

ENTERPRISED

Adult Learners Ready for Work

IO3: Methodological Guide for Adult Training Providers and Tourism Industry “Get Enterprised – Work Immersion for Adult Trainers”

Developed by PYMEV



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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 contains **the guides for the IO3**, which aims will be to provide methodological guidelines for training providers and employers in the tourism sector on how to organize short periods of work immersion for adult trainers.

This output stems from the understanding that in order to embed job relevant information and atmosphere, adult trainers need to have direct access to the working environment on a regular basis.

It is a pioneering guide that will transfer know-how from the field of apprenticeship education and adapt it to the specific target group of adult trainers.

The methodology for developing the guide can be applied to design of guides, related to other economic sectors. It can also be relevant for the Higher Education field, which is also looking for solutions on aligning training provision with the labour market requirements.

1. The importance of training the trainer

1.1 Background

Tourism is currently one of the most important economic and cultural sectors in the world. As an economic activity, it is highly relevant, as it has a very important impact on economic growth and employment, as well as contributing to the economic and social development and integration of rural, mountain, coastal and convergence areas.



In addition, tourism is very important because of its scope for the professional life, culture and heritage of countries, as well as its natural heritage and sustainable development.

Statistics from Eurostat survey from 2018 reveal that 10% of companies in Europe (non-financial business) were within the tourism industry, employing 12.3 million people (Eurostat, 2018).

This great potential of tourism as a source of employment should be used to bring the world of work closer to unemployed adults who are looking for new opportunities and choose to invest in their retraining, by attending vocational training courses to find new job opportunities.

1.2 Training the trainer

The work of the trainer goes beyond being a person who imparts theoretical content in the classroom or simply gives a series of tasks to his students. The trainer has to act as an active guide and content facilitator. A vocational training program should not only consider the articulation of different academic knowledge (literacy, numeracy, language competences, digital skills, entrepreneurship, etc.) but also the organization of the spaces necessary for the mobilization of these knowledge or resources; that is, for the manifestation of professional skills.

In order for their training to be successful and to ensure the employability of adult learners, trainers in charge of their training need to be highly qualified both to teach the theoretical and practical content necessary to face the labour market, to prepare them for successful inclusion in the tourism sector. It is therefore ideal for trainers to include in their own training short periods of immersion in the different areas of work covered by tourism, so that they are able to provide better preparation for their learners, make them feel more secure to carry out their future jobs, avoid employee turnover and that new employees leave the job after a short period of time.

The essential mission of the immersion process is the training of qualified, competent, and committed adult trainers. This implies that trainers are full of comprehensive knowledge and skills to be able to transmit these characteristics to their adult learners. Training thus appears no longer as a tool but as an obligation for the teaching team.

This retraining for the trainer ensures that the professional development does not stagnate.

It gives them the necessary tools to be able to solve training challenges adapted to the requirements of the 21st century skills and to train its adult learners in all the theoretical and practical aspects that are required to achieve a satisfactory and complete education.

The trainer must be able to anticipate the needs of the future professionals and prepare them to be able to act and make decisions in the different events and scenarios that occur at work in tourism companies.

Theoretical notions, naturally decontextualized, are not directly usable for action. This type of resource is a means of understanding and interpreting the situation, and therefore requires a form of transposition in order to be useful in the workplace.

Training the trainer is a process that makes it easier for the trainer to develop some knowledge, improve their skills and behaviors to successfully carry out their teaching work. For the trainer, training can lead to more positive attitudes, as it improves the knowledge necessary for the exercise of teaching at all levels, feed confidence, professional development, improve the learner-trainer relationship, promotes communication, reduce fears of incompetence and contribute positively to conflict management. Training streamlines decision-making and problem solving and develops a sense of progress.

2. Designing of work immersion period's agenda

Here follows an overview of an example for how immersion periods can be carried out. The example presented here is an extensive one and requires commitment from tourism companies. It can be shortened and adjusted as circumstances require and specific steps or parts of the process used alone. The aim is, as mentioned earlier, to equip the trainer with current knowledge of training needs and trends in the field based on direct contact with practice.

2.2 What is a Work Immersion Guide?

It is a guide through which general guidelines can be followed for immersion periods of VET trainers in various tourism-related businesses.

The guide introduces some general lines of how the organization of the immersion period can be executed, which can be modified according to the specialties of each business or activity.



