

ENTERPRISED

Adult Learners Ready for Work

IO2: Methodological Guide for Adult Trainers “Teaching through Job Situations”

Developed by
Education and Training Service Center



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1. Introduction

The project “Enterprised – Low Qualified Adults Ready for Work” emphasises on extending and developing the competences of educators and other personnel in effective teaching of low-qualified adults. By equipping adult trainers with the adequate methodological framework and resources on effective teaching (i.e. literacy, numeracy, language competences, digital skills, entrepreneurship, etc.) in line with current on-the-job realities, Enterprised aims at increasing the quality of training provided and respectively the prospects for learners to be successfully employed in long-term perspective - particularly in the tourism sector, which is important to all of the participating partner countries: Iceland, Austria, Spain, Norway.

The aim of the three Intellectual Outputs in the Enterprised project is:

To support trainers to obtain a clear understanding of the work specifics for low-qualified workers in the tourism sector and provide a rich repository of real-life situations, which can be integrated in their training work with learners in cooperation with companies in the sector.

This document represents findings **for Intellectual Output 2 (IO2)** in the project. The objective of this output will be to provide up-to-date inventory of typical work situations that take place in the tourism sector, especially with focus on the first 6 months from entering given job. On one hand, this guide will support trainers to get a clear understanding of the work specifics in the given job in the given sector. On the other, it will provide rich source of real-life situations, which can be integrated in their training work with low-qualified learners.

The output is based on and connects with the material produced by the partnership in IO1:

Resource Guide for Adult Trainers “Situational Profiles of Jobs in the Tourism Sector”

focused on gathering information on working conditions and identifying training needs, focusing on 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 labor market, e.g. eco-friendly tourism, cultural tourism, entrepreneurial awareness/business understanding etc.

Respective main results are presented in this Intellectual Output (IO) of the project which is divided into two parts: this guide (**Part I**) and a collection of situational cases (**Part II**).

2. Findings from IO1

The focus of IO1 was to review current trends in the tourism sector, the work environment and to develop situational profiles based on identified training needs. To produce the information, each partner country consulted with focus groups of representatives from companies in the sector and seasoned trainers. Main findings are presented in this section and their link to IO2.

2.1. Current trends

The tourism industry has become one of the largest trades in the world in the past years. It is, however, currently being highly affected by COVID 19. The partnership will take that into account through obtaining feedback from the stakeholder groups on the situation and how the project products can be of use based on foreseen challenges and changes. During COVID, people have been travelling more in their home countries if they are travelling at all. This has varied between countries based on different travel related restrictions and specific measures taken.

In the report [“To Recovery & Beyond: The Future of Travel and Tourism in the Wake of COVID-19”](#), published by the World Travel & Tourism Council (WTTC) in last September, the impact and implications of COVID-19 on the Travel & Tourism sector are explored and four interlinked trends presented. They are as follows: Demand Evolution; Health and Hygiene; Innovation & Digitisation; and Sustainability.

Key trends and characteristics identified in IO1 are the following:

Trends	Clarification
Mobility	Seasonal workers are needed in rural tourist centers.
Individualization	Services have become more focused on personalization of services, rather than collective needs of groups.
Globalization	Tourists come from diverse cultures and countries and travel more often.
Increased connectivity to locations	Tourists are interested in exploring the local area – local tourism information and pathways are in demand.
Ecological aspects	There is a need for more awareness and new developments based on a raised demand for ecological approaches in lodging and service. Tourists have rising awareness of the issue.
Climate change	Considering the demand of decreasing pollution in services offered and travelling routes.

Sustainability	COVID-19 has put more pressure on companies to focus on social, environmental, and institutional sustainability.
Challenges in marketing	Knowledge of marketing and sales techniques as well as new marketing technology is needed to a more extent.
New technologies	In the wake of COVID-19 tourists’ demands are higher on automation and self-service in all services.
Focused tourism	E.g., nature tourism, luxury tourism– demanding specialization, both in knowledge and in technology, of the company and staff.
Different needs of traveler groups	Seniors, youngsters, families, singles, group tour, private tour, literature travel, pink travel, different cultures etc.
Health and hygiene	Tourists are more conscious and concerned about their health and safety while travelling than ever before.

