

ENTERPRISED

**Estudiantes adultos con baja
cualificación preparados para
trabajar**

IO1 Draft

**Guía de Recursos para Formadores de
Adultos. Perfiles situacionales de
puestos de trabajo en el sector
turístico**

Elaborado por

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Índice

1. Introducción	3
2. Tendencias nuevas y actuales en el sector turístico	Error! Bookmark not defined.
2.1. Tendencias comerciales	4
2.2. Tendencias de empleo	6
3. Características específicas de los entornos laborales	7
3.1. Características específicas de la zona	7
3.2. Características específicas del trabajo	7
4. Necesidades y carencias formativas identificadas	Error! Bookmark not defined.
5. Casos específicos y Desafíos – Perfiles de trabajo situacional ..	Error! Bookmark not defined.
6. Enfoques metodológicos: algunas sugerencias	17



1. Introducción

El proyecto “Enterprised - Adultos poco cualificados preparados para trabajar” hace hincapié en ampliar y desarrollar las competencias de los educadores y otro personal en la enseñanza eficaz de adultos poco cualificados. Al equipar a los formadores de adultos con el marco metodológico y los recursos adecuados para una enseñanza eficaz (es decir, alfabetización, aritmética, competencias lingüísticas, habilidades digitales, espíritu empresarial, etc.) de acuerdo con las realidades laborales actuales, Enterprised tiene como objetivo aumentar la calidad de la formación proporcionada y, respectivamente, las perspectivas para que los estudiantes se empleen con éxito en una perspectiva a largo plazo, especialmente en el sector del turismo, que es importante para todos los países socios participantes: Islandia, Austria, España, Noruega.

Se pretende apoyar a los formadores para que comprendan claramente los aspectos específicos del trabajo de los trabajadores poco cualificados en el sector del turismo y proporcionar un amplio abanico de situaciones de la vida real, que puedan integrarse en su trabajo de formación con alumnos poco cualificados, sus condiciones laborales y necesidades de formación. Se identificaron, centrándose en el personal de primera línea en un sentido amplio, es decir, tratando directamente con los usuarios del servicio (turistas), el personal de primera línea que muestra potencial / ambición para convertirse en líderes de equipo, El personal en turismo se enfrenta a nuevas tendencias en el mercado laboral como el turismo ecológico, el turismo cultural, la conciencia empresarial / la comprensión empresarial, etc.

Los resultados principales respectivos se presentarán en este Producto Intelectual del proyecto, es decir, la Guía de recursos para formadores adultos.

Nuestras reuniones iniciales con los focus group (y las principales actividades de desarrollo posteriores a partir de las cuales se estableció esta Guía de recursos) se llevaron a cabo varias semanas antes del estallido de la pandemia COVID-19. Según la Organización Mundial del Turismo (OMT), el sector del turismo es el más afectado comercialmente, lo que genera restricciones de viaje en todo el mundo junto con una menor disposición y oportunidades para viajar. Esto cambiará las perspectivas en el turismo y traerá nuevos desafíos que enfrentar, quizás también a medio o incluso a largo plazo. Todavía no podemos decir exactamente a qué conducirá la nueva realidad, pero será fundamental para los formadores de educación de adultos y EFP, así como para los empleados y empresarios del turismo, responder adecuadamente a las nuevas necesidades que surgen de esta nueva situación y a las importantes condiciones cambiantes.



2. Tendencias nuevas y actuales en el sector turístico

2.1. Tendencias comerciales

La industria del turismo se ha convertido en una de las más importantes del mundo. Está remodelando regiones enteras y también influye en las sociedades. Tendencias importantes como la movilidad, la individualización y los aspectos ecológicos articulan las necesidades y deseos de los viajeros de todo el mundo.

La globalización y el incremento de las comunicaciones también presentan, a los lugares y destinos, grandes desafíos en términos de su propia imagen y de estrategias de marketing, no solo en los mercados de viajes locales, sino también en los mercados turísticos de todo el mundo. Como un sector diverso con múltiples necesidades, el turismo en general requiere un apoyo específico a todos los niveles para seguir siendo competitivo, con una mayor competencia también de destinos fuera de la UE.

El cambio climático también tiene gran incidencia ya que se valorará más un servicio turístico que respete a la naturaleza y al medio ambiente, que sea sostenible y considere los aspectos ecológicos. El aumento de la sensibilización sobre la salud y la conciencia de alta calidad sobre el alojamiento, la comida y la bebida muestran desafíos muy parecidos para proporcionar hospitalidad de alto nivel.

Especialmente los porcentajes de crecimiento en los viajeros mayores de 65 años han ido aumentando a lo largo de los años, y son incluso más altas que las de otros grupos de edad. Casi la mitad de este grupo objetivo está dispuesto a gastar "bastante más" dinero en viajes, y tiene grandes expectativas y exigencias. Además, las nuevas tecnologías están cambiando todos los modelos y procesos de marketing en el sector turístico.

Los turistas de los segmentos de precios más altos generalmente esperan un servicio individual y propuestas de alto nivel para obtener experiencias únicas mientras viajan. Los viajes se planifican con precisión y anticipación y los turistas están bien informados por Internet, etc.

En los focus group de los socios del proyecto, centrándose en el personal de recepción que atiende directamente a los clientes, estas tendencias se han identificado, aunque de diferentes maneras, dependiendo de las características geográficas, los aspectos clave del turismo y los países de origen de los visitantes: viajeros procedentes del propio país o de países cercanos y del extranjero o de destinos lejanos.

Al observar los diferentes tipos de turismo en Islandia, Noruega, España y Austria, como el turismo rural, urbano y de naturaleza, es obvio que hay muchos desafíos en común, con respecto a la demanda de una mayor especialización en la educación de adultos.

Sin embargo, debido al COVID-19, es probable que las tendencias en el campo del turismo cambien y necesiten un replanteamiento. Como ejemplo, podemos mencionar el conocido centro turístico invernal austriaco de St. Anton am Arlberg, uno de los puntos de entrada del



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COVID-19 más grandes de Europa, donde turistas de todo el mundo solían reunirse en grandes grupos y celebrar fiestas. Después de un bloqueo completo de varias semanas, los expertos locales han declarado que el enfoque turístico cambiará a un turismo menos cuantitativo, más individual y responsable en esa área a partir de ahora.



2.2. Tendencias de empleo

El éxito de las empresas turísticas depende no solo de la alta calidad de los servicios integrados ofrecidos, sino también, en gran medida, de la profesionalidad del personal que trabaja para estas empresas en diferentes puestos.

De acuerdo con esto, existe una demanda creciente de empleados capaces de hacer frente a las múltiples necesidades creadas por las tendencias actuales y nuevas en el sector turístico. Estas necesidades se contrastan con una importante falta de profesionalidad de los empleados en algunos sectores, lo que a menudo conlleva breve permanencia temporal en los puestos de trabajo y baja satisfacción de todos, viajeros, empresas y empleados.

El empleo turístico a menudo se considera una transición a otros trabajos con menos estacionalidad y unas mejores condiciones de trabajo, más estables. Esto es especialmente atractivo para los inmigrantes. Todos los focus group señalaron que un gran número de empleados, especialmente los poco cualificados, tienen antecedentes migratorios o vienen a trabajar de temporada desde el extranjero.

Por lo tanto, las necesidades de empleo en los niveles más básicos, donde se requieren menos cualificaciones, están cubiertas por inmigrantes que necesitan más formación e integración en el entorno social y laboral y que, a menudo, no tienen experiencia en el ámbito del turismo. Esto a menudo conduce a deficiencias significativas en la cualificación de los puestos del personal de recepción, por ejemplo, en el habla de idiomas nacionales en un nivel mínimo B1.

En cuanto a las diferencias entre los entornos de trabajo urbano y rural, donde se necesitan más empleados de temporada, también existe una falta de movilidad entre los empleados poco cualificados, lo que de nuevo conduce a una alta tasa de rotación; esto dificulta el desarrollo de competencias durante un período más largo y la profesionalización del sector.

A menudo los motivos son insuficientes en responsabilidad básica, en habilidades personales y en conocimientos previos. Los trabajadores poco cualificados que comienzan a trabajar en el campo del turismo a menudo no están preparados para cumplir con los requisitos; esto crea expectativas y percepciones erróneas. También les resulta difícil comprender las exigencias en la vida laboral real sin la experiencia práctica, obtenida también a través de la formación basada en el trabajo.

De cara a los nuevos retos del turismo a causa del COVID-19, estas habilidades básicas y personales serán aún más importantes, junto con habilidades adicionales que están relacionadas con las nuevas regulaciones legales, directrices y diferentes tendencias comerciales. Los viajeros se ven particularmente afectados, al igual que las personas que trabajan en turismo, por lo que la atención se centrará aún más en las habilidades personales y, además, en el conocimiento suficiente sobre las nuevas condiciones de trabajo como las normas de higiene o las reglas de distancia entre los turistas y el personal y cómo manejarlas en el día a día de la vida laboral.



3. Características específicas de los entornos laborales

3.1. Características específicas de la zona

Según las diferencias entre urbanas y rurales, los requisitos de trabajo específicos del país y los tipos de trabajo, existe una variedad de características especiales de los empleados que se necesitan.

La falta generalizada de trabajadores, especialistas y poco cualificados, especialmente en los centros turísticos rurales donde se necesitan trabajadores estacionales, es un problema típico. Los ciudadanos locales a menudo no quieren trabajar en áreas rurales a menos que estén en puestos más cualificados, por lo que estos trabajos deben ser cubiertos por trabajadores poco cualificados que muy a menudo no tienen experiencia y no tienen ideas concretas sobre qué desempeño laboral se espera de ellos. En las zonas rurales, el personal puede tener que asumir una mayor variedad de tareas que en el turismo urbano. Por lo tanto, deben saber adaptarse también a las altas cargas de trabajo estacionales.

También existen desafíos especiales que dependen de las características geográficas, como trabajar en los lejanos fiordos de Islandia o en centros turísticos de invierno donde los empleados trabajan y viven en el mismo lugar.

Contrariamente a esto, en las áreas de la capital muchos trabajadores poco cualificados buscan trabajo en el campo del turismo. Este desequilibrio también se debe a la falta de movilidad y flexibilidad personal de los empleados.

Aparte de Islandia, España e Italia, en Noruega el 81% de los turistas son noruegos y la mayoría del resto de turistas procede de países vecinos escandinavos o de otros países cercanos.

3.2. Características específicas del trabajo

Trabajar en el sector turístico significa que es fundamental tener un conocimiento completo del negocio y de las exigencias relacionadas, ya que no solo se vende un servicio o producto, sino una experiencia total. Los empleados que carecen de esta visión de conjunto tienen menos probabilidades de ser empleados a largo plazo.

Los conocimientos prácticos y las habilidades interpersonales son fundamentales para agregar valor al servicio ofrecido. Existe una falta significativa de profesionalismo en algunos sectores, ya que es difícil cubrir puestos de trabajo con una alta rotación de personal. En los puestos del personal de recepción, es obvio que existen deficiencias considerables en la cualificación de los trabajadores que necesitan más preparación, ya que estos puestos suelen ser cubiertos por inmigrantes con poca cualificación profesional.



El conocimiento de idiomas nacionales y otros, inglés de cualquier manera, pero también idiomas adicionales como alemán, ruso o árabe, es un aspecto de las habilidades personales del trabajador en muchos entornos turísticos, especialmente en el sector del turismo urbano. Las habilidades lingüísticas deben estar en un nivel que permita al personal de recepción comunicarse con los clientes de una manera adecuada para satisfacer sus necesidades.