2.3 What is the purpose of the guide?

The strategic objective of the guide is to boost the quality of training aiming to result in increased competencies among current or future employees within the tourism sector.

It is about avoiding a high turnover and supporting sustainable integration, generating job security and the ability to respond to the challenges encountered in the daily performance of work in the tourism sector.

This will be done through hands-on training of trainers through immersion periods, which will ensure their preparation to equip their adult learners with the necessary skills and confidence to progress within or enter the tourism field. This will increase the quality of the training provided for a skilled workforce.

In this way, trainers participating in these immersion programs in tourism companies will:

- Complete the acquisition of professional skills by applying in practice the theoretical knowledge they impart.
- Learn more about the real work processes and procedures in a real context.
- Develop their professional skills by increasing their practical knowledge.
- Facilitate the transmission of attitudes and behaviours specific to the tourism sector to adult learners.
- Support the integration of their learners into the labour market.

2.4 Who is the guide for?

This guide is intended for a supervisor from the training center, as well as for the appointed mentor at the tourism businesses that will collaborate on the training of trainers to ensure the successful education of their adult learners and future employees, contributing to the improvement of the quality of the tourism sector.

Businesses may include, but are not limited to:

- Hotel Industry
- Restaurants
- Retail sector
- Travel agencies and Information
- Car rentals
- Entertainment travel
- Transport of people (taxis, minibuses etc.)
- Tour guides
- Sports instructors



2.5 Business benefits

Tourism is a very complex industry made up of a number of different businesses and economic activities. It can be defined with reference to the goods and services tourists consume, where a tourist might be defined as a person who is travelling or visiting a place for a variety of purposes. This includes a range of different activities such as taxi operation, passenger transport, accommodation, restaurants, food services, cultural, entertainment and recreation activities. Most of these activities provide services to both tourists and local residents, in many cases tourism accounts for a substantial share of activity especially when it comes to accommodation and services of travel agencies and tour operators as well as sea, coastal and air passenger transport¹.

Companies and tourism services participating in the training program may benefit from the following:

- Improve the delivery of their services by ensuring that adult learners will get quality training.
- Impact on the points they consider most important in the training of tourism personnel.
- Increase the quality of tourism and customer satisfaction.
- Obtain recognition for participation in this project.

2.6 Management of the immersion program

To make the immersion program as complete as possible, double tutoring is recommended.

On one hand, there will be the position of the supervisor from the training center, whose functions throughout the project of immersion of trainers will be the following:

- Determining the conditions of the work immersion program.
- Establishing contact with the companies participating in the program.
- Agreeing the training program with companies.
- Agreeing on the program of activities with the relevant person in the company.
- Explaining to trainers participating in the program what jobs they will be involved in and what their tasks will be (can also be job-shadowing).
- Linking between trainers and companies.
- Verifying the development of the activities of the training plan.

¹ Cedefop (2020). Skills developments and trends in the tourism sector. *Skills Panorama Analytical Highlights*. https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-developments-and-trends-tourism-sector



- Performing the tutorial action.
- Evaluating the immersion in collaboration with the company.

In addition, the company will make available its own mentor, whose functions throughout the project of trainers' immersion will be the following:

- Directing the training activities of trainers in the company.
- Guiding the trainer during his stay in the company.
- Assessing the project through company evaluation.
- Solving problems arising in the development of activities.

2.7 The immersion program in company

The first phase of the immersion program will be the search for and location of companies willing to participate in it.

Different resources can be used for this purpose, such as contacts with entities (chambers of commerce, regional or local business associations etc.), contacts with suppliers who are known to the tourism companies, with whom they work or, in any case, carry out an exhaustive search on the internet, which will provide us with all the information necessary to select those companies that can respond to the training needs required by the trainers' immersion program.

Once companies have been located which are interesting for the program, a contact will need to be established and visit arranged, either an in-person interview or through on-line channels, to discuss the importance of the program in a clear, concise, and functional way.

The benefits of participation in the program are presented, both for its business and for the quality of the tourism market in general, since, through immersion activities of trainers, companies ensure that future professionals are more prepared.

On the other hand, it is important to obtain commitment of the company in the following points:

- To be involved in the trainer's practical learning plan.
- Follow the agreed programming of activities, facilitating their implementation, monitoring and evaluation of progress.
- Appoint a company mentor.
- Facilitate communication with the training provider's supervisor.

