggest to include case studies. These should be designed by participants based on their practical experience and discussed in relation to their daily business. The discussion is built on participants' knowledge from the previous training.

Respondents have no further recommendations for the adaptation of the TTRAIN training curriculum/training course, but thanked for the interesting session.

## **4. Conclusions and recommendations**

Although respondents give positive feedback on the training and indicate satisfaction with the contents, some improvements can be taken into consideration for the future:

The contents could be delivered even more practical. These practical activities can further be implemented in frame of on-the-job trainings of participating organisations.

Preferred contents are customer relations such as understanding their needs and customer satisfaction, as well as communication issues, externally, like feedback and complaint management as well as internally, for successful collaboration among staff and with supervisors.

A good suggestion for further trainings is to build on what was learned in the previous training and how it can be combined with everyday work requirements.

## Annex 3: Country Report Finland



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## Finland

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## **1. Introduction**

This survey consists the answers of 50 % (2 out of 4 participants) of the participants of the pilot training.

## **2. Feedback on contents of the curriculum**

According to the participants the most useful aspects of the training were the new points of views and the new methods, which could be used in on-job training. Especially useful part of the curriculum was connected to the giving feedback.

## **3. Practical application of the TTRAIN training**

Especially feedback methods have been used in on-job training. Additional/follow-up training should concentrate on communication skills by using practical exercises.

## **4. Conclusions and recommendations**

The group should be larger than it was in Finland. There should be representatives from at least 4-5 companies – another alternative is, that the whole group is from one company (tailor-made training).

If possible, It would be benefical to create a training group for young professional (in the beginning/middle of their career).

## Annex 4: Country Report Iceland



# Follow-up evaluation of Pilot training

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## Iceland

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## 1. Introduction

The evaluation was conducted by Magnús Snorrason and María Guðmundsdóttir from 7.11.16-8.11.16. during aprox. half an hour to face to face interviews with inviting to participate both participants and managers at the interviewees workplace. Out of the 6 participating companies we managed to interview 5 of them. In three of the them both mangers and participants were interviewed and in two only the participants but in one case (Höldur car rental) the participant was also a manager.

## 2. Feedback on contents of the curriculum

All the participants mentioned that it was interesting and useful to learn about different teaching method, and the adult learner. Methods like using IT and communication tools like videos, learning how people learn in different ways. One mentioned that learning about culture in the company was an interesting content and the importance of positive feedback. Most mentioned the importance of creative methods. Training of communications and self-esteem of the employees was considered valuable. The importance of communicating in the group of participants was very useful since they are all from the same field (tourism). Some talked about the practical approach as well as the sociometric games as particularly important content. One mentioned that she got clearer vision on the importance of good training and that it empowered the participant. All these aspect of the training course have been particularly useful to them in their daily work .

## 3. Practical application of the TTRAIN training

One participant said she had already used some of the material for the in-house training in her case combining it with the Hilton training in Canopy hotel in Iceland. Also she mentioned that the sociometric games and role playing were used in the in-house training. Mind map and the 100 % employee has been used. Other talked about how it helped them to build up the in-house training and mentioned how it affected ROI. One participant said she realized how important it is to support the employee with training and a follow up. Some said they used the 100% employee and had people to fill in a mind map (drawing) what would be the qualities of a “perfect” employee. All the participants talked about how communication within the group were very positive. Being with other participants from the sector helped allot. All the participants said that an additional course to deepen their knowledge would be useful. Some suggested that a follow up could be to make your own training model with the instructors and using e.g IT in training.

### **Aspects of the training course that where less useful or could be improved.**

All the participants said that it would have been useful to have more time in between sessions and dedicate to the course and more communication in the group. Some also talked about that maybe there were to many problems to solve at the workplace in the sessions between face to face sessions. One commented that it would have been good to have more follow up on the final project. Ask participants to show how they could use the final project in the company. One mentioned that if was difficult to work on projects with other participants since they are from other companies. Some talked about how interesting it could have been to communicate with other participants in other partner countries. One talked about that she wanted to learn: “How can we fix this methodology in our daily jobs?”