Characteristics

- Quality of integrated services
- Professionalism of staff in different/all positions
- Short staff retention (difficult to train due to that)
- Language barriers of workers in the field with migrant background
- Seasonal work
- Lack of mobility of workers (high turnover in rural areas)

2.2. Training needs identified

The national focus groups, including focus groups with representatives from companies in the tourism sector and seasoned adult trainers, provided an insight into the current need for competences in the tourism sector. This section highlights their results.

The competences of employees and company performance are highly connected factors. When preparing training it is of utmost importance to conduct a needs assessment in close cooperation with the company. It is also important to keep track of the outcomes of training provided and adjust it as needed for desired results. The company-based training approach in figure 1 here below is used by the Tourism Skills Center in Iceland. It provides an overview of this connection.

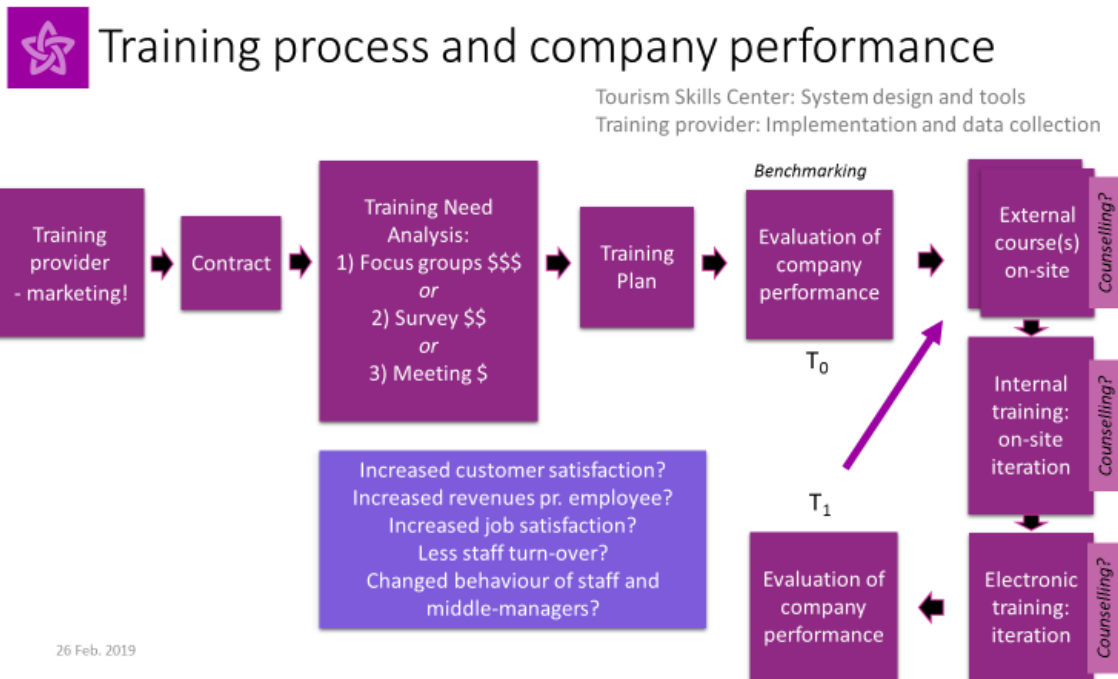


Figure 1: Training process and company performance

Knowing the current state of performance before training is delivered is necessary to be able to measure the effects of the training. The biggest/most urgent? question being: Were the identified competences raised to a level that enhances performance in the desired way? When this has been evaluated adjustment can be made and additional training planned according to findings. The training can be delivered at various settings based on the context (on the job, in class etc.).

For the training provider, the request for training can stem from different directions. It may come for example from the Public Employment Services (PES) as a request for general training in tourism for a specific group. Then the demand for competences can be less specific than if the request comes from a specific company. In any case, it is important that the training provider takes notice of the model above to make sure that the training delivered does meet current demands of competences in the sector. This can be secured through close cooperation with stakeholders within the sector or close connection with relevant companies. One example of cooperation with companies is practiced at BEST in Austria where BEST as a training provider has developed a process where company representatives come into the training and present company needs.

The adult trainer needs to be aware of, or better – involved in, all the stages of the learning cycle. That enhances the likelihood of successful training.