Once the collaborating companies have been located and reached, an agreement on the main conditions for carrying out the immersion period of the trainers is reached. Moving to the second phase; the organized and sequenced planning of the immersion period, that is, the creation of the training program. If occupational insurance for the immersion worker is needed, this must be solved before immersion starts.

The training program will be designed in conjunction with the company and will involve the trainer's supervisor and the partner's business mentor. In any case, it shall meet a number of basic requirements:

- Integrated into the day-to-day activities of the company.
- Implying a level of demand adapted but similar to that of the workers of the business.
- Respect in all cases the occupational safety and health standards laid down in the conventions.

It will be the responsibility of the training provider to prepare a proposal taking into account the resources and processes of the collaborating company and will negotiate with it the concretion of the programming, the timetable of realization, the definition of monitoring and the procedure and evaluation criteria.

PHASES	OBJECTIVES	GUIDELINES
1º Analysis of initial information	Collect and analyze the information provided by: <ul style="list-style-type: none"> - Training in the occupation - The company - The training provider - Teaching staff 	Initial information concerning the company is essential before starting the proposal
2º Drafting of the proposal	Make a proposal for both the activities and the monitoring and evaluation system	What activities should the trainer carry out to achieve a desirable level of practical knowledge?
3º Negotiation with the company and consensus	Consensus between company and training provider	The training plan proposal is the working document for negotiating and agreeing on immersion in the company. The commitment of the company will be greater to

		the extent that the plan is discussed and agreed
4^o Drafting the final document	Formalized in the training program document of the Immersion Plan	It should be: realistic, achievable, verifiable and evaluable.

2.8 Development of the immersion program

In the first place, there will be a welcome day in which the trainer will know, from the hand of the training provider’s supervisor and the mentor of the company, the conditions of the immersion period that will begin to take place.

The necessary information to be provided to the trainer shall include:

- Tourism business sector and its brief history, including its values and philosophy.
- Company staff and professional profile.
- Workers' rights and obligations.
- What their tasks will be and the objectives they have to achieve.
- Internal and/or external communication channels.
- Type of clothing (if necessary).
- Knowledge of the work environment and materials required.

A written summary of the basic information required for the trainer, written in a clear and visually presented form, either in paper or digital format, can be provided so that the trainer has access to it whenever he or she needs it, in a simple manner.

Although each company will have some freedom of action to agree on the realization of the training sessions adapted to its own needs, philosophy and way of working, there are a number of skills that trainers must develop during the immersion period.

Transversal skills

The Spanish Ministry of Industry, Trade and Tourism has proposed a Framework of Transversal Tourism Competences that covers the basic training needs of the tourist worker. Information can be found on the website for the Ministry of industry, trade and tourism in Spain (Sustainable tourism strategy of Spain, 2030).

This framework arises with the aim of defining a set of core professional competencies applicable to transversal tourism workers for any sector providing tourism services and serve as basis for the recognition and certification of achievements apprenticeships undertaken by tourism professionals based on the Competency Framework, as well as for the design and implementation of self-assessment and individualized guidance



systems for tourist workers based on a route design, which marks the learning journey to be made.

The proposed transversal tourism areas of competence are grouped into the following:

- Personal Competencies and Innovation.
- Digital Competencies.
- Competencies in Management and Governance.
- Competencies in Quality.
- Competencies in Sustainability.
- Competencies in Accessibility.



Personal skills

Personal skills are essential for the development of other specific skills of tourism workers, regardless of their position or level of responsibility.

For the practices dealt with, it is interesting for trainers to develop, among them, customer relations, correct and fluid communication with the client, the ability to solve problems creatively and the ability to make decisions when the situation requires it. Also, the ability to work as a team and to have basic leadership techniques in the case of the person in charge, as well as to know how to apply health security and management measures, due to the crisis caused by the COVID-19 pandemic.

They can include:

- The use of courtesy and friendly treatment.
- The image of the company, which should be cared for.
- Show interest in the customer and attend properly.
- Availability.
- Positive attitude.
- Languages.
- Complaint management.
- Information.

Digital competencies

Digital competences comprise the set of skills needed to achieve work performance goals by applying digital technologies. Thus, trainers will have to deal with the application of information techniques, communication mechanisms, creation of digital content and problem-solving using technology. It is essential today in the tourism sector due to the rise of tourism.