Para cada puesto de trabajo hay una descripción, pero las expectativas de las empresas suelen ser más altas ya que existen requisitos básicos adicionales que los trabajadores poco cualificados y sin experiencia a menudo no conocen antes de empezar a trabajar. Esto incluye la apariencia y el lenguaje corporal apropiados cuando se trabaja como personal de recepción, mostrando motivación, compromiso e interés por las tareas laborales, pero también por el conocimiento y la información previos, así como la autoorganización. Mostrar hospitalidad integral a cada huésped, sin importar si es fácil o difícil de satisfacer, significa satisfacer sus necesidades, incluso si no están directamente relacionadas con las tareas básicas del trabajador.

Para cumplir con estos requisitos, es necesario poder proporcionar un servicio o una información, también sobre aspectos locales, históricos o culturales. Por tanto, es importante que estos trabajadores estén preparados para estas situaciones para evitar una sensación de incertidumbre e incapacidad.

Otros desafíos a los que deben enfrentarse, especialmente para los empleados con antecedentes migratorios, podrían ser trabajar en un entorno multicultural, con huéspedes y compañeros de trabajo de diferentes culturas, pero también, por ejemplo, en el caso del trabajo estacional en comunidades más pequeñas, donde los vecinos no los tratan bien.

Es probable que las características específicas de los diferentes entornos de trabajo también cambien debido a COVID-19. Las normas y directrices legales nuevas o modificadas, así como una mayor conciencia de las normas de higiene y las medidas de seguridad, requerirán, respectivamente, una mayor responsabilidad y flexibilidad de los empleados que trabajan como personal de recepción, por ejemplo, usar mascarillas en el lugar de trabajo, respetar las reglas de distancia interpersonal, las normas de higiene, etc.



4. Necesidades y carencias formativas identificadas

Con el cambio de tendencias en el sector turístico, también existe la necesidad de que los empleados se preparen para cualquier tipo de interacción con los clientes de una manera clara y precisa y se centren en la orientación al servicio y al cliente. Para identificar y satisfacer estas necesidades y demandas, los trabajadores poco calificados deben cumplir y saber con lo que se exige en su entorno de trabajo para evitar la sensación de estar sobrecargados.

El conocimiento y las demandas de alta calidad de los turistas requieren que el personal de servicio se enfrente a estas mismas necesidades y a los diferentes temas que puedan surgir. Los conocimientos prácticos y las habilidades interpersonales son fundamentales para añadir valor al servicio ofrecido. Sin embargo, incluso los trabajadores más cualificados no siempre están bien preparados cuando se trata de mostrar características multifuncionales para satisfacer todas las necesidades.

Trabajando en contacto directo con los clientes, las buenas habilidades de comunicación, tanto en lenguas nacionales como extranjeras, son esenciales, junto con las habilidades y competencias interculturales y los conocimientos previos del área en el que trabajan. Por lo tanto, la enseñanza de idiomas especialmente para el personal de recepción en el sector turístico, tiene que estar orientado a la atención al cliente, pero falta la preparación para adquirir una mayor competencia comunicativa. Esto también incluye el manejo de quejas de una manera cortés y orientada a los objetivos. “El cliente es el rey”, por eso es importante en el caso de quejas, escuchar con atención y no entrar en discusiones o argumentaciones.

Los cambios tecnológicos y el uso de nuevas tecnologías también son un desafío que debe abordarse para que los empleados no se sientan inseguros, ansiosos y exigidos y descubran que no pueden hacer el trabajo y abandonen. Las TIC / habilidades digitales son un aspecto importante del trabajo del personal de recepción, ya que los sistemas de reserva, la aceptación de pedidos digitales, la facturación y el pago, etc. forman parte del negocio turístico actual. Los empleados con habilidades básicas en este campo a menudo no tienen la suficiente comprensión o conocimientos para ser transferidos a su trabajo cotidiano.

Se podría incluir como habilidades blandas y conocimientos prácticos, algo relacionado con la salud laboral y primeros auxilios, para resolver situaciones repentinas de grave riesgo para los clientes como Recuperación Cardio Pulmonar con el uso de Desfibrilador Externo Automático, la Maniobra de Heimlich y cortar hemorragias producidas por objetos cortantes. Este aspecto completa las competencias del trabajador que está en contacto directo con los clientes, a pesar de que apenas ocurre todos los días pero que son imprescindibles en un momento crítico, como parte de la filosofía de satisfacción orientada al cliente en el sector turístico.

A menudo, se espera que los empleados poco cualificados sean profesionales con respecto a las ofertas de la empresa en la que trabajan. Esto puede generar incertidumbre y una sensación de no tener bastante capacidad para cubrir el trabajo de manera suficiente. A veces, puede haber una diferencia cultural en la intensidad en el seguimiento y supervisión que esperan o



necesitan los empleados. Si no existe un plan formal para capacitar a los nuevos empleados durante los primeros seis meses, puede resultarles difícil aferrarse al trabajo.

Para satisfacer las crecientes necesidades de los diferentes sectores turísticos, existe una fuerte demanda de habilidades blandas e interpersonales. Se incluyen las habilidades organizativas para manejar situaciones no planificadas o previstas de manera profesional. La mentalidad empresarial debería ser normal para todos los miembros del personal, aunque a veces parece que resulta difícil para los empleados poco cualificados establecer una conexión entre su lugar de trabajo y los aspectos económicos de las empresas. Esto también se refiere a las habilidades adicionales relacionadas con la venta minorista (venta de souvenirs o productos típicos) o conocimientos de técnicas de marketing y ventas.

Otros aspectos importantes fuertemente relacionados con la fructífera integración a largo plazo en los lugares de trabajo son el espíritu de equipo, la responsabilidad y la confianza. Estas son competencias importantes, pero no siempre están bien cubiertas, ni siquiera por empleados más experimentados y / o capacitados. Los miembros del personal sin espíritu de equipo o falta de confianza tienen un fuerte impacto en el ambiente de trabajo y en la motivación de los compañeros de trabajo.

A menudo existe una falta de profesionalidad con respecto a la propia presencia, el comportamiento hacia los clientes y hacia los compañeros de trabajo, llevar asuntos privados al lugar de trabajo o cumplir los horarios de trabajo correctamente. Esto requiere un mayor conocimiento de las expectativas de los empleadores y adecuarse a lo esperado de ellos.

El cambio de las condiciones del turismo en tiempos de COVID-19, y quizás aún después de que la pandemia haya terminado, incluso aumentará estas demandas, ya que es esencial que los empleados hagan frente a las consecuencias que se derivan de ella. Tendrán que cumplir con nuevos requisitos, como comprender y seguir reglas y pautas nuevas y aplicarlas en su lugar de trabajo, comunicarse con los clientes sobre este tema de manera adecuada y transmitirles una sensación de seguridad.

Para cubrir todas estas necesidades de formación y solucionar las carencias existentes, tiene que haber un enfoque de formación global. Los elementos de formación VET son una cosa, pero las habilidades básicas y las habilidades blandas como las habilidades lingüísticas, las estrategias de resolución de problemas, las habilidades comunicativas, los aspectos de trabajo en equipo y la conciencia empresarial deben estar en el foco, proporcionando una formación práctica basada en el trabajo.

El aprendizaje orientado a las competencias y el aprendizaje práctico proporcionarán una mayor identificación de los alumnos con las necesidades que deben afrontar en su vida laboral diaria. El diseño de formaciones que satisfagan mejor los requisitos prácticos de los trabajadores poco cualificados en el sector del turismo es una contribución importante para un mayor desarrollo de este campo.



Conocimiento de las propias fortalezas y capacidades.

Una persona con poca o ninguna competencia formal, puede que nunca haya hecho un inventario de su propio conocimiento y aptitud. Pueden tener habilidades y fortalezas que no han sido reconocidas, porque esto no se formaliza a través de la educación. Y si luchan con una baja autoestima en la búsqueda de empleo, les resultará difícil hacerse atractivos para un futuro empleador y activar su potencial.

Si los formadores pueden ayudar a los alumnos con este proceso de autoconocimiento, en el que los propios alumnos adultos se dan cuenta de que tienen las fortalezas y los atributos necesarios para el sector turístico, se postularán para trabajos que coincidan con sus habilidades específicas. Esto, junto con una mayor profesionalidad con respecto a la propia presencia, será útil, concreto y conveniente para concentrarse en el sector. Los alumnos tendrán confianza y más fe en sus propias habilidades, habiendo recibido las herramientas y la orientación necesarias para obtener una imagen clara de sus propias fortalezas (y deficiencias).

Evidentemente, aumentará la probabilidad de dominar el trabajo satisfactoriamente. También aumentará el interés y la motivación del empleado. Por lo tanto, las posibilidades de empleo a largo plazo son más probables.

Alguien que pueda describirse a sí mismo como extrovertido, un buen narrador de historias e interesado en la historia podría solicitar un trabajo como guía turístico. Si consigue el trabajo, no importará tanto si ya conoce la historia local del lugar. Él estaría interesado en aprender esta historia local y alegrarse por comunicarla y compartirla con la gente.

Podemos pensar que este "lujo" de elegir no está disponible para los adultos poco calificados. Que están en una situación que requiere "trabajo, no importa qué, ¡debo tener un trabajo!" Hay muchos aspirantes para los mismos trabajos. Esta es exactamente la razón por la que es importante ser consciente de sus propias fortalezas y poder convencerse de que tiene algo valioso para contribuir a un negocio. Alguien en búsqueda de empleo, con poca o ninguna competencia formal, pero con una idea clara de lo que tiene que aportar, es mucho más fuerte en el proceso de búsqueda de empleo que una persona sin conocimiento de su propio valor en el mercado laboral.



5. Casos específicos y Desafíos-Perfiles de trabajo situacional

De los grupos focales en los países participantes (que reúnen a expertos del sector turístico con personal pedagógico), se han recopilado los siguientes perfiles de trabajo situacionales típicos:

Un nuevo empleado (hombre joven), con fluidez en varios idiomas, se le enseñó a trabajar con el sistema informático y las reservas. Estuvo muy nervioso durante meses porque sintió que no tenía el conocimiento suficiente para responder las preguntas de los clientes sobre la zona y sus alrededores, es decir, lo que los turistas podían ver y hacer en las proximidades del hotel. Constantemente temía que le hicieran una pregunta que no podía responder. Dejó su trabajo después de unos meses porque temía que sus conocimientos fueran insuficientes para el trabajo.

Uno de los empleadores ha intentado varias veces utilizar empleados inmigrantes para las llamadas telefónicas y reservas, desafortunadamente con comentarios algo diferentes. Dado que los turistas jóvenes a menudo utilizan Internet y hacen las reservas ellos mismos, la mayor parte de los turistas utilizarán el contacto telefónico. Éstos pueden tener problemas de audición y, en varias ocasiones, la persona que llamó ha terminado la conversación porque no entendía el idioma del trabajador que recibió la llamada.

Hemos tenido algunos problemas con la falta de profesionalidad, las personas a veces se comportan como si no estuvieran en el trabajo, sino más bien, actuando como si estuvieran en casa, participando en sus asuntos personales o mostrando abiertamente lo que les gusta o disgusta a sus compañeros de trabajo. Quizás códigos de vestimenta más estrictos o uniformes para cada categoría podrían indicar mejor la profesión.

Un ejemplo es cuando un empleado hablaba chino, lo que parecía tener el efecto de que los visitantes de ese país, que por lo demás eran amables, trataban a ese empleado de manera diferente y no tan amablemente. El empleado abandonó el trabajo. En una empresa todos los empleados tienen una insignia que muestra las banderas de los idiomas que habla.

Una parte del problema es que los buenos empleados a menudo son ascendidos a puestos gerenciales / supervisores, pero no comprenden completamente lo que se espera de ellos. A veces piensan que ellos mismos tienen que cambiar su personalidad.