Soft skills/Employability skills

Many of the core competence factors identified in the service sector belong to the category “soft skills”. Those are competences that are in a way general and common in many jobs and therefore transferrable and often referred to as “employability skills” as well. They are often the core skills needed to keep up to date as a foundation for skills that are more job specific.

Employability skills are defined as:

“The skills attitudes, and behavior you need to enter, stay in, and progress in the world of work and in daily and personal activities”. (Source: The Conference Board of Canada).

Stakeholders in the Enterprised project identified soft skills as high demanding in the Tourism sectors and emphasized that they should be the main focus in all training, including a clarification on why they are so important. Explaining the importance of soft skills can be a part of the training when applying the situational profiles.

Here are examples of those:

Adaptability

Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups.

Information Gathering and Processing

Locating and collecting data from appropriate sources and analysing it to prepare meaningful and concise reports that summarize the information.

Interactive Communication

Listening to others and communicating articulately, fostering open communication. (Persons with hearing impairments may lip read or use sign language.)

Work Ethics and Values

Demonstrating and supporting the organization’s ethics and values.

Planning and Organizing

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

Leadership

Assuming a leadership role in helping others achieve excellent results. Ensuring that team members have the information they need and facilitating achievement of team results.

Customer focus

Providing service excellence to internal and/or external customers. The skill to meet the customers need, maintaining and following up on services and striving towards providing added value to the immediate customers’ requests.

Resource Management

Manages resources (financial, human, physical and information resources) to achieve planned goals.

Concern for Safety

Identifying hazardous or potentially hazardous situations and taking appropriate action to maintain a safe environment for self and others. The skill to follow set rules and restrictions will be in higher demand based on the pandemic situation.

Teamwork

Working collaboratively with others to achieve organizational goals.

Continuous Learning

Identifying and addressing learning and developmental needs to enhance own performance.

Valuing Cultural Diversity

Building on one’s own cultural values and knowledge to work effectively with individuals of diverse backgrounds in a variety of work contexts.

Critical Judgment

Evaluating ideas and information while referring to objective criteria to reach rational conclusions.

**Specific training needs identified by focus groups in the project
(Randomly placed)**

Information about the business	Workers may have expectations and perceptions not identical to what the sector revolves around. Awareness of own role in the chain of jobs in the workplace.
Basic skills	Literacy, numeracy, specific language skills etc.
Interpersonal skills	Including communication, initiative, appearance, and body language.
Practical knowledge	Procedures and processes need to be presented to learners, the typical ones at least if people do not have practical experiences.
Language skills	Specific in some cases, according to situational needs.
Customer orientation and hospitality	Service user focus, aiming at understanding and meeting requested needs and exceeding those to increase customer satisfaction.
Situational and local knowledge	Being able to answer questions about the local area and options for tourists (e.g., historical places, geography, legends, and other services).

Intercultural and diversity aspects	Working with others, serving customers with a focus on an inclusive mindset and respect for cultures, traditions, age, gender identity etc.
Handling of complaints	How to respond, knowing set processes, remaining calm and knowing whom to turn to in case of assistance and support needed.
Digital skills (ICT)	Specific programs according to identified needs of the services at hand.
Leadership skills	Awareness of one's role in the team. Supporting team members, promoting a learning culture and providing mentorship to enhance employee well-being and development.
Environmental awareness	Awareness, knowledge and support of processes working towards sustainability. The optimal utilization of resources and organisation of products and delivery.
Food handling	Following processes for handling food in a safe manner (in restaurants and for "over the counter" food sales).
Sales techniques	Knowledge of marketing and sales techniques and how to present and promote new services or products to customers.
Entrepreneurial thinking	Thinking of innovative ways to improve and adjust services/processes and developing new services or products.
Hygiene awareness	Specific guidelines for general hygiene and COVID – guidelines and how to keep customers feeling safe.
Safety awareness	Environment safety according to buildings, situational factors and first aid (such as Cardio Recovery Pulmonary with the use of Automatic External Defibrillator, Heimlich Maneuver, and deep cuts).

In addition to those competence areas, there is a need to look toward future developments in the sector to prepare for increase with regards to services for virtual travelling and digital conferences, and new hygiene demands.