Competencies in tourism management and governance

Specific competences refer to skills that try to identify and apply techniques of analysis, strategy and management, which also implies knowing and being able to implement marketing techniques, marketing and customer service. Also, management of personal communication techniques, problem solving with the client and working with clients from different socio-cultural media.

Skills in tourist quality

The improvement of quality in the tourist destination is one of the most relevant issues facing the sector. Therefore, tourism professionals must know the different quality management systems available, implement the most appropriate one and carry out the tasks corresponding to the implementation of the quality management system assigned to it.



Competencies in sustainability

Competences in sustainability are those skills or abilities that workers in the sector must have to manage the territory in accordance with the principles of sustainability, in its environmental, socio-cultural and economic dimensions.

Know and apply the organization's guidelines on sustainable tourism development. Sustainable use of natural resources for tourism development. Understanding and acting on the concept of tourism development as a tool to improve cohesion between communities and cultures and to achieve satisfactory standards in the quality of life.

Competence in accessibility

Finally, it is necessary for workers in the tourism sector, at all levels of responsibility, to have competence in terms of accessibility and care for users with special needs, that is, to know the barriers faced by people with functional diversity and the adaptations that may need to be applied to the products or services offered.

Know the different types of functional diversity that exist and the needs that they require and apply solutions for each of them.

Know and report on the degree of accessibility of the organization, its products and its services. Know and apply customer service guidelines specific to the various types of customers with special needs.

Sectoral competencies

The following are basic skills by sector that can be used to guide the trainers during the immersion period.

Hotel Industry

Rural Houses

Reservation management: Attend reservations explaining services and conditions (availability, rates, payment, etc.) with the greatest possible diligence. Confirm the reservation by requesting the relevant data and offer alternative possibilities in case of unavailability.

Reception and accommodation: Welcome the client, identification request and identity documents, complete information about services, security and schedules, as well as any unusual circumstances. Key delivery and showing facilities.

Continuous information on the nearby tourist area, explanation of additional documentation if the destination has it.



Charge: Report of the charges charged in total and invoice. Preparation of the payment invoice.

Room Maintenance: In case the room needs extra maintenance, notice to the reception, information to the customer, verification of possible breakdowns.

Hotels

Booking (rooms and events): Know exhaustively the offer; number of rooms and their typology, facilities and services, and their schedules, rates. Attend to booking requests. Obtain the minimum necessary customer data and find out what their preferences are.

Reception Check In: Welcome and accommodation. Check-in. Customer registration, effective delivery of the key. Troubleshooting in case of Overbooking. Help with customer baggage.

Customer information: Be able to provide complete information about the nearby tourist space. Guide on transport schedules, places of interest, etc.

Management of External Reservations at the destination: Help the client to manage their excursions, car rental, reservation of tables in restaurants, etc. As far as possible.

Check Out: Billing and farewell. Prepare the invoice and report the total amount of it. Make the collection. Farewell to the client by thanking him for his stay and offering information about possible routes to take or about other destinations. Show interest in the comfort and satisfaction of the client during the stay in the tourist accommodation, inviting him to complete the satisfaction surveys. Help with baggage removal.

Restaurant inside the hotel: The services, schedules and gastronomic offer must be thoroughly known. Accommodation of the guests in the dining room. Billing and charges to account to the room.

Gastronomy

Restaurants

Reservations: Attend reservations explaining services and conditions (availability, rates, payment, etc.) with the greatest possible diligence. Confirm the reservation by requesting the relevant data and offer alternative possibilities in case of unavailability.

Welcome and accommodation: Welcome the client. In case of customers without reservation, confirm availability or if no table is available, propose a real waiting time depending on the experience of the establishment. Find out the customer's preferences regarding the location of the table and satisfy them as much as possible. Accompany the client to the table and facilitate his access to it.

Billing: Present the invoice whenever the customer has requested it.

Room service: Placement of all the necessary complements on the table. Attention to the needs of the customer. Delivery of orders. Know the menu and guide the customer about the contents of the dishes. Take the orders correctly, indicating the distribution of dishes and diners. Serve dishes and drinks. Receive and service according to orders inline with service protocol.

Bar/pubs/coffee houses

Bar or coffee house service I: Take orders. Knowledge of the menu and customer orientation. Beverage service. Food service (sandwiches, tapas). Attention to customer needs. Ensure proper service dynamics.