Lo que tenemos que hacer es cambiar la cultura y mantener la chispa. Es por eso que el papel de los gerentes / supervisores es tan grande: ellos son los que deciden que sucede. Los valores de la empresa pueden ser importantes, pero lo que realmente cuenta es cómo reaccionan los gerentes ante los comportamientos. Es fácil decirles a las personas que piensen fuera de su puesto y encuentren soluciones, pero no lo cumplan como gerente / supervisor. Tenemos demasiados gerentes / supervisores que no están lo suficientemente capacitados o no están formados para el trabajo. Ahí es donde tenemos que empezar. El trabajo necesita respeto: debería ser genial trabajar en una recepción al frente de un hotel. Las camareras también necesitan ser tratadas con respeto, pero primero los trabajos de recepción y luego distribuir a otros trabajos.

Miembro del personal de catering dando información sobre un plato tradicional vienés (Wiener Schnitzel).

El miembro del personal necesita las habilidades para explicar en inglés cómo se prepara el plato tradicionalmente; se necesita el vocabulario correcto, también en cuanto a preparación e ingredientes, así como expresiones y frases correctas. También es importante saber qué tipo de carne se utiliza debido a aspectos culturales.

Tour operador explicando la historia de la monarquía austriaca.

Un turista ha reservado un recorrido operado por los alrededores de Viena, centrado en el período imperial austríaco. Se le muestran muchas atracciones relacionadas con este período y desea tener información adicional de la guía. Necesita el conocimiento de este período para que el turista se familiarice con algunos hechos históricos, junto con los términos correctos a utilizar.

El miembro del personal de servicio debe manejar una queja sobre platos locales caros.

Un turista extranjero en un restaurante tradicional de la ciudad de Viena afirma que los platos son muy caros. El camarero debe ser empático y mostrar hospitalidad explicando en inglés que en este restaurante solo se utilizan ingredientes biológicos locales de alta calidad para los platos, por lo que el turista puede estar seguro de que pedir uno de estos platos vale el precio.



En un recorrido por el famoso valle de Wachau, un turista se pierde al subir una ladera.

El tour incluye una visita a un antiguo castillo en la ladera de una colina. Durante el ascenso a la colina, uno de los turistas se extravía y no llega al castillo junto con el resto del grupo. El guía turístico debe mantener la calma, decirle a los demás que se mantengan juntos y calmarlos, porque no hay peligro para la persona desaparecida. Luego tiene que ir a buscar al turista. Es importante que conozca las condiciones locales y los alrededores y, cuando el turista desaparecido regresa, el guía se mantiene tranquilo y no hace acusaciones. También debe transmitir una sensación de seguridad a todo el grupo.

Un camarero de una pequeña taberna explicando el camino.

Un turista asiático pregunta por el camino a uno de los famosos mercados navideños de Viena y por los antecedentes de dicho mercado. El camarero, con gran hospitalidad, tiene que ser capaz de explicar el camino, dando recomendaciones adicionales para otros sitios interesantes que hay de camino y también refiriéndose a las costumbres tradicionales relacionadas con los Mercados Navideños, por lo que no solo necesita conocimientos básicos locales sino también buenas habilidades de comunicación en inglés, respondiendo a diferentes preguntas.

El agente de reservas recibe una queja debido a que una reserva salió mal.

Una empresa reservó un catering para un grupo de huéspedes de negocios para la noche siguiente, pero no se envió ninguna confirmación. Un miembro del personal de la empresa llama y se queja ya que no está claro si se llevará a cabo el catering. El agente de reservas debe mostrar comprensión y empatía, disculparse de manera educada por el error y, al mismo tiempo, aclarar la situación de inmediato y asegurar al cliente que todo estará bien.

Explicación de un camarero de un plato típico español, por ejemplo, la paella:

Saber comunicar en otro idioma los ingredientes que tiene la paella (arroz, verduras, cigalas, pollo, caracoles, mejillones, etc.). Para ello es necesario no solo saber el vocabulario, sino saber expresarse correctamente. Explicar también cómo se ha cocinado y conocer la cultura del turista, por ejemplo, si es musulmán debe saber que no comen cerdo ni beben alcohol.

Persona que trabaja en un pequeño hotel rural que tiene que explicar cómo llegar a un camino en el campo para ver la naturaleza del lugar:



Un turista extranjero pide información sobre la zona y cómo llegar a cierto camino rural que está cerca para dar un paseo. Es necesario saber comunicarse y explicar con la máxima hospitalidad, ofreciendo ayuda y dando explicaciones sobre el tiempo, la naturaleza, la fauna, etc ...

Conserje de un hotel pequeño:

Turista en el hotel buscando un alojamiento ideal. La queja del cliente se debe a que la habitación que se le asigna no responde a sus gustos o deseos. No porque esté en mal estado, no. Tiene que estar frente al mar, con una terraza de condiciones específicas, con muebles y unos espacios confortables y con un baño lujoso, cómodo y seguro.

Cómo solucionar esta situación mediante técnicas de atención al cliente.

Guía turístico que se encuentra en situación de infarto de uno de los turistas de su grupo.

Tiene que mantener la calma para llamar a una ambulancia. Es una situación de estrés en la que debe manejar la situación para evitar el pánico entre los demás componentes del grupo.

Para hacer frente a esta situación también es importante tener planificada esta posibilidad, por lo que debe contar con los teléfonos de los servicios médicos y hospitales de la zona.

Camarero de un restaurante turístico que tiene que atender una queja por un mal servicio, sobre todo la lentitud, ya que hay muchos clientes en este momento.

El camarero tiene que comunicarse con empatía, agradecer la reclamación y dar una explicación sobre las causas del mal servicio.

Camarera de hotel o limpiadora que tiene que contactar con el cliente (en otro idioma) para cubrir cualquier necesidad relacionada con la limpieza de su habitación: habitación que aún no ha sido limpiada, falta de toallas, sábanas, papel higiénico.

Tiene que comunicarse correctamente, con simpatía y hospitalidad para satisfacer las necesidades del cliente.

Un camarero en un restaurante local debe asegurarse de que todas las normas y regulaciones legales de Covid 19 sean observadas por él mismo, por sus colegas y por sus clientes. Puede surgir una situación desafiante que haya que afrontar, como que (por ejemplo) un cliente no



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siga estas reglas y (por ejemplo) se niegue a usar una mascarilla o mantener la distancia interpersonal con los demás.

El camarero tiene que comunicarse con esa persona de manera amable y correcta, pero con determinación para recordarle al cliente que hay que respetar las reglas existentes o, si el cliente no coopera, invitarle a que se vaya del lugar.



6. Enfoques metodológicos: algunas sugerencias

La metodología en educación de adultos / formación profesional / trabajo formativo para formadores, entrenadores, profesores, el personal de primera línea en la industria del turismo, gastronomía, sistema gastronómico, hostelería como "arte" o "enseñanza" de los caminos a las metas, es un factor fundamental que decide sobre el éxito de las ofertas educativas y el éxito del aprendizaje de las personas poco cualificadas que quieren y deben trabajar en esta industria. En la industria del turismo, en la gastronomía, en los sistemas gastronómico y en la hostelería hay una multitud de trabajos y áreas de actividad que a menudo no son suficientemente conocidos por las personas que quieren trabajar en esta industria: alimentos y bebidas, comer y beber, cocina, restaurante, área de eventos, marketing y ventas, tecnología, servicios de construcción, mantenimiento, administración, bienestar, spa, salas, división de salas, limpieza etc.

<https://www.karriere-im-hotel.at/de/hotelberufe-von-abisz.html>

<https://www.berufslexikon.at/>

<https://www.bic.at/berufsinformation>

<https://www.wko.at/branchen/tourismus-freizeitwirtschaft/gastronomie>

<https://www.sepie.es>

<https://www.sepe.es>

<https://www.inaem.aragon.es>

<https://www.anac.com.es>

A continuación, presentamos tres enfoques metodológicos para asegurar el éxito en el trabajo de formación profesional tanto para profesores como para alumnos.

Aprendizaje multidimensional

El aprendizaje multidimensional se caracteriza por ser un método de educación de adultos en el que, por un lado, se activan varias dimensiones de aprendizaje en quienes aprenden y, por otro lado, se vinculan varias rutas de aprendizaje de manera orientada a objetivos. Por lo tanto, los talentos cognitivos, sensoriales, motores, manuales y otros de los participantes se utilizan uno al lado del otro durante el procesamiento o desarrollo del contenido didáctico y permiten que cada participante aprenda individualmente.



Esta forma de enseñar y aprender es un desarrollo ulterior del aprendizaje holístico, que utiliza los diferentes potenciales de los alumnos en los procesos de aprendizaje. Este enfoque metódico es exigente, desafiante y particularmente adecuado para objetivos de aprendizaje complejos y se puede utilizar, por ejemplo, en el aprendizaje orientado a proyectos.

Pero también para objetivos de aprendizaje estructurados de manera más simple, el aprendizaje multidimensional puede generar una mejor eficiencia de aprendizaje. Otra ventaja de este método es que los alumnos y los profesores establecen un contacto más intenso entre sí, ya que también se tienen en cuenta las diferentes necesidades y métodos de aprendizaje de los participantes.

Por lo tanto, los objetivos de aprendizaje se pueden lograr de muchas formas diferentes. El proceso de aprendizaje es variado y aumenta la sostenibilidad del contenido de aprendizaje. Sin embargo, este enfoque variado y multidimensional requiere un amplio repertorio de métodos, así como un sólido conocimiento de la metodología y la didáctica por parte de los docentes. Por lo tanto, es importante y valioso comenzar con la formación y educación superior de los docentes para que estén óptimamente preparados para los desafíos del aprendizaje multidimensional.

Aprendizaje programado

El aprendizaje programado es el método de aprendizaje que tiene como objetivo la adquisición más independiente del material de aprendizaje por parte de los participantes. Para ello, se asignan tareas que deben completarse en pequeños pasos y a un ritmo de aprendizaje individual.

Después de cada paso de aprendizaje, una verificación de los objetivos o una verificación del progreso del aprendizaje proporciona a los alumnos información sobre su éxito en el aprendizaje hasta la fecha y, por lo tanto, les permite dar el siguiente paso de aprendizaje o, si es necesario, adaptar el proceso de aprendizaje. Las herramientas de aprendizaje digital y los programas de e-learning, ya que se utilizan cada vez más en la educación de adultos, también apoyan este proceso.

Aprendizaje por proyectos

El trabajo por proyectos o el aprendizaje orientado a proyectos ofrece la posibilidad de ofrecer procesos de aprendizaje transversales complejos y metódicamente exigentes. Un proyecto se



lleva a cabo en un período de tiempo determinado, en el que se fijan la fecha de inicio y la fecha de finalización. Los proyectos tratan temas o actividades que presentan altas exigencias metodológicas y organizativas.

Para llevar a cabo un proyecto, se requiere una organización estructurada que esté orientada a lograr el objetivo del proyecto. El proyecto lo lleva a cabo un grupo de personas, en el que se define una gestión del proyecto al inicio del trabajo del proyecto, que traza el camino hacia los subobjetivos y la división de tareas.

Además del trabajo sobre los contenidos, este enfoque metodológico también permite un proceso de aprendizaje social e interactivo paralelo, en el que los participantes también aprenden, prueban y experimentan mucho sobre la formación de equipos, el trabajo en equipo, la cooperación, la organización de los procesos de trabajo, el pensamiento estructurado y actuación, el uso óptimo de talentos, fortalezas, competencias, comunicación, manejo de conflictos y aprenden de cada individuo que conforma el grupo del proyecto.

Criterios para la elección de métodos.

1. Marco institucional
2. Objetivos y contenido
3. Participantes
4. Profesores y formadores

1. El marco institucional ofrece a los alumnos el entorno de aprendizaje más propicio posible, en el que todos se sienten cómodos, se abren y pueden superar la resistencia al aprendizaje. Al mismo tiempo, también ofrecen seguridad sobre los objetivos de aprendizaje que deben alcanzarse, sobre las responsabilidades, transmiten claridad, activan la responsabilidad propia y permiten que el alumno participe en el aprendizaje sin estrés.