When entering a job, it is a necessity for the employee to have an insight into what is expected of him/her, the role and function at hand and the connection to the roles of other staff. This should be the focus of the initial training. If there is not a formal plan for training new employees during the first six months, it can be difficult for them to hang on to the job. According to the discussions of the focus groups it is beneficial that the new employee is encouraged to be critical about tasks and procedures and to consider if they are meeting the

desired results and effects. That calls for guidance from the adult trainer and/or the mentor in the workplace and constant feedback on how the trainee/employee is keeping up.

As described in IO1, an overall training approach is needed to support new employees entering the field with a focus on providing practical work-based training focusing on competence-oriented learning.

3. Methodological approaches

In IO1, there is an overview of methodological approaches that fit the adult learner in the way that he/she is active in the learning process. It provides a short description of approaches that can be adjusted according to circumstances and training needs. The main emphasis being on competence-based approaches and individual planning.

How the individual is approached and the choice of methods in the learning process can have a fundamental impact on the learning taking place. The adult trainer carries the responsibility to notice and consider different learning styles or preferences and personal situations when delivering training. The figure below sheds light on three different approaches. The one set forth by Hase and Kenyon (2016) puts a focus on the learner in the center (see figure 2).

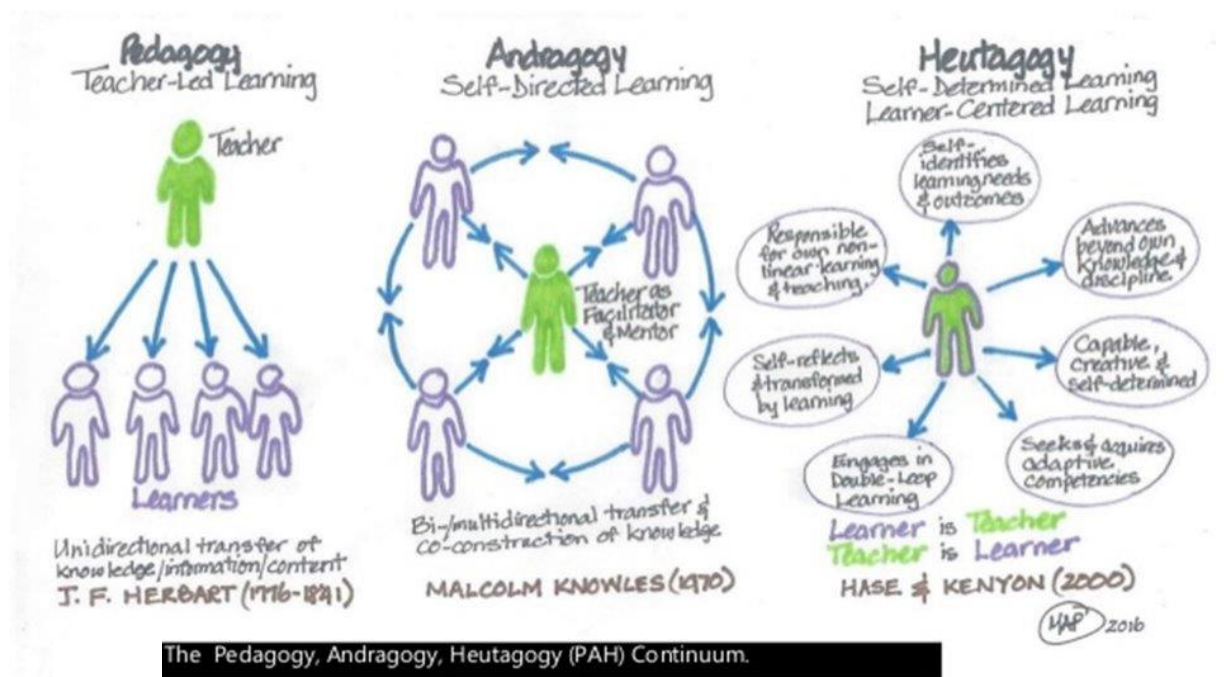


Figure 2: Comparison between pedagogy, andragogy and heutagogy

It is self-determined learning that is in focus for optimally realizing the learning outcomes set. In that way the learner actively connects to prior knowledge and experiences and the learning becomes a meaningful process. That changes the role and actions of the trainer towards the following focus points:

- Move into the world of the learner
- Trainers need to think about processes rather than content
- Avoidance of trainer centered learning
- Learners explore and learn from self-chosen and self-directed actions

- Look beyond our own disciplines and favorites
- Self-determined learning
- Knowledge based future, where knowing how to learn is a fundamental skill

3.1. The situational profiles and didactics

Typical situational job profiles from the tourism sector were collected from the focus groups in partner countries. They describe situations that employees may find themselves in which call for specific reactions (*needs assessment*).