Bar or coffee house service II: Personalized customer service. Delivery of drinks and food. Use of the appropriate utensils for the service. Placing auxiliary elements at the customer's disposal on the bar (napkins, sugar, sweetener...). Cleaning of the bar.

Shops (retail sector)

Sales; exhaustive knowledge of the supply of the establishment, both from the quantitative (products) and qualitative point of view, and the distribution thereof. Report the location of other departments and services. Clarification of the client's doubts. Verification of product price labelling by verifying that they are visible and correct. Proper organization of the products and verification of their good condition. Replacement of deteriorated or expired products. Customer advice. Delivery of products according to special packaging needs.

Sales billing; Preparation of the invoice and information on the total amount of the same. Collections. Management of returns.

Sales of crafts, gastronomy, tickets (theme parks, festivals, etc.) Knowledge of services sold in the office. Provide information about them. Customer orientation, advising and providing information material. Verify regularly that the products on display are in good condition and that the intended stock is maintained.

Cleaning and maintenance; Performing maintenance cleaning tasks when necessary.

Other travel services, such as car rentals, entertainment/activity services etc.

Travel agencies and Information

Reservations in destination companies; (Hotels, restaurants, local guides, etc.). Reservation information and management.



Request data and confirmation of reservations through the most direct way possible (telephone, e-mail etc.). Offer alternatives in case of unavailability.

Local guide services; explanation of the content of the route, places to visit, stops and breaks and end point of the route. Delivery of destination promotional material. Knowledge of the location and characteristics of the tourist services of the destination beyond resources (restaurants, bars, shops, tourist office, car rental etc.). Guide services; know how to arouse curiosity and interest of visitors, incorporate anecdotal information. Active listening and resolution of doubts or problems. Adaptation of the content and form of message to the target audience.

Invoicing of sales of products and services; Preparation of invoices. Report on the overall amount of the invoice. Bill.

COVID-19 Special

COVID-19 is likely to bring about significant changes in the entire tourism sector, perhaps not only during the pandemic itself, but also afterwards. Therefore, specific characteristics and requirements of tourism working environments are likely to change, too. Additional resp. new challenges will make these transversal skills even more important, because employees in tourism sectors will have to refer to new legal regulations, guidelines and different commercial trends together with sufficient knowledge about new working conditions like hygienic standards or distance rules among tourists and staff and how to handle these in daily working life. For example:

Put into practice the special measures required in each physical space, both with clients and between employees.

Make active indications to customers (such as in breakfast buffets or how a guide should interact with the group).

Know the necessary guidelines for the facilities and products to be adapted to the new scenario.

Sensitize customers for compliance with hygienic measures.

In certain areas of tourism, more emphasis will have to put on digitization due to the changes COVID-19 might cause.



3. Conducting motivation meeting of participating adult trainers before immersion

Education needs more involvement than other professions, as it works directly with people, learners who are learning how to develop their skills and competences for their future professions successfully.

In addition, in the 21st century, education needs a profound innovation, which has to be valid in order to respond adequately to the challenges posed by the current labour markets. The work environment of tourism has been lacking in quality and workers with a low level of training could access this type of work without encountering major obstacles. But today, tourism is a very important part of the global economy and there is therefore a strong interest in its employees being well-trained professionals in all areas it covers.

The trainer thus appears as the one responsible for focusing the attention, interest and learning of his participants so that they reach their learning objectives and become competent and successful workers in the future. To do this, the trainer must plan and provide both information and experiences. For the trainer as a facilitator, motivator and instructor of the learners, it is important in this respect to also adapt his or her knowledge to job realities in order to support and inspire adult learners, according to their needs.

The enthusiasm of the trainer in his daily activities will have a significant impact on the increase of the levels of motivation of his participants. Each of their achievements is linked to their own level of motivation.

Among the other criteria that make a good trainer like comprehensive knowledge, skills and competences, a high motivation and conviction are crucial to deliver the training successfully and sustainably.

3.1 What is motivation

Motivation is an extremely complicated and multifaceted concept. It can be summed up in that it is an attraction to a goal that involves action on the part of the subject and allows accepting the effort required to achieve that goal. Motivation is composed of needs, desires, tensions, discomfort and expectations. It is a pre-learning step and the driving force behind it.