2. Los objetivos deben ser claramente reconocibles y deben hacer que los alumnos tomen conciencia de hacia dónde se dirige el "viaje de aprendizaje", por qué se debe trabajar o compilar un determinado contenido, qué métodos se utilizan. Un aspecto particularmente importante en este contexto es la relevancia práctica. Los participantes deben entender cómo pueden, por ejemplo, poner en práctica los conocimientos adquiridos, pero también que hoy es muy importante involucrarse en un proceso de aprendizaje continuo.



3. Los alumnos participantes deben tener la oportunidad de conocer y probar una variedad de métodos de aprendizaje a fin de poder utilizar el método más ideal para ellos en las fases de autoestudio, ampliar su repertorio de métodos de aprendizaje y experimentar que aprender con una variedad de métodos de aprendizaje no solo es más divertido, sino también más eficiente y sostenible.

4. En la actualidad, los formadores de educación de adultos diseñan principalmente procesos de aprendizaje orientados a las competencias que permiten a los alumnos, no solo adquirir calificaciones, conocimientos y habilidades, sino también implementarlos y aplicarlos con éxito en el contexto laboral o personal (transferencia de la práctica) de donde proceden. Esto incluye claramente también el fortalecimiento de la competencia de autoaprendizaje y el aprendizaje orientado a competencias, enfoques que se han vuelto indispensables para una vida laboral exitosa.

Posibles formas de aprendizaje

Muchas y variadas formas de aprendizaje permiten tanto a los profesores como a los alumnos hacer que los procesos de aprendizaje sean más variados, emocionantes, eficientes y sostenibles. El uso de diversas formas de aprendizaje se está distanciando claramente de la transferencia de conocimientos clásica hacia el aprendizaje orientado a las competencias. Aquí hay una lista de posibles formas de aprendizaje.

1. Aprendizaje dialógico.
2. Aprendizaje diferenciado.
3. Aprendizaje de exploración.
4. Aprendizaje Multidimensional.
5. Aprendizaje Holístico.
6. Aprendizaje orientado a la acción.
7. Aprendizaje inclusivo.
8. Aprendizaje cooperativo.
9. Aprender enseñando.
10. Aprendizaje orientado a objetivos.
11. Aprendizaje orientado a procesos.
12. Aprendizaje orientado a soluciones.
13. Aprendizaje autodeterminado.
14. Aprendizaje autoorganizado.



15. Aprendizaje independiente.

Un enfoque basado en competencias y centrado en el participante se centra en los resultados del aprendizaje, pero también en la relevancia práctica y la relevancia para los alumnos. Las competencias crean el vínculo entre el conocimiento y las habilidades, permiten la resolución de problemas e incluyen la voluntad de utilizar estas habilidades de forma independiente.

Para cumplir con las necesidades de los alumnos, recomendamos los siguientes cinco principios:

1. Orientación hacia los resultados del aprendizaje: los alumnos deben tener una competencia demostrable para actuar. El resultado del proceso de aprendizaje es importante. Esto significa, ante todo, la superación satisfactoria de los retos profesionales, alejándose de la mera transferencia de conocimientos hacia la capacidad de actuación de los alumnos, para que estén a la altura de las competencias profesionales requeridas en el mundo laboral.

2. La orientación a la acción asegura la transferencia a la práctica. Los conocimientos y las habilidades deben poder aplicarse en contexto, contexto laboral. Por lo tanto, es importante "aprender" el conocimiento ya en el contexto de la aplicación.

3. Las situaciones / actividades profesionales generalmente requieren no solo conocimientos y habilidades profesionales, sino también competencias personales y socioculturales. Por lo tanto, la interdisciplinariedad y la integridad juegan un papel importante en el aprendizaje. Los alumnos aprenden a aplicar no solo conocimientos y habilidades especializadas, sino también habilidades sociales (por ejemplo, ser accesible, bagaje sociocultural) y habilidades personales como la resiliencia, de acuerdo con sus habilidades individuales y en función de su trasfondo sociocultural.

4. La orientación hacia el aprendizaje se centra en la planificación, organización y apoyo de los procesos de aprendizaje. Los docentes desempeñan diferentes roles. Ellos son, por ejemplo, moderadores, entrenadores, consultores, guías, navegantes, facilitadores, mentores, proporcionan información y herramientas, hacen preguntas, dan consejos, lideran los procesos de reflexión, brindan retroalimentación, habilitan diferentes etapas y formas de aprendizaje como el trabajo en grupo, tandems de aprendizaje, aprendizajes interactivos, etc.



5. El participante es el centro, los alumnos reconocen lo que ya saben y pueden aplicar, asumen la responsabilidad de su proceso de aprendizaje, el progreso del aprendizaje, son capaces de reconocer y resolver problemas, son capaces de apoyar y ayudar a dar forma a los procesos de reflexión. Los alumnos son activos, están interesados en su propio proceso de aprendizaje individual, su progreso de aprendizaje. La motivación personal para aprender surge del desarrollo del interés situacional. ("Me interesa este tema, sé cómo aplicar este conocimiento, tengo un sentido de logro, recibo retroalimentación positiva y por lo tanto estoy más motivado para aprender aún más"). Idealmente, hay cada vez más fases de aprendizaje autodirigido, que están respaldadas por el progreso de aprendizaje correspondiente. La introducción sistemática y gradual de los alumnos al aprendizaje autodirigido significa una vía por etapas desde los métodos centrados en el profesor hasta los métodos centrados en el alumno.

El factor más importante del enfoque orientado a las competencias es la orientación hacia los resultados del aprendizaje que los alumnos pueden y deben adquirir. Tener competencias significa estar equipado con la capacidad de actuar, es decir, comportarse adecuadamente en determinadas situaciones, afrontarlas y actuar bajo la propia responsabilidad. En nuestro contexto, esto incluye principalmente las competencias de acción vocacional, las competencias ocupacionales y las competencias relevantes para la profesión, que deben permitir al grupo objetivo ingresar a la vida laboral de manera independiente, autosuficiente y sostenible. Enumeramos las siguientes 4 competencias:

Competencia profesional es el conocimiento de los hechos, así como el conocimiento y las habilidades específicas del trabajo. Los alumnos adquieren conocimientos especializados que pueden aplicar en su vida profesional.

Competencia metódica es la capacidad de adquirir los conocimientos correspondientes, abordar un problema de forma sistemática, reconocer conexiones y proceder de forma estructurada y eficaz. El objetivo principal es desafiar y animar a los alumnos y ampliar sus habilidades de modo consecuente.

Hoy en día, la competencia metodológica incluye definitivamente también los **medios digitales y la competencia metodológica**. Cada vez más personas usan sus teléfonos inteligentes, tabletas, ordenadores portátiles, ordenadores personales para obtener información sobre todo tipo de temas en Internet, leen periódicos digitales, escuchan radio digital, ven la televisión digital, hacen streaming, hacen sus operaciones bancarias en línea, compran en línea, conciertan citas en oficinas virtuales, reservan vacaciones en línea, se comunican a través de plataformas de redes sociales, buscan nuevas oportunidades de trabajo en línea, se ofrecen en línea y mucho más. Incluso el permiso y el examen de conducir se pueden realizar en línea en Austria.

Por tanto, es obvio que este desarrollo debe extenderse también a la educación y formación profesional, a la formación profesional inicial y continua, de modo que los trabajadores de la



industria del turismo puedan seguir siendo competitivos y puedan afrontar los retos del mercado laboral de forma competente y segura. El acceso al aprendizaje digital lo proporcionan los profesores, educadores, formadores, etc., todas aquellas personas que hacen una contribución significativa a la mejora de las oportunidades de la población activa.

Competencia personal describe la capacidad de dirigirse a sí mismo, es decir, de manejarse con uno mismo de manera competente y tener capacidad de automotivación. Por lo tanto, la capacidad de autorreflexión / motivación debe promoverse durante todo el proceso de aprendizaje.

Competencia Social cubre el espectro de habilidades y destrezas que apoyan y guían las interacciones sociales (por ejemplo, capacidad para trabajar en equipo, capacidad para enfrentarse con conflictos y habilidades de comunicación).



WORK IN PROGRESS



7. Annex

Methodology for conducting focus groups

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Low Qualified Adult Learners Ready for Work

IO1 Resource Guide for Adult Trainers. Situational Profiles of Jobs in the Tourism Sector.

Internal document

Developed by



October 2019



Contents

1. Purpose of the Document	27
2. Main elements, objectives and expected impact of IO1	27
3. Two main emphases	27
4. General focus group methodology	9
5. Concrete Questions to be asked/discussed/answered/documented	29
6. General information to be documented.....	66



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1. Purpose of the Document

The herewith suggested **methodology for conducting focus groups** in each partner country of the KA2 project “Enterprised – Low Qualified Adult Learners Ready for Work“ is part of project activities belonging to IO1 and shall thereby feed into development work for the project output **Resource Guide for Adult Trainers. Situational Profiles of Jobs in the Tourism Sector.**

2. Main elements, objectives and expected impact of IO1

Provide up-to-date inventory of typical work situations taking place in the tourism sector, especially with focus on the first 6 months from entering given job

in order to

- support trainers to get a clear understanding of the work specifics in the given job in the tourism sector
- provide a rich repository of real life situations, which can be integrated in their training work with low-qualified learners

3. Two main emphases

The guide will provide situational profiles for a defined set of jobs in tourism, which are accessible for low-qualified workers.

The guide will provide an outline of the specific characteristics of the work environment, conditions, mindset, values within the Tourism sector in general.

In terms of didactics, this guide can be considered the source of KNOWLEDGE.



4. General focus group methodology

Each Enterprised partner shall select and invite relevant participants for the focus group. The initial plan is to organise a focus group with min. 12 participants (recommended: 6 representatives of the tourism industry and 6 from adult education).

Each partner shall at least convey two focus group meetings in this initial phase of IO1 development work.

The minutes from the focus group meetings in each partner country shall be sent to P2, BEST/Austria for consolidation.

BEST will collect respective information from partners' focus group meetings and will, on the basis of this, draft a sample structure of the guide to be distributed among partners for comments and proposals.

On the basis of partners' feedback, BEST will then draft the guide (with contributions of the partnership). The draft version will be sent to participants in focus groups for review and feedback.

The methodology is meant as a general suggestion, taking into account that actual conditions for conducting focus groups, as well as detailed approaches, may – for various reasons - differ among partner countries.

Partners are therefore advised to plan for individual variations, adaptations and flexible approaches, according to their context.

In general, the focus group in each country shall **involve**

- representatives of the **tourism industry** as well as
- representatives from **adult education**, i.e. adult trainers

During the project's kick-off meeting, partners have agreed on the following general approach:

Since *Enterprised* is an adult education project, the focus shall *not* be on specified/technical VET course/training elements, but much rather on basic skills and soft skills (e.g. solving communicative situations, team aspects).

Sets of tourism jobs to be focused on:



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- Frontline staff in a broad sense, i.e. dealing directly with service users (tourists)
- Frontline staff showing potential/ambition to becoming team leaders
- Staff in tourism being confronted with new trends in the labour market, e.g. eco-friendly tourism, cultural tourism, entrepreneurial awareness/business understanding etc.

First ideas on who shall be in the focus groups of each partner country (agreed upon during the kick-off meeting):

Iceland: experienced trainers, managers/HR managers from tourism companies

Austria: adult education trainers, job coaches/mediators (“Betriebskontakter”), tourism service providers (owners/managers/staff), labour market (agency) specialists/employment service representatives

Spain: training providers and small companies related to tourism

Norway: leaders of culture (tourism) association, restaurant managers, hotel managers, tourism association from Telemark region, NAV (employment service)

In the focus group meetings, each partner shall open up substantial discussions on which concrete jobs and job aspects/job situations to deal with (according to relevance expressed) and which concrete needs are identified and need to be met.