As mentioned in IO1, the most important factor of the competence-oriented approach is the orientation towards the learning outcomes that learners can and should acquire. Having competences means being equipped with the ability to act, i.e., to behave appropriately in certain situations, to cope with them and to act on one's own responsibility (*basis for the design and development of the training*).

The situational profiles, or cases, are each set forth in this document with learning outcomes (see Part II) and description of how they can be utilized in the deliverance of learning (*implementation and delivery*).

The evaluation of how each individual stands with regards to the learning outcomes during the learning process, can be implemented through different methods. For example, through a combination of self-assessment and a conversation between the adult trainer and the learner; through observation at the workplace or role playing (*evaluation*).

All the situational profiles/cases are presented in chapter 6, categorized by subsectors. They are first and foremost presented as a practical tool to actively involve learners in a training program based on company needs. Those can be evolved further and adjusted or transferred to other sectors for the development of similar tools.

The didactic triangle shows the 4 dimensions of didactics:

1. **Learners**, the target group who shall be supplied with the learning content
2. **Contents**, the learning topics
3. **Teachers** who plan and establish the teaching- and learning process
4. **Environment**, the learning situations

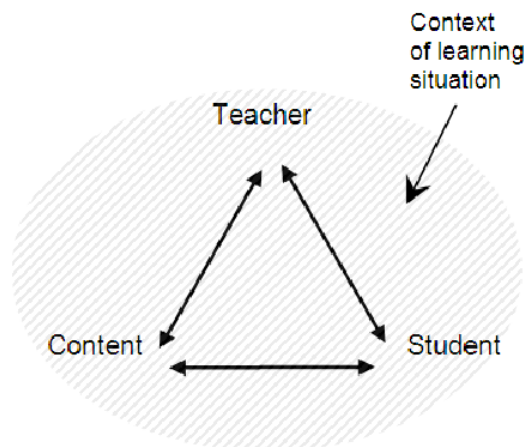


Figure 3: The didactic triangle

The principle of the “didactic triangle” can be extended to following dimensions of didactic action (Euler und Hahn, 2004):

- Understand learning
- Arrange learning
- Form of communication
- Create learning situations
- Reflect on own behavior
- Use experiences and apply theories

Understanding learning is to assume that learning is an active process of individual people which can be merely supported from the outside.

A practical aspect of didactics is the **arrangement of learning**: methods must match with the contents and should enhance learner’s motivation.

Communication in classes does not only consist of speaking clearly and in a structured way to provide learners with content. It is also essential to respond to learner’s questions, moderate discussions and detect and solve conflicts.

Reflecting on your own behavior helps you to succeed as a teacher, either by personal feedback from learners or by checklists/feedback sheets in certain intervals during training courses. Only the setting of learning goals enables a “should-is” comparison to find out what worked and what didn’t work respective and why it didn’t.

Practical experiences and applying theories means creating individual teaching positions based on theoretical and practical backgrounds.

3.2. Methods and tools

Each situational profile/case presents learning outcomes which describe what the learner will have achieved after the training. These learning outcomes should be based on the need assessment from the company (who is possibly also the buyer of the learning provided). The role of the adult trainer is to find ways to assist each learner to reach those learning outcomes through various approaches based on the learner's needs.