## 4. Conclusions and recommendation

The overall experience seems to be very positive and most of the content seems to be useful for the participants. Different teaching methods with emphasis on creativity using IT as well as games to enhance training skills of tourism trainers seems to be needed in the sector in Iceland at least with the participants in the Icelandic pilot. The main suggestions for improvement are focused on the “homework” sessions that should be done at the workplace. All the participants seem to need more time for that part of the course and that a follow up might have helped. This can be addressed with more detailed homework plan as well as a learning agreement were the participants get enough time to do the “homework” during working hours. Also, the follow up where they must explain how they used the final project (e.g. a training plan for their workplace) to one of the instructors could be part of improvement. To be able to meet the demand for further training on specific parts of the curriculum it is recommended that course descriptions for few specific courses will be introduced at the follow up meeting. As well as an offer on guided consultation to improve the training plan with one of the instructors.

## Annex 5: Country Report Italy



# Follow-up evaluation of Pilot training

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## Italy

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## 1. Introduction

All interviews for this follow-up evaluation were carried out with the participants of the pilot training course. We conducted most of the interviews via phone, as it was easier for participants to make themselves available this way.

## 2. Feedback on contents of the curriculum

All interviewed persons agreed that there were many useful aspects in the pilot training course. Only one participant mentioned aspects she found less useful.

The following comments were made by the interviewees as response to what they found “useful”: learning about security guidelines and security aspects in the company; the part on Feedback and on efficient communication at work; planning a journey – to make calculation of costs and overall plans; getting to know people from other cultures and their opinions – this was like a personal growth, it was useful to learn how to have a dialogue with them; learning more about communication with clients and how to relate with customers, all in all a very informative course.

One participant said that the session on intercultural aspects were less useful, as there was not so much time to develop it further; she also wished that the course would have been more focused on tourism, on some topics and how to develop certain sectors, e.g. potential of hotel sector; channels to develop and innovate tourism sector in Sicily.

## 3. Practical application of the TTRAIN training

Regarding actual application of the training course contents there was a mixed picture: half of respondents said they had applied something they had learnt in the training course at work, the other half told us they had not yet used it. However, those who had not applied so far contents said they will surely do so in the future, saying that they had not have the opportunity or the courage to apply learning contents.

Asked for the contents they had applied/would apply, the answers were quite similar: most of interviewed participants mentioned the aspects related to effective internal and external communication, i.e. giving feedback to others, organising team work, and management of staff in general, as well as relations to customers. One interviewee also said he would use the course to better understand motivation of fellow employees and to create a positive work environment.

We also asked participants about contents and kinds of follow-up training they would wish to have. Here, various topics were mentioned: a follow up/deepen more the tourism aspects, especially potential of hotel sector and ways to develop/innovate the tourism sector in Sicily; learning how to create a new tourism business; learning more on non-verbal communication, e.g. if one does not speak the same language; clients’ approach/approach to tourists and understanding of other cultures; new approaches for internet marketing for tourism companies; a similar training course with similar methods focused on problem solving at work.

## 4. Conclusions and recommendations

Overall, the feedback and comments on the pilot training course, its contents and its applicability were very positive. The interviewed participants highlighted also the fact that the methods used were interesting and appropriate and that they had learned various new things relevant for their work in a tourism company.

Some of the further recommendations included to communicate clearer what the training course is meant for, i.e. as training for trainers; another recommendation was to do the training course with a bigger group and to include participants from companies other than tourism organisations. As further training needs in Italy a couple of topics were mentioned by the interviewed participant. Some of them directed towards deepening of topics treated in the pilot training course (such as approach to clients, non-verbal communication, understanding of other cultures, problem solving). Other recommendations included a specialising of the curriculum on various tourism-relevant topics (e.g. aspects of tourism in Sicily, creating a tourism business, online marketing).