Important:

The **target group** of the IO1 product are **adult trainers**. The product, in the end, shall support trainers to prepare low-qualified learners for concrete jobs in the tourism industry and to improve customer services in this selected sector.

5. Concrete Questions

to be asked/discussed/answered/documented

The **aim** of the focus groups shall be to map a relevant list of working situations and sector-specific information (to be integrated within the IO1 guide to be developed as a next step).



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As a main first element of the methodology, we suggest the following core questions to be raised, discussed and documented (in terms of answers and findings) **in a narrative form** during the focus group meetings.

In order to stimulate a fruitful discussion bringing in different perspectives and in order to establish mutual exchange, we have indicated questions rather directed at tourism enterprise representatives in **orange colour**, whereas questions rather asked to adult education experts (trainers) are marked in **blue**.



1. Which main challenges are your staff/colleagues currently confronted with – for which (frontline) jobs in your organisation?

ICELAND

A new employee (young male), fluent in several languages was taught how to work the system and booking. He was very nervous for months because he felt that he did not have sufficient knowledge to answer questions from customers about the area and surroundings – what tourists could see and do around the hotel. He constantly feared that he would be asked a question he could not answer. He quit his job after a few months, because he was afraid that his knowledge was inadequate for the job.

For us it is mainly frontline staff at the service desk and back service. Booking systems are complicated and contracts on insurance and rental are thorough. Staff needs to be knowledgeable in these areas in addition to knowing how their job affects other jobs in the company to be able to answer questions that are in coherence with other processes. If they do not have an answer they need to seek them from a more experienced employee. Service orientation is of high importance, being friendly and transparent in process work. Competences are mostly related to services, sales and tackling difficult issues.

Frontline staff at the desk service and maids can be a vulnerable group in this regard. Sometimes many employees leave the company at the same time which can create a straining situation in the workplace where many new employees need training at the same point in time. Older employees may then need to work more – take on an extra load. There is a need to find time to work with each employee in getting past the feeling of insecurity which comes with being in a new job.

Employees also have different personalities and there is a need to find a balance in the dynamic among them. Basic information needs to be given time to sink in, it is information and training happening at the same time – with time.

Iceland is a bit special with regards to the difference between the Capital area and rural areas. There are far more challenges in the rural areas. It is for example difficult to get educational providers on board servicing companies in the far away fjords. It costs more time and money – travelling and such. These places are also not open all year round. There needs to be a fine line in fast delivery of training and training taking place through conducting the tasks at hand



– performing the job. This line can also be very individual. It is often up to the manager/supervisor to figure that out, since he/she is closest to the employees. There cannot be a specific training plan for each individual, we cannot go that far in scope. The main issue is the training delivered following recruitment and then there needs to be efficient training for managers/supervisors to follow it through with employees and continue/follow-up with the input.

There is also a need for a sound needs assessment and prioritization within it. That is work that the manager needs to conduct.

In rural areas staff may need to attend to more variable tasks than in the Capital area. Therefore, they need to be highly adjustable. Another factor is the possible isolation factor in faraway fjords and to be a part of a staff community, where people need to socialize after work, which can bring along various challenges.

Work in rural areas is seasonal, and some employees work hard for a while to save money and then go back to their home country. Some of them return. Those employees do not need as much training. Learning the national language is also one major issue and to make Iceland an attractive alternative for residence. Some communities meet those employees from abroad in an inviting way, so they want to stay and live in that community. In some areas there is a close cooperation with a branch from the lifelong learning centers whereas it is possible to offer training in Icelandic on-place.

For example, that employers in the sector are not being kind to foreign workers. Icelanders themselves will not attend a job in rural areas unless they get a manager job. Probably just about 5% of employees in the tourism sector in rural areas are Icelanders. With regards to meeting the competence needs in rural areas the Skills center for Tourism is doing a good job.

The basic skills needed are service-orientation, adjustability and behaving professionally. It is expected that you are a professional in regards with what the hotel has to offer. Safety coming first and respect. We need to build up the image of the job and broaden the base that it is founded on.



AUSTRIA

- In Austria, especially in Vienna, the tourism sector is growing steadily, also in the field of congress tourism. Along with tourists from Europe, Russia and USA, there is an increasing number of tourists coming from “new countries” (e.g. Asian destinations or Arabic countries) who have high and maybe different expectations and demands.
- Tourists from the higher price segment expect individual service on a high level and offers to get a unique experience, sometimes at thematic trips like “Vienna at advent time” or “Viennese festival weeks”. Correspondingly, front staff have to be well prepared to provide additional information or advice on relevant activities or background information in a polite, attentive and efficient way.
- Current new trends in tourism, like sustainability and ecological aspects, health consciousness and high quality awareness of food and beverage also require serving staff coping with these very needs and the different topics that might arise. Practical knowledge and interpersonal skills are essential, in order to add value to the service offered.
- The success of tourism companies like catering and tour guides depends on the high quality of integrated services offered, but also, to a high degree, on the front staff working with the clients directly. To cope with this, employees need to have at least relevant basic knowledge related to their working environment (e.g. hygiene measures, legal regulatory).
- Knowledge of different languages, English in any way, and an additional language like Russian or Arab, is one aspect of worker’s personal skills. Language skills should be on a level that allows them to communicate with clients in an appropriate way to satisfy their needs.
- It is important to communicate not only in foreign languages, but also in a polite and serviced-oriented way. Even higher qualified workers, however, are not always well prepared when it comes to show multi-skilled features to satisfy the client’s different needs in every way, e.g service-orientation, intercultural skills or understanding of the whole business..
- There is a general lack of workforce - specialists as well as more low-skilled - in Austrian tourism, especially in the western, rural tourist centers where seasonal workers are needed. In Vienna, many low-qualified workers are seeking a job in the field of tourism. This imbalance



is also a result of a lack of mobility and personal flexibility of workers. Also when catering is ordered or a tour booked outside of Vienna, it might come to a lack of mobility.

- A high turnover of employees in the tourism field in Vienna is often a matter of wrong expectations, perceptions and lack of professionalism. Employees find it difficult to understand the requirements in real work life without practical experience, gained also through work-based training. This often leads to short retention times in jobs and low satisfaction on both sides, company and employees.

SPAIN

- The tourism served by workers in the sector comes mainly from outside Spain, so the main challenge they face is knowing and mastering different languages, mainly English, French, German and Russian.

- Regarding the work of a tour guide, there is a very bureaucratic regulation in Spain that demands more and more knowledge and preparation. Also the requirements are different in each Autonomous Community. On the other hand they find the competition offered by free tours.

- A greater increase in tourism is expected in Spain, so employees in the sector will have to be increasingly qualified.

- There is a significant lack of professionalism in some sectors, especially in hotels, as there are difficulties in filling jobs with a high turnover of staff. The job of a waiter or a chef requires more preparation and is covered by immigrants with little professional qualification. Therefore, we can conclude that there are important deficiencies in the qualification of certain jobs that directly serve the client.

- Growth of a new type of non-urban tourism, but of a rural type, more linked to new trends in ecotourism, cultural tourism, gastronomy. The staff of the establishments that serve the tourists are not as well prepared as the workers of the coastal areas.

- The tourist client is increasingly informed and is, therefore, more demanding. The trip is organized more, it is more independent, it is reported online, it spends less time at the destination, it uses low cost airlines.



- Travel agencies have to specialize more and more, since they have to add value to their clients.
- The high seasonality of tourism activity in Spain affects the management of human resources, which makes it difficult to retain talent and professionalize the sector.
- Tourism employment is seen as a transition to other jobs with less seasonality. This is especially appreciated with immigrants.
- The lack of coverage of employment needs at the most basic levels, where they require less qualification, are covered by immigrants who need more training and integration into the social and work environment.
- The tourism sector is not attractive precisely because of the lack of stability and working conditions.
- Inadequate management of new technologies and innovation.

NORWAY

Most challenging experiences are especially focused on both written and oral skills and language understanding. In the tourism industry 81% of tourists are Norwegian, and most of the remaining tourists are from Scandinavia and other close countries, such as Germany, the Netherlands etc. Because of this, it is essential that the employees in the tourism industry have a good understanding of the Norwegian language.

The group also discuss experiences in connection with the arrivals of employees at the right time at the start of duty. This is mainly not mentioned as a challenge, though several employers probably spend a little more time on this than what would be the norm in a standardized working relationship. Here, it is emphasized that the employer is clear about their expectations.

From the taxi industry, experience shows that it can be challenging to be alone in the job performance, as workers are in this industry. They have no other options than to call and ask for a colleague's opinion in need of assistance. The threshold for asking for help is thus high,



and mistakes are made. There is also no one to rely on if complaints come, as the driver is alone in the car with the customer.

Many customers are concerned about the driver's views and attitudes, being that they originally come from a different country and culture. The policy is that these subjects should not be talked about. But it can be easily tempting to discuss delicate topics. Especially if the customer is a bit drunk. It is easy to feel offended, especially if the customers claim that the driver is intolerant, hostile to women etc.



2. Where exactly (particularly in which situations in customer service) do you see gaps and needs not sufficiently met by your staff/colleagues?

ICELAND

- Service-orientation is a key element. It is important that educational providers become familiar with the culture and service emphasis within the company before they train the employees. There is a need for introducing these elements to them and how for example service-orientation as a skill should be presented in the job at hand.

- Managers and supervisors need to know more psychology. How do set up a conversation, following up on ethical issues and other factors that need to be reviewed in the context of the job at hand. It is often beneficial to spend time to train key employees, for through them others can learn. It is best when the knowledge and competences have become a part of the workplace culture – among employees.

- Professionalism is number one, two and three. Understanding the customer as well as the needs of other staff in their roles. The difference between a good employee and an excellent one is that the excellent employee facilitates the work of his/her colleagues. The training needs to contain factors that lower all „unnecessary crap“.

- Sometimes there may be a cultural difference in how much follow up and supervision employees expect. There may be a mismatch in expectations between managers/supervisors and employees regarding how much follow up is needed/expected.

It is soft skills that need to be trained, not processes – the workplaces can take care of that. A focus on a growth mindset, where employees are looking at how to grow in their job, where a good reputation is a key – and being able to show warmth and that extra touch.

- Soft skills and focus on management/supervisor training seem to be a core in addition to image raising of jobs in the sector.



AUSTRIA

- Members of catering staff (booking employees, waiters and waitresses) in direct contact with clients who wish additional information on production and ingredients of traditional dishes.

To match these requirements it is necessary to be interested and motivated to gain background knowledge also on own responsibility.

- Working in tour operations, clients have to be advised in the beginning which tour to book to meet their interests; during tours in or around Vienna, featuring “inside” knowledge and “tips” for visiting special places of Vienna and surroundings also related to history, special customs and other points of interest.

- Organizational skills to handle also situations not planned or foreseen in a professional way.

- Employees having direct contact to clients should be aware of different forms of tourism, including “new” ones like ecological, gastro or culture tourism, and the needs related.

- There often is a lack of interpersonal and intercultural skills when it comes to serve clients from different countries.

Employees should be aware that there are different cultural and traditional approaches of clients and respond in an appropriate way, so clients feel welcome and well served.

- Featuring ICT/digital skills

Booking systems, digital order acceptance, invoicing and payment is part of today’s tourism business. Employees with basic skills in this field often don’t have enough understanding or knowledge to transfer it into daily working life.

- Team working and

These are important competence but not always covered well. A staff member being no team worker or not reliable has an impact on the working atmosphere and motivation of co-workers.

- Handling of complaints in a polite and goal-oriented way



“The client is king”, therefore it is important in case of complaints to listen carefully and not get into discussions or argumentations.

SPAIN

- In the hospitality sector there is a lack of professionalism in aspects such as serving a table, protocol aspects, serving the client correctly ...