According to Daniel Pink (2011), motivation at work is built on 3 factors:

- Autonomy.
- Mastery or competence.
- Purpose.

In this case, the first factor is that the trainer feels that he or she has the ability to decide and organize how to carry out his or her work on the basis of his or her knowledge and experience and is intimately linked to the achievement of the second; mastery, which requires the attainment of the skills and knowledge necessary for teaching. Mastery requires from the trainer a yearning to learn, improve and grow, as well as being open to acquiring a mastery of what he teaches. Only those trainers who are motivated themselves are at work with pleasure and can pass on this enthusiasm for the training and their future job as well to adult learners.

There is nothing better than the continuous training of the trainer to grant him or her the mastery in the performance of his profession and to obtain enough brilliance in his or her field to manage with autonomy in the teaching. As for the purpose, for the trainer it translates into living his or her work with the vocation to transform society from its base and to model the future of the same one, providing his learners the brightest possible level of formation.



Resource: www.pixabay.com

3.2 Goals

The motivation meeting seeks to address the key objective of the immersion process, which is closely linked to the trainer's role as a vocational training professional.

To do this, the first thing will be to explain clearly the educational objectives of the immersion period and the usefulness of it as a source of practical knowledge.



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In this case, we must convey to trainers that the immersion period is an ideal opportunity to strengthen their competencies and familiarize themselves with the current trends within the tourism sector. In that way, they are better equipped to support learners in their skills development, based on the needs in the field., so they can be successful and feel confident and competent in the performance of their work.

It is important to emphasize that the trainer can play a key role in empowering the adult learners, helping them to realize their potential and understand the demands of the labor market, in this case the tourist sector. Thus, the trainer can facilitate job seekers' entrance into the labor market and support competency development among tourism workers. Feeling competent at work enhance general well-being of the learners.

If trainers can support learners with a wide range of knowledge and skills and some practical experience in the related field, the process of self-knowledge, where the adult learners themselves realize that they have strengths and attributes needed in the tourism sector, they will apply for jobs that match their skills more specifically. This, together with more professionalism regarding self-presentation, will be useful, concrete and expedient to focus on. The learners will have confidence and more faith in their own abilities, having received necessary tools and guidance to get a clear picture of their own strengths (and shortcomings).

When the trainer knows current trends and needs of the tourism sector, he/she is more capable of carrying out a successful training program. Therefore, an immersion period in a tourism company is important so the trainer can meet the needs of the learners and provide relevant training content that is based on actual practices in the field.

In addition, there is a need for a logical and orderly approach to the activities to be carried out, setting out the rationale for the usefulness of each and what capacities they will be able to develop and implement.

3.3 Expectations

After underlining the objectives that the trainer will achieve with the immersion, both for himself or herself and for his or her adult learners, the following exercise can be carried out, combining motivation with expectations about the activities that will be performed.

The expectations relate to the level of effort and performance that trainers will put into their tasks during the immersion period.

It is important to clarify and reinforce their expectations by asking the following questions and reflecting on them together:

- **As an adult trainer, am I able to perform this activity satisfactorily?**

In answering this question, we must instill positivity and encouragement in adult trainers, convincing them that they are able to overcome their limits by putting their knowledge into practice and facing new teaching challenges. We must appeal to the commitment that the trainer has as a vocation to teaching, which makes him or her strong and able to join in initiatives as satisfactory as these. It is about getting trainers to visualize the goal and not to doubt their abilities to approach it.

- **What do I get out of an immersion period?**

At this point we can emphasize the personal consequences that the realization of the immersion will have for trainers. Some of them can be:

- The motivation of their adult learners.
- The internal satisfaction of a well-done job.
- The recognition of both their learners and other peers and educational community.

- **What are the key benefits of the immersion period?**

Once the trainer is aware of his or her own capacity for self-enhancement and the benefits that the immersion will bring, the answer to this third question will emerge from it. Being fully convinced that this task is worth performing is the first step towards starting action.

Based on the above a summary can be made in which the main benefits that the immersion period will bring for the trainers are collected:

- Increased confidence in delivering relevant training
- Training delivered matching job demands
- More qualified learners
- Increased quality service within the tourism sector
- Self-development

3.4 The positive contagion

Finally, another key to achieving optimal levels of motivation is to achieve a climate brimming with positivity and good energy at an emotional level.