The step-by-step process of using the situational profiles / cases

1	Decide where to use the situational profile	In the classroom, in the company etc.
2	Identify an appropriate profile category to work with, based on the learner group	Car rental, reception, driving, cleaning etc.
3	Choose the language to be used	Learner needs - company requirements.
4	Choose a profile that fits the company	If the learner group comes from the same company or sub sector.
5	Choose a spokesperson for each group working on the profile	He/she will lead the work/conversation, summarize the results and praise as appropriate.
6	Divide the group into smaller working groups	Not more than six in each group.
7	Start with reading the profile/case	First each individual and then the group leader for the group.
8	Go through the discussions/questions and solve the task	This can be done through various methods: -Self-developed -Behavioral modeling -Other methods
9	Each group presents their results, including discussions and reflections	Ways to present can be variable, based on the complexity of the case and related processes. Examples include: -Oral presentations -Role playing solutions

Behavioral modeling explained (for step 8 and 9)

A useful method to engage the learners and increase learning is called Behavior modeling training. This method entails:

- a) Defining and describing thoroughly which skills and behaviors will be practiced in the training
- b) Providing the tools or guidance on how to display the behaviors
- c) Ensuring that the learners can practice using the behaviors
- d) Giving feedback and social reinforcement after practicing the behavior and
- e) Planning of how these behaviors will be practiced at the job.

One meta-analysis off 117 studies found that learning and actual application of skills learned in the training was enhanced when the training involved both positive and negative examples, and when the learners generated their own scenarios (Taylor, Russ-Eft, & Chan, 2005). These can be based on their own experiences, either in previous work situations or experiences when communicating with customer service staff. The trainer can ask a few prompt questions, such as how the situation made them feel, how they wanted to respond, how they actually responded, before asking what they would like to have done differently next time. Engage the group and ask them to reflect on the situations which the students have generated. Ensure that both positive and negative experiences are reflected on. The actual application of the learning is also enhanced when the middle-manager receives training, as will be discussed in the next section.

4. Individual guidance and support

According to research, methods of learning vary with regards to how effective they are for learners. Therefore, the adult trainer should in the beginning and during the learning process take notice of individual learning preferences and be prepared to guide each learner individually.

The four stages of competence model developed by Noel Burch in 1971, presents stages of competence awareness individuals may be dwelling in at the onset of learning. Realizing at what stage they are in and actively involving them in their own learning progress demands guidance skills on behalf of the adult trainer; instead of describing/teaching - the notion is to enhance discovery.

By understanding this model, adult trainers can better understand individual learning needs and develop objectives based on where the learner is placed.

The Four Stages of Competence

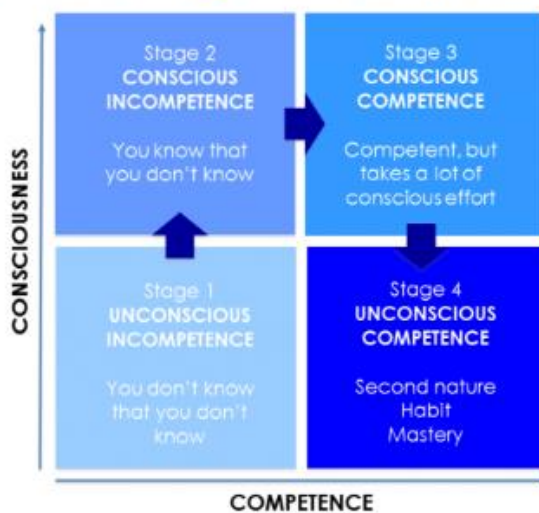


Figure 4: The four stages of competence (Source: Noel Burch from **Gordon Training International**)

1. In unconscious incompetence, the learner isn't aware that a skill or knowledge gap exists.
2. In conscious incompetence, the learner is aware of a skill or knowledge gap and understands the importance of acquiring the new skill. In this stage, learning can begin.
3. In conscious competence, the learner knows how to use the skill or perform the task, but doing so requires practice, conscious thought and hard work.
4. In unconscious competence, the individual has enough experience with the skill that he or she can perform it so easily they do it unconsciously.

The model can assist trainers understand the emotional state of the learners. For example, a learner in unconscious incompetence will respond differently to training than a learner in conscious incompetence. If someone doesn't know there's a problem, he or she is less likely to engage in the solution. On the other hand, if someone is in conscious competence, he or she may just need additional practice rather than training.

The notion of competence is a delicate issue and should be approached in a sensitive manner. Each individual has various competences that should be the basis for further learning. These can be highlighted in the beginning of the learning phase, for example through discussions about prior work or learning experiences – the glass should be seen as half-full.