Especially with respect to the position of waiter that would require greater professional qualification. Thus, there are very important aspects in customer service such as how to deal with a complaint.

- Another need is related to the knowledge of languages, and more specifically, in everything related to customer service (explanation of the dishes, knowing how to give directions, interacting with the customer, ...).

- There is also a lack of initiative and creativity to handle different organizational situations.

- Lack of intercultural skills. More and more tourists have to be attended more personally from different countries and cultures (Japan, China, Arab countries, Russia, USA, ...).

- A greater knowledge of new forms of tourism, new tastes related to ecotourism, rural tourism, sports tourism or nautical ...

- Lack of knowledge and skills related to entrepreneurship. Many workers in the sector have experience and could create their own companies, but they don't know how to make a business plan or aspects related to financing or how to design a consolidation strategy. They would also need to know the new tourist trends such as ecotourism or more sustainable blue tourism, of great importance for a country like Spain.

- There are jobs that are highly professionalized, such as chefs and cooks, event organization staff, hotel managers, etc ..., which nevertheless show lacks in multi-skilling needs, related to care to the client, hospitality, creativity, etc ...

- In the works related to rural tourism, there are many gaps and needs of all kinds, mainly those related to the use of new technologies. Also in terms of customer service and aspects related to management.



ENTERPRISED

- In different jobs in the sector there are also needs related to interpersonal skills, teamwork, work planning, ...
- Related to the needs to improve customer service are those of oral, written expression and ability to observe and listen. This is essential to use the language of customers. And this is where deficiencies are observed.
- With regard to retail (sale of souvenirs or typical products) there are also deficiencies in the knowledge of marketing and sales techniques.



3. Which concrete skills (basic skills/soft skills) do your staff/colleagues lack?

Therefore, in what concrete areas and situations do they need improvement?

Which concrete things would you/your staff/colleagues need to learn/train/practise?

ICELAND

- Yes, depending on the guest you have. One example is where an employee spoke Chinese which seemed to have the effect that visitors from that country, who were otherwise nice, treated that employee differently and not as nicely. The employee gave up on the job. In one company all employees have a badge showing flags of the languages he/she speaks.

- There is a need for cultural understanding. Technology changes are also a challenge that needs to be addressed so that employees do not become insecure, anxious and challenged so that they find they cannot do the job and leave. If there is not a formal plan for training of new employees during the first six months, it can be difficult for them to hang on to the job.

- Employers in rural areas often turn to employers in the Capital area to find staff. Quite often, staff comes from the Capital area and has to live at the hotel, which is their workplace as well. Then the one who is leaving must do so immediately for the room to be available, and therefore does not take part in training the new employee. When is there then a good time to train when everything needs to be attended to? This is the most expensive part – to find out when to train and to deliver training. Then there is more workload on other staff.

- One can say that we are a bit hooked on titles – every title now ends with „manager“ even though that may not be the core of the job and may also be misunderstood by those who receive it – maybe taking it too seriously or thinking it is something else than it is in regards to behaviour. It is the content and aim of the job that needs to be clear and follow through. To see oneself as a tool, but not a title – what is the content one is supposed to attend to?

- What we need to do is to change the culture and maintain the spark. That is why the role of managers/supervisors is so big – they are the ones that decide what happens. Company values can be important, but it is up to how managers react to behavior that really counts. It is easy to tell people to think outside of the box and find solutions, but not follow through on that as a manager/supervisor. We have too many managers/supervisors that are not sufficiently trained or are not equipped for the job. That is where we need to start. The job



needs respect – it should be cool to work in a reception, fronting a hotel. The maids need to be attended to as well, but first the frontline desk jobs and then distribute to other jobs.

AUSTRIA

Lacks:

- Communication skills in general and intercultural communication skills
- Appropriate appearance and body language when working in front staff
- Service-orientation
- Team work
- Reliability
- Self-responsibility
- Communicating in foreign languages, basically in English
- Entrepreneurial thinking/approach
- ICT/digital skills

Areas and situations where Improvement is needed and concrete things to be learned/trained/practised

- Appropriate behavior when working in direct contact to clients (dress code, body language)
- Serving at catering (knowledge about serving standards, taking orders, give additional information on dishes or beverages...).
- Giving Background information on particular topics significant for clients (local history, customs, dishes, restaurants, geography...) and related recommendations.
- Handling of CRM (complaints about delays, not satisfactory service, dishes, beverages, reservations...)
- Intercultural characteristics, including gender & diversity management and knowledge/awareness of different cultures, customs and approaches to certain situations



- Personal initiative for improving workplace-related knowledge on different aspects of tourism branch and current trends
- Awareness of entrepreneurial aspects and how to contribute to them
- Practising English and/or other foreign languages related to work-environments
- Team work - co-working with other employees is not only a matter of getting along with them well
- Getting familiar with digitalization in working environment

SPAIN

Professional profiles (basic skills/soft skills) missing:

- In the hospitality sector (restaurants, bars, pubs):

Customer service and resolution of complaints and claims.

Communication in other languages (basically in English).

Therefore the areas and situations in which these improvements are needed are:

Customer service (how to treat it at the table, take the command, explain the ingredients of the dishes, learn about the culture and country of the tourist, know how to make recommendations, observe the rules of protocol at the table and hospitality).

Attention and resolution of complaints and claims for errors, lateness or badly cooked dishes or that do not satisfy the customer.

What these workers should learn would be:

Communication in the client's language (or English) orally and in writing.

Customer Support.

Knowledge of other cultures and customs.

Knowledge and correct use of protocol standards.



- In rural tourism (rural houses, rural campsites, tourist guides, restaurants, trade in typical products):

Serve the client, organization, innovation, communication ...

Areas and situations where improvements are needed:

Direct treatment with the client, since it must be very personalized and characterized by closeness and hospitality.

Communication with the tourist: to explain the geography, history and customs of the place. Also to give directions and information of the area.

What these workers should learn is:

Knowledge of the itineraries of the area (history, geography, nature).

Knowledge of other cultures and customs to know the characteristics of customers.

Communication capacity development (especially in other languages such as English or French).

Notions of customer service and group psychology.

Interpersonal skills.

NORWAY

One of the employers has several times tried to use immigrant employees for phone calls and bookings, unfortunately with somewhat different feedback. As the young tourists often use internet and do bookings themselves, the older part of the tourists will make use of telephone contact. These can be poor hearing, and on several occasions the caller has ended the conversation as they did not understand the language of the recipient. Their experiences sum up to that they now mainly use immigrant workers as chefs, warehousing, cleaning etc, and not in direct customer care(front-line).

There is also feedback from the group that there is a difference between the language taught in the introductory program and adult education, and the “everyday language” used in society and at the workplace.



ENTERPRISED

The same experiences are evident from the taxi industry, as well as shortcomings of winter driving and not enough driving experience.



4. Based on the three main elements above (challenges – gaps – concrete skills to be applied), can you please describe at least 6 concrete situations of particular relevance in your business/at your workplace?

ICELAND

- as in 1.) A new employee (young male), fluent in several languages was taught how to work the system and booking. He was very nervous for months because he felt that he did not have sufficient knowledge to answer questions from customers about the area and surroundings – what tourists could see and do around the hotel. He constantly feared that he would be asked a question he could not answer. He quit his job after a few months, because he was afraid that his knowledge was inadequate for the job.

- We have had some issues with lack of professionalism, people sometime behave as they were not at the job but more like acting as they were at home, engaging in their private matters or showing their like or dislike openly towards fellow employees. Maybe stricter dress codes or uniforms for all categories could mark the profession better.

- Yes, depending on the guest you have. One example is where an employee spoke Chinese which seemed to have the effect that visitors from that country, who were otherwise nice, treated that employee differently and not as nicely. The employee gave up on the job. In one company all employees have a badge showing flags of the languages he/she speaks.

- A part of the problem is that good employees are often promoted to a management/supervising positions, but do not fully grasp what is expected of them. Sometimes they think that they themselves have to change their personality.

- as in 3.) What we need to do is to change the culture and maintain the spark. That is why the role of managers/supervisors is so big – they are the ones that decide what happens. Company values can be important, but it is up to how managers react to behavior that really counts. It is easy to tell people to think outside of the box and find solutions, but not follow through on that as a manager/supervisor. We have too many managers/supervisors that are not sufficiently trained or are not equipped for the job. That is where we need to start. The job needs respect – it should be cool to work in a reception, fronting a hotel. The maids need to be attended to as well, but first the frontline desk jobs and then distribute to other jobs.



AUSTRIA

- Catering staff member giving information on a traditional Viennese dish (Wiener Schnitzel)

The staff member needs the skills to explain in English how the dish is prepared traditionally; the correct vocabulary is needed, also regarding preparation and ingredients, as well as correct expressions and phrases. It is also important to know what kind of meat is used due to cultural aspects.

- Tour operator explaining history of Austrian monarchy

A tourist has booked an operated tour in the surroundings of Vienna, focused on Austrian Imperial period. He is shown many attractions related to this period and wants to have additional information from the guide. He needs knowledge of this period to make the tourist familiar with some historical facts, together with the correct terms to use.

- Member of service staff has to handle a complaint about expensive local dishes

A foreign tourist in a traditional restaurant in the Vienna city states that the dishes are very expensive. The waiter needs to be empathic and show hospitality explaining in English that in this restaurant only local biological ingredients of high quality are used for the dishes, so the tourist can be assured that ordering one of the dishes is worth the price.

- On a tour to famous Wachau Valley a tourists loses his way when ascending a hillside

Included in the tour is a visit of an old castle up on a hillside. During ascent on the hill, one of the tourists goes astray and doesn't reach the castle together with the rest of the group. The tour guide has to stay calm, tell the others to stay together and calm them down, because there is no danger for the missing person. Then he has to go searching for the tourist. It is important that he knows the local conditions and surroundings and, when the missing tourist is back again, the guide stays calm and doesn't make accusations. He should also convey a sense of security to the entire group.

A waiter of a small tavern explaining the way

An Asian tourist asks for the way to one of the famous Viennese Christmas Markets and about the background of such a market. The waiter, with high hospitality, has to be able to explain the way, giving with additional recommendations for interesting points on the way and also



referring to traditional backgrounds and customs related to Christmas Markets. Therefore he not only needs local and background knowledge but also good English communication skills, answering different questions.

Booking agent gets a complaint because of a reservation gone wrong

A catering for a group of business guests was booked by a company for the next evening but there was no confirmation sent. A member of the company's staff calls and complains as it is not clear if the catering will take place. The booking agent has to show understanding and empathy, apologize in a polite way for the mistake and at the same time clarify the situation immediately and reassure the client that everything will be alright.

SPAIN

Situation 1:

Explanation by a waiter of a typical Spanish dish, for example paella:

Know how to communicate in another language the ingredients that paella has (rice, vegetables, crayfish, chicken, snails, mussels, etc ...). For this it is necessary not only to know vocabulary, but to know how to express oneself correctly. Explain also how it has been cooked and know the culture of the tourist, for example if it is Muslim to know that they do not eat pork or drink alcohol.

Situation 2:

Person who works in a small rural hotel that has to explain how to reach a rural road to see the nature of the place:

A foreign tourist asks for information about the area and how to get to a certain rural road that is nearby to make a march. It is necessary to know how to communicate and explain with the utmost hospitality not only getting but offer help and give explanations about the weather, nature, wildlife, etc ...

Situation 3:

Concierge of a small hotel:



Tourist in the hotel looking for an ideal accommodation. The client's complaint is due to the fact that the room assigned to them does not respond to their tastes or desires. Not because it is in bad condition, no. It has to be facing the sea, with a terrace of specific conditions, with furniture and some reliable spaces and with a luxurious, comfortable and fail-safe bathroom.

How to solve this situation through customer service techniques.

Situation 4:

Tourist guide who is in a situation of a heart attack of one of the tourists in his group.

He has to keep calm to call an ambulance. It is a stress situation in which he must handle the situation to avoid panic among the other components of the group.

To cope with this situation it is also important to have planned this possibility, so he must have the phone numbers of the medical services and hospitals in the area.

Situation 5:

Waiter of a tourist restaurant that has to deal with a complaint about a bad service, especially the slowness, since there are many customers in this moment.

The waiter has to communicate with empathy, thank the complaint and give an explanation about the causes of bad service.

Situation 6:

Hotel waitress or cleaner who has to contact the client (in another language) to meet any need related to the cleaning of his room: room that has not been cleaned yet, lack of towels, sheet, toilet paper.

She has to communicate correctly, with sympathy and hospitality to meet the client's need.



5. Which current trends in your business and sector do you see? Where, to your mind does adult education (particularly in customer care) not adequately train and prepare staff?

ICELAND

- Technology is advancing and „autohotels“ will be a trend and the prices according to what is offered. Ability to work computer systems is on the rise and also from that that perspective, services taking a shorter time. Not everyone will choose that, but rather more services and other kind of experiences where the human touch is of importance. How to approach customers will be a focus. Moving in front of the desk, getting closer, adjusting to new tasks etc. Sort of a „service experience“. Professionalism will depend on how one reads the customer and the atmosphere among employees to be able to respond.

- Long distance travellers, like from the USA, are often tired when they arrive after a long flight and even a long drive in addition to a rural area. Then it is important to have that information about their trip in advance to be able to respond to their needs – offer them something extra when they arrive for a comfortable arrival. They can be demanding, that is why specialization and reading a group is of importance, adjusting to customers is of importance. More emphasis will be on possessing competences in human insights and reading of needs. Finding employees with high service orientation to develop these competences will become important in the future.

AUSTRIA

- Also in urban tourism, there is a shift to new trends like sustainability and ecological aspects, and also to individual traveling. Tourists usually don't stay in a city more than a few days, so they have full programs for sightseeing and getting to know the special traditions and features.

- Trips are usually accurately planned in advance and tourists generally well informed by internet etc. Even if there is only a short time spent in the city, members of the higher price segment expect individual service on a high level and offers to get an unique experience during their stay..



- To identify and match these needs and demands, low-skilled workers have to be well prepared for the requirements in this working environment, especially regarding basic/soft skills and language skills. Having direct contact to clients, good communication skills, also in foreign languages, are essential, as well as intercultural skills and competences and background knowledge of the field they are working in.
- With the shifting of trends in tourism sector there is also the need to get prepared to interact with clients in a clear and accurate way and to focus on service- and customer-orientation.
- In adult education with a more theoretical approach, the skills needed are generally not provided efficiently enough. According to competence-oriented learning and learning by doing, work-place based learning should have more significance in education of low-skilled workers.
- Tourist's rising awareness of ecological aspects and environmental protection also creates a new demand of business development in the tourism sector. These shifting concepts, together with the demand of using new technologies and keeping up with the world of digitalization, should create a different educational approach with focus on practical experience for low-skilled workers.

SPAIN

- New type of clients:

The current tourist, compared to the traditional one, no longer travels in a group, with organized trips, but travels by free (independently).

Before starting a trip he prepares the destination himself. He is more informed because he uses internet to search for cheap flights, hotels, transportation, etc.

When traveling for free, he establishes a greater relationship with the natives. In short, people working in the tourism sector have a much closer relationship with tourists than before.

The consequence is that workers in the sector have to be more prepared to interrelate with the tourist, so there will be positions of little qualification that require greater preparation



than before in language skills and soft skills such as communication, knowledge of other cultures and customs, empathy, interpersonal skills, etc ...

Regarding communication, adult education does not prepare well enough to acquire a communicative competence.

Communication with the client must be effective in identifying and meeting their needs. So it is necessary to train for the worker to communicate clearly and accurately the message, even using body language. The teaching of languages for tourism must be oriented to customer service, but the preparation for acquiring greater communicative competence is lacking.

Learning a language like English is not an end in itself, but a means to achieve the communicative objective.

- Environmental trends:

Climate change is also producing a change in the mentality of the tourist, which will value more a tourist service that is respectful of the environment and sustainability. Thus, an ecological tourism of respect and enjoyment of nature is emerging, through activities such as hiking, the use of bicycles or nautical sports activities.

This is how a new tourism business niche appears that demands greater specialization in adult education. There is therefore a lack of entrepreneurial training but adapted to these business models in which it is very important to develop skills related to innovation and creativity.

- New technologies are changing all marketing models in the tourism sector and adult education also shows a lack of adequate training in this area but adequate to management models of small rural tourism establishments that have to compete in this technological environment.

NORWAY

Here the group is active and comes up with specific suggestions for internships in hotel receptions, within local ferry companies, and other places that combine local knowledge with training language skills. Mette from Visit Telemark also inform us about the opportunity to



review the “Host Course” for groups, and e-learning course in Norwegian for the tourism sector, with transfer value also to sales and service professions.

For some immigrants a testimonial from volunteering at a festival and other activities in culture area can have a positive impact on the CV when looking for a job. To work to give the immigrants a greater understanding that a separate commitment is needed to be integrated into the country one comes to, by among other things, inform about volunteering, “dugnad”, and the importance of social contact. In many cultures it is not normal to do “dugnad” on a regular basis. It can be challenging to motivate for something that for many will be both unusual and meaningless. But everyday integration can consist of building networks by raking the football field in the condominium, over a gathering at children’s soccer teams or so on. The social skills and cultural rules that apply to these leisure arenas have direct transfer value to the working world.

From the taxi industry, it is specified to have good language skills and pronouncing of names and place names correctly. Many immigrant job seekers often have a good understanding of language, but they might need a lot of training in work situations where it is a college guidance to a to a greater extent than what is possible as a taxi driver.

In addition, job seekers should have completed language tests and passed Level B1 before applying for job as a taxi driver. It is also important to be prepared for customers to have prejudices and to face criticism that seems unfair. Training to think not to be angry, hurt or feel inferior, but to be proud of who they are and have positive self-image. As a result, one is likely to be more robust to these expressed prejudices, and one may also be better in expressing own thoughts and meaning, as one is more secure in oneself.



6. Are the challenges, gaps, typical situations described by tourism providers known to you, as adult education experts/trainers?

How would you comment on these? Do you see further/other aspects?

ICELAND

Based on personal experience from working in the sector, it is difficult to be put in front of different groups of individuals having to read their needs and respond appropriately. Most companies are asking for skills in reading needs and meeting them. Also, on how to organize work, time management and process management.

Top skills revolve around soft skills, less on technical aspects. The pace is high and turn-over as well, so it is sometimes no time to train. How can you endlessly take on new employees. It is also a question of how to train the managers/supervisors.

Based on personal experience from the sector – it is usually intense work and many tasks conducted at the same time, responding. There are seasonal highs in the summertime and little time to learn or review processes. Soft skills are needed and also learning how to deal with different cultures of customers and coworkers. It is beneficial to have an overview of the job and its main tasks – that helps in training. Difficult communication is also an issue that often comes up.

Difficult clients are an issue. The young people can also have to take on difficult conversations which they are not trained for, that can be burdensome and make them even quit the job. When customers are angry and express it to youngsters, it can be difficult to digest. Icelanders also need to improve their attitude towards other nations, there are different norms that need to be respected.

- Question: Lack of time to set up organized training is an issue, maybe better to focus on the managers/supervisors?

No, then it will not be done – they never have time. But of course if we would get to do that, all the other training would be so much easier.

- Question: What do you think managers/supervisors need?



It is about soft skills – leadership and management are not the same. They need to be able to adjust to different employees. It can be beneficial to turn the hierarchy around and look at management as the foundation for topping employees that come on top and work frontline.

Which comes first, the finance or competent staff?

How to make managers/supervisors leaders in their company and see to that they then mediate leadership skills through training so that everyone works in the same direction – based on service leadership.

Short information sessions can be beneficial, for example through cases from real work situations. It is easy for managers/supervisors to work with them and grasp. They can be set up by an expert (adult trainer) in cooperation with staff and then they are presented as tools. Staff need to find solutions to solving problems/challenges presented in the cases and work together on them for example through role playing. Can take 15-20 minutes.

- Question: What else comes to mind?

Cases are a very good way to learn, it is an experience – not an excel sheet. It may not suite everyone, but they are brilliant in the way that you can have an opinion on things, but it may change when you have to tackle the problem and find solutions. It functions as a simulator and does not take much time. Young people like dealing with cases. It is important that the trainer starts with building trust and assist staff with getting into role play. It is actually “learning through play”.

You learn so much more through performing the task and then receive feedback from others. Confucius said: Tell me and I will forget, show me and I may remember, involve me and I will understand.

- Question: What about company culture – can you sense if a company is receptive to learning and what needs to be done to get them going?

Will and interest are contagious. There are companies that offer training for new employees, but nobody shows up. Could be offered through the internet and through that be more accessible – we will see how that works. Then there are companies that reach peoples’ interests.

The middle managers are key persons. They need to let people go off shift to go to training. There is a need to form steering groups where employees take part and build training groups around them, then people will participate for they have taken part in shaping the content.

“Training Planner to help” is a project where this method is used with companies. Sometimes, in a group of five (steering group in a company training development in that project), one person can turn the others toward interest in training. The presentation of it needs to be clear. In some cases it can be more effective when an outsider presents the training (educational provider f.ex.). But it is the company culture that matters and that there is a leader within the company that ignites the interest of others – that is something the middle managers needs to put work into. He/she is in a way the main “gatekeeper”.

AUSTRIA

-In Austria, many of the institutes providing basic skills training for low-skilled workers are aware of the gaps mentioned. Trainers have often experienced that training will be more successful when there is more practical experience included. However, respective programmes still need to be enlarged and also improved. Also, train-the-trainer initiatives, as well as qualification offers do not adequately respond to the need of teaching and training staff being “enterprised” in terms of needed knowledge and skills.

- Competence-oriented learning and learning by doing will provide more self-identification of learners with the needs they are to face in their daily work life. Designing of trainings better meeting the practical requirements of low-skilled workers in tourism sector is an important contribution to further development of this field..

- Basic skills trainings and work-based trainings, however, have to be designed for specific target groups, as tourism is a very large business sector with a variety of different jobs and requirements.

The typical situations described is the lack of efficient basic and communication skills to meet requirements of tourists very well. Furthermore, entrepreneurial thinking and self-responsibility of low-skilled workers, also in learning context, are well known training needs.

SPAIN

All the gaps indicated and the situations described are known in part by the trainers as there are many studies of training needs, in addition to the relationship that is maintained with professionals in the tourism sector through their professional activity. But it is true that there are usually disagreements between the results of surveys, studies and meetings with experts and professionals in the sector.

Perhaps the reason is the different characteristics of the subsectors covering tourism (hotels, restaurants, travel agencies, organization of tourist services groups, maintenance of tourist facilities, retail, etc ...). The companies that usually participate in these investigations are also very different, so the results are then different.

The trainers have found the contribution of the companies in the sector to be of great interest and consider it essential to maintain this communication to adapt the training to the real training needs of these companies.

NORWAY

1. Complete Experience

If you work in the tourism sector, an understanding of the whole is important. You don't only sell a service or product, you sell a total experience. Employees who lack this understanding of the whole are less likely to stay employed long term.

Potential solutions:

The way a frontline employee interacts with a customer can be the difference between success and failure. It is management who should ensure that employees are engaged and motivated to bring their passion to work on a daily basis, which in turn will motivate them to take good care of their customers.

But an understanding of a complete experience can come into place earlier, before the employment relationship starts. In a teaching situation, the following question can be raised for debate: "Who is the real boss at work"? (the answer is, of course, the customer).