The [lifeline](#) is an exercise that can assist people in bringing forth prior experience and competences to base their continuing learning on.

Various tools can be used to identify learning preferences some are:

VARK (Visual/Aural/Read-Write/Kinesthetic) questionnaire assists learners assess their learning preferences (see: <https://vark-learn.com/>)

Gardners multiple intelligences reviews 9 categories of competence areas which people may identify their learning preferences through (see for example: <https://www.literacynet.org/mi/assessment/findyourstrengths.html>)

Thus, the trainer is encouraged to emphasize support to learners and assess their individual needs. Also, the support at work is of particular importance, as the skills and abilities gained through the training might not be practiced at work and maintained over time if this support is lacking. To prevent this, the work environment could offer opportunities to practice the skills learned in the training without any delay.

A supportive learning environment

Support in the work environment itself is important to facilitate a continuous learning environment during and after the training. For instance, if the manager and more experienced colleagues do not promote a supportive learning environment, the aims of the training might not come to fruition and the knowledge gained might fade over time. To prevent a mismatch between the training and what is practiced in the work setting, the trainer could encourage the active involvement of both the relevant manager and experienced colleagues to some extent in the design, preparation, and facilitation of the training. For example, they could take part in the generation of common customer-service situations relevant to that company to include in the training, participate in role-playing during the training, and identify in a discussion with the trainer how they could facilitate a supportive learning environment after the training.

It is recommended that the trainer assesses perceived importance of the training when discussing with the manager in the initial stages, to get an idea of how training and ongoing learning has been perceived and practiced within the company. Ideally, the manager should

be conscious of the importance of a supportive learning environment. If this is not the case, the trainer will need to advocate for the value of this training as the ultimate results would be influenced by the managements support. Hence, it is important that the manager communicates the perceived utility of the training to their future employees who enter the training and encourages the more experienced employees to actively participate in mentorship and support for the new workers. Rewards and acknowledgement of the employees' effort can also help to facilitate learning.

Shared mentorship

Ideally the managers would also receive training in providing feedback, goal setting, reflective practices, enhancing motivation and coaching to follow up on the training. Then, supervisors can be active in giving constructive feedback and engaging with the staff to see how they are doing, which is why it would be a good idea to involve them in the training from the beginning. This could facilitate the long-term effect of the training, maintain a positive learning culture and even lead to enhanced employee wellbeing.

More experienced employees in the training might be involved to become mentors with the role of encouraging reflection of different situations that come up. It could be optional for them to attend, and in at least one session they could be included, where *shared mentorship*, *continuous learning environment* and *feedback techniques* would be promoted. However, they need to have the autonomy to show up, not be forced to attend.

Support and shared mentorship among the new workers should be encouraged, by working in teams and supporting each other at work after the training, helping each other to reflect on what was good with how a situation was handled, and what could be done differently next time. During a focus group session in Iceland, it was suggested that learning groups could be created within units so the employees can share strengths and further develop individually and as a team. Another manager expected that the trainer would take part in strategically empowering the employees to mentor each other and thereby contributing to a positive learning culture where all employees see a benefit in developing themselves.

Goal setting

Studies have found that the actual application and maintenance of learning is enhanced when the participants set goals (Taylor et al., 2005) and the trainer will guide them in this process. A common guiding tool for setting goals is **S.M.A.R.T** goals (Specific, Measurable, Achievable, Realistic, and Timely). First, the goal should be specific instead of too general. Second, it should be possible to measure the goal and the learner can determine how they would like to set the measure. Third, the goal should be possible to achieve and realistic, and finally, there should be a clear timeline.

It is recommended to have an overarching final goal and creating a few small steps to break the process down and enable the achievement of the final goal. Emphasize the smaller steps

and information that it is okay to bounce back, as long as they keep moving up the ladder towards their final goal. The participants write the goals down and are encouraged to keep them visible. If the supervisor is involved in the training, they can follow up with discussions on the employee goals once employment has started; and assess if the goals need adjustment or refinement.