This is particularly important in terms of long-term employment. Smiles, personal hygiene, proper lighting, tidy rooms, small-talk, volume of music and so on are crucial factors in addition to the product or service. Those who have a natural eye for the whole also have a greater opportunity to climb the career ladder.

2. Public administration language can be incomprehensible

Restaurant and serving industry in Norway (and maybe in some of the other partner countries?) is carefully regulated, with a lot of supervision and rules. This is to avoid social dumping. It is difficult to navigate and understand all these rules. Especially since the language is so formal.

Potential solutions:

There are one-day courses, online courses and short qualification programs that are sought after by employers in the tourism sector in general and the restaurant and nightlife industry in particular. Those who are unskilled will be considerably more in demand if they can document that they have one or more of these courses.

Trainers should make themselves familiar with these programs and further make them available to learners. As of today, these tests/programs are only available in Norwegian. We (the focus group) have sent a request to local authorities that these tests be made available in several languages, at least English.

3. Attitude towards working life and workplace

A lot of absenteeism at work is a challenge in parts of the tourism sector.

Potential solutions:

Being reliable and having a good work ethic is essential to being employed long-term. It is important to invite business owners and managers with staff responsibilities into the classroom. They have a «real life» impact that teachers can't provide. He/she must be clear on the attitudes and characteristics they are looking for in potential employees. If you are ill / in poor shape one day, it is much better that you meet at work and be sent home than you call



in sick. Attitudes such as flexibility, loyalty to the workplace, presence and the like are crucial to staying in the job long term.

4. Exploiting welfare benefits

Some learners are more concerned with rights than duties. Coming to Norway from other countries may be perceived by some as coming to a welfare buffet. It is tempting to help yourself to sick days, unemployment benefits and other welfare benefits.

Potential solution:

Learners need to become familiar with the history of the welfare state. In addition to this «history lesson», adult education must focus on the attitudes that must be in place in each individual. The welfare system is based on trust. For it to work, you must only use benefits if you have a real need. And you should be mostly concerned with how you can contribute to maintaining the social security net that is currently available to all Norwegian citizens.

Current Trends and Challenges in the Tourism Sector – Millennials in the Workforce

As the millennial workforce grows in the tourism sector and individuals rise through the leadership ranks, understanding how these employees want to be managed (and how they manage others) can be a challenge for companies confined to traditional ways of working.

There is some frustration and misunderstandings expressed by senior managers when it comes to millennials.

Baby Boomers (born 1946-1964) sometimes believe Millennials (born 1981-1995) are entitled and lazy, but this is far from the truth.

Millennials have entered a professional world where their realities are wildly different from the ones Boomers knew. They prioritize things that don't make sense to Boomers because their environment has different demands.

Boomers are used to working hard for a company in exchange for long-term investment in skills development and for security, like a retirement fund or pension. But this kind of employment security and long-term investment doesn't exist in the modern working world in the same way any more. It's a new world out there, and Boomers have to recognize that if they're going to successfully manage Millennials.



They also have to understand what Millennials actually want and how to motivate them.

Because Millennials don't expect to stay with a company for the long term, their interest is in what can benefit them now.

This doesn't come from an inability to commit. It's the result of massive turnover rates, an unstable economy, and a more competitive work environment.

DRAFT



7. How do you currently prepare your students/learners for the situations described?
(learning environment, methods, material used etc.)

AUSTRIA

- Experienced trainers providing a wider range of methods for basic skills training, including freshening up English language and ICT/digital skills, focused on competence-orientated and partly self-directed learning.
- There is blended learning with interactive e-learning platforms, mainly for training of basic skills such as English, German and ICT.
- For training of communication and self-presentation skills there are role plays, best practice examples which can also be watched on videos.
- Former learners who are already working in tourism successfully are invited to share their experiences with learners and sometimes also provide good advice and also networking opportunities.
- Companies of the tourism sector (among others) are invited regularly to hold in-house presentations on their business field, job requirements and professional perceptions.
- A very important part in training of low-skilled workers are the “Betriebskontakter”, a type of “job coach”. They act as interface and mediators between companies, trainers and learners. Keeping close contact to a large number of companies they arrange work-based trainings, internships accompanied by respective preparation procedures, monitoring of the process and evaluation involving all parties.

SPAIN

The trainers have knowledge of topics related to tourism and know the needs of the students, which prepares the agendas with specific materials of the specialty for use in class.

Practices are developed based on the situations in which students find themselves most commonly.



Thus, in the manuals they elaborate, a theoretical part is developed as the basis of the subject. For example, in the teaching of languages, a grammar and vocabulary base is taught (in which specialization and the most common vocabulary are taken into account in situations in which the student is in contact with tourists).

Practices are also carried out to develop skills such as communicative competence basically orally. Thus, situations are staged in class for students to practice oral communication. It is also recommended to watch videos.

Texts are provided in English to develop reading comprehension. As for oral comprehension, videos in English are seen in class and asked about their content to verify that it has been understood.

Another practical method is to organize debates about everyday situations they face in their work, in order to enrich themselves with the experiences of others. This practice also serves as a reflection on the aspects in which they should improve in their daily work. La formación se realiza en los centros de formación de los proveedores de formación que ofrecen sus cursos a las empresas.

In the catering sector it is preferred to do the training in the workplace, since all the necessary means are available to do the waiter or kitchen practices.

Students are also opting for mixed training, with an important part of the agenda in person and another part making it more flexible online.

Totally online courses following the teleformation methodology are being less valued by students. Some trainers are also tutors of these courses in which various materials are used (pdfs, internet links, videos, ...), and video conferences are conducted to tutor students.

Hospitality companies (hotels and restaurants) prefer to do training in winter, since they have less work at this time.

Mentoring or coaching techniques are also being applied.

8. On the basis of what has been described and discussed, what would you need to respectively improve your training offer, in order to meet these needs?

ICELAND

- Question: What needs to be changed in the way we present and deliver training? All or nothing?

All training needs to be tailor made for the companies, not something standard or “instant”. That does demand work on behalf of the manager with regards to identifying real needs. Training takes time and time is money. If people take part in training that meets a real, identified need then they feel as if they are listened to and participate more willingly. But there can be a difference in what managers think and frontline staff.

There is a need for changing the attitude towards training in companies, f.ex that it is not obligatory. Measures of the benefits of training is the main selling point for training and through them companies are often willing to do competence needs assessments. One of the adult trainers mentioned that training presented on the internet can facilitate access – as people can take their time and even watch it more then once to let the information sink in. It is also possible to mix training through the internet and shorter meetings. This can vary based on the needs for training of new staff at each company. Can be an efficient way to train.

Maybe we need to use the flipped classroom method? Assignments could be presented on the web and then homework – at work. Training needs to be accessible first and foremost. Mixed methods are also a way of meeting the different learning styles of individuals.

Analysing the learning styles of individuals to meet their needs during training is of high importance. It can also be effective to step out of the company for a day for training – change environment. The most important thing is to speak/use a common language in training – not in academic terms and remember that less is more.

Although according to surveys, most companies would like in-house training, some may lack facilities. It all boils down to time and the obstacle of moving people between places as well during workhours. That can be time consuming and costly, but it there can be a difference between situations in small towns (shorter distances) vs the Capital area (longer distances).



There is also a question of the definition of what “training within companies/for companies” means. Is that training where the company seeks the training or general training. Most companies do prefer tailor made training.

If the training offered does not reach the audience, people may become sceptical towards training and not see the purpose of it. How it is presented and what the content is in the context of the workers is of utmost importance. Also, that managers/supervisor see the benefits of spending time on training. It is costly and there may need to be replacements during training, or the workload increased among other staff during the time of training of a specific group. Many variables to take into account.

Meeting the needs of both companies and workers as individuals seems to be a focus. Adjustable approach and focus on cooperation as key elements.

AUSTRIA

- In addition to courses already designed, there should be innovative trainings (also with e-learning sequences) which prepare low-skilled workers also for working in new sectors and approaches of tourism to increase awareness from the beginning.
- Training should always focus on practical education and preparation for real working environments.
- Cooperation between job coaches and companies should be still intensified to offer more work-based training and practical experience, together with the job coaches´know how..
- Best practices, also provided by former learners who can become mentors of low-skilled workers and make them more familiar with the practical requirements they have to match when working in the tourism sector.
- For workers with migration background the focus could be on German and soft skills in the beginning, together with intercultural communication, knowledge and awareness.



SPAIN

Regarding the group of immigrants who are entering the jobs related to tourism it is considered necessary to increase the offer of basic training, which is often considered unnecessary because in Spain workers in the sector are generally very well prepared . However, there are new training needs for this group that have to be covered by not only technical training, but above all, skills related to customer service and communication. Cultural and customs knowledge of different types of tourists must also be developed.

On the other hand, the quality of training (more innovative and with the use of new technologies) must be improved to be as practical as possible and adapted to the needs of companies. In this sense, specific courses should be offered for those companies that will incorporate new unskilled workers. The courses carried out in the sector should also be valued.

New training programs that cover the new innovation needs of the sector must also be developed. Courses related to new forms of tourism (ecotourism, cultural, nautical or gastronomic tourism).

Another kind of training that should be included in the training offer of the training modules is related to the management skills of people and especially the training of entrepreneurs and training in the new tourism economy. Train new entrepreneurs and develop innovation skills. An important element of these programs would be the contents related to tourism marketing.

Improve e-learning programs to make them more attractive by fighting the high percentage of dropouts.

Training courses for trainers in tourism with new, more innovative pedagogical methodologies should also be offered, incorporating the use of technological tools in training.

Training courses could be offered in basic subjects, aimed at people with low qualification, in which practices were made in other countries to learn languages and other cultures. This would help to professionalize the sector more, make it more attractive and attract talent.

Another improvement would be to introduce sustainability training to facilitate the adaptation of the sector and its workers to the new sustainability challenges and ecotourism.



6. General information to be documented

Which organisations took part?

ICELAND

Hotel managers from three hotels and a car rental, Skills center for Tourism, Icelandic Travel Industry Association (SAF).

Profile of participants (role in organisation, work experience): Managers, project managers, educational officer

Adult trainers from LLL centers, adult training expert from a private company, adult training expert from Skills center for Tourism.

Profile of participants (role in organisation, work experience): Seasoned experts in adult training from the capital and rural areas. Have from 3 – 30 years of experience in the field in working with companies on analyzing competence needs, developing content and delivering training.

AUSTRIA

Participants were companies of the tourism sector like catering providers and tour operators with long-term experience in different fields of tourism sector (catering, event management, running a restaurant). The owners of these companies were personally present as focus group partners (also the Austrian associated partners in the project).

For the training providers, experienced trainers with a high awareness of of new learning approaches participated, as well as programme designers and staff responsables (also the Austrian associated partners in the project).

What worked well? What was challenging? What needs to be improved for the next focus group meeting?

All persons involved were interested in taking part in the focus groups and contributed valuable experiences and approaches. It has to be considered, however, that the tourism sector is such



a wide field of different business models and there still are many areas not considered closely (enough).

SPAIN

In the two focus groups, companies from different sectors related to tourism participated, such as travel agencies, hotels, rural tourism, camping and commerce.

As for the training providers, continuous training centers participated, which basically provide training for adult workers and unemployed.

Profile of participants (role in organisation, work experience)

The owners of these small businesses participated in the companies. As for the training centers, trainers participated.

What worked well? What was challenging? What needs to be improved for the next focus group meeting?

Overall the experience was positive. However, it is difficult to gather so many people who have many occupations and agree on them in a day and an hour. On the other hand, we were told that the questions were too general since the tourism sector covers many subsectors and it is difficult to specify a very general approach.

Further relevant observations?

They showed interest in the project and curiosity about its results.

NORWAY

Participants from different organisations belonging to the transport sector in the Telemark area, from the County Municipal Tourism sector, training and counselling organisations, and of course from LoPe.



DRAFT