The participants can set goals specifically for the training period and by the end of it, for the employment itself. The goal(s) for the training itself can be facilitated by the question: “What would you like to get out of this training”? The goal setting by the end of the training can involve both a short-term goal and a long-term goal. Although the goals should be realistic and attainable, the goals should also be a challenge for the participant, and it should be of personal importance to them. Find out about their values if they hesitate to identify a goal, for example, what they value when talking to customer services themselves? Assess importance by asking: “Is it important to you? How confident are you that you will achieve this goal (%)?” If they respond with “60% confidence”, ask what is needed to get them to almost 100%? For example, “Which supplementary knowledge or experience do you need to feel almost fully confident in reaching your goal”? These answers can help identify each individual needs from the training to feel competent on the job. When discussing the goals with the participants, the G.R.O.W. framework is a useful tool to facilitate the discussion:

G – Goal; The participant identifies what their goal(s), and steps to reach them, will be

R – Reality; Where are they now, what have they already worked on, what is the next step

O – Obstacles & Options; Identify any possible barriers, have them identify how they will overcome them, and list all the ways of reaching the new goal(s)

W – Way forward; When will you start? Make an Action Plan

Keep in mind that people are less likely to believe they can achieve a goal if they have little prior experience in the work setting and if there is high pressure to perform well immediately. The learner’s sense of self-efficacy plays a role in goal-setting practices. Self-efficacy is their belief that they can complete the work tasks and achieve the goal. The training can increase their confidence by praising their capabilities, as the exercises can enhance their self-efficacy by helping the learners to see themselves in various situations and finding possible ways to deal with them. Self-efficacy can be enhanced with the exercises when the learners witness others doing demonstrations of the situations, try it out themselves and receive verbal motivational feedback on the progress they make.

5. Competence criteria for the adult trainer

A competence needs assessment was conducted by the ETSC in Iceland to bring forth a job profile for the adult trainer. European standards also exist, but they are rather broad. Some of the core elements from the ETSC job profile are presented here as support for the adult trainer, in addition to elements from mentor training.

An example of a job profile for the adult trainer

The role of the adult trainer is to support adults in their learning so that they can increase their competences in a specific area. The adult trainer creates an environment for learning and seeks to awaken the interest of learners in the subject(s) at hand. The main tasks of the job are to prepare and lead the learning process with various participants groups. Embedded in that is to activate learners, influence their mind set/attitude, mediate information, evaluate progress, provide feedback and guidance. The adult learner respects the participants and meets them where they are. He/she works independently but also, often in cooperation with others and follows appropriate working processes and quality standards for the job. Working conditions can be variable and sometimes demanding. The learning delivered can take place in workplaces, at the locals of educational providers/schools, at the locals of societal organisations. Learning can be delivered locally and/or through media technology.

Overview of competence factors for the adult trainer, findings by a team of specialists which worked on the job profile for adult trainers in Iceland:

Competence factor	EQF level
Adaptability*	5
Resource management	4
Interactive communication	6
Equality awareness	4
Critical judgement	4
Teamwork	5
Planning and organizing	5
Continuous learning	5
Information gathering and processing	5
Work ethics and values	5
Concern for safety	4
Valuing cultural diversity	4
Initiative	4
Using information technology	4
Writing skills	4
Self management	5
Creativity and innovation	5
Wellness	5
Resilience	5

Team leadership	4
Result management	4
Fostering learning	5
Client focus	5

**General employability skills are green coloured.*

The competences of the adult trainer will be addressed in more detail in IO3 where the cooperation between the company and educational provider is further described.

Criteria – Cultural Diversity

Many low qualified adult learners are of foreign origin. It is of course a good thing that the trainer is "valuing cultural diversity", but it is often not enough. Having real knowledge of the learners' cultural background is necessary to understand their choices and motivation. Ideally, one or more of the trainers will have the same cultural background as the learners. These trainers will be able to navigate several cultures and have a completely different influence on the learners, and an understanding of various issues that may arise. Such cultural interpreters can help clear up misunderstandings and prepare learners for job challenges and situations that may arise.

6. Situational cases presented

All partners developed cases based on findings in IO1 and through further developments during the testing phase for IO2 in cooperation with companies and adult education providers. Situational cases are presented and categorized into 5 areas:

Reception

Service in restaurants

Touristic activities

Car rental & Taxi service

Covid-related scenarios

Key competences for each case are presented as well. The situational cases are presented in an independent document **(IO2: Part II)**.

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