Emotion is what moves people, and there is no better way to connect with them than by touching emotions. Achieving a **balanced** and positive atmosphere at an emotional level will make the whole immersion process develop satisfactorily.

Often, and even more so today, we associate the word contagion with something negative, but experience teaches us that positive attitudes can also be transmitted. The emotions are viral.

Very recently, thanks to neuroscience, we discovered what is known as 'mirror neurons', which are a type of neuron that we find in the human brain that is activated by relating to and observing others. Thanks to them, the brain copies, imitates, feels and acts with empathy. This is how physically an emotion can pass from one person to another and become infectious within a group with ease.

In the case of trainers, a passionate trainer is more likely to create passionate learners and workers. If the trainer gets excited, the learners will get excited, too.

Therefore, maintaining a positive state of mind is vital throughout the accomplishment of this task of immersion and learning. Taking forward the practical contents with a positive attitude will make the trainer retain them more effectively and be able to transmit them with enthusiasm to their adult learners.

We must strive to maintain a positive, calm and trusting environment in which emotions and illusions are shared, so that motivation is automatically raised.

4. Preparing workplace mentors of adult trainers

4.1 The mentor

To prepare the trainers` mentors, the first thing is to explain clearly what their role will be:

The mentor is the person who, based on the knowledge acquired through his experience with workplace training, can influence positively their motivation and development of their tasks.

So, the first thing we have to put in value is that the mentors have been chosen for this task for their extensive experience and for their mastery in the development of their position. Having the opportunity to mentor is a recognition of the worth of the worker.

In addition, this recognition is not only limited to the practical professional field, as the skills to teach, guide and motivate peers who do not have the same knowledge are also



being valued. It is assumed that the mentor has a positive attitude and a good level of work ethics.

4.2 Mentor's tasks

Once the importance of the mentor's role and its implications have been explained, it will be necessary to clearly identify the tasks that the mentor has to perform and to provide guidance on how to perform them.

Expectation setting

The mentor must know exactly what the goal is to achieve for the trainers after the immersion period and, also the level of motivation on which they are. This is important so that mentors know more precisely where and how to direct trainers' activities.

Welcoming

The first task of the mentor will be to welcome the people he will be in charge of. He or she will have to introduce the layout of the place to the trainers and where the important points are, the different working materials and everything they may need to develop the immersion. They must also make available to trainers a protocol for seeking help if at any time they need something and cannot be immediately attended to (for example, to a supervisor, who to turn to, how to locate it...).

Organization

The mentor will provide the trainer with the organizational chart that will reflect the daily activity of the business in which the immersion will take place. It must clearly explain the delimitation of roles and responsibilities that the trainer will have in the development of the activities that correspond to him, resolving any initial doubts about them and providing the necessary explanations, bearing in mind that it is not the natural work habitat of trainers.

Atmosphere of trust

One of the most important tasks for the mentor is the creation of a climate of trust in which trainers feel comfortable.

To do this, it will be essential that the following skills are put into practice:

- Confidence: Both in themselves and their abilities to achieve a good climate, and in the people, they will be in charge of during the dive.
- Cordiality: At all times the mentor must maintain a receptive, close and integrative attitude, handling situations with emotional intelligence and practicing active listening, with an open and receptive mind.



- Communication: Communication must always be open between the mentor and the trainer, both to resolve doubts and to express how they are finding themselves in the development of their tasks. The language used should be simple and easy to understand.

Providing challenges

The mentor has to be able to pose difficult situations as challenges for trainers, thus creating incentives for work to develop satisfactorily and motivation to stay high. They can be perfect occasions for trainers to encourage their creativity in solving situations. In addition, in this way, the achievement of the proposed challenges will increase the self-esteem of the trainer in the performance of tasks.

Knowing when to advise

The mentor should provide constructive feedback to the trainer but must find the right time to do so. It is likely that the mentor will feel the need to provide immediate advice, but a good mentor must know when the timing is right when giving advice. Corliss calls this «the pause button». corrections or comments out of time may result in curtailing the autonomy of the trainer in the development of his or her duties and make him or her feel uncomfortable unnecessarily.

In addition, care must be taken to ensure that instructions on the identified areas of improvement are provided in private and with the appropriate tone.

Celebrating achievements

Just as important as identifying areas for improvement is to celebrate trainers' success in carrying out their duties. That will encourage them to continue and give them greater confidence in the work they are doing. Using positive language is very important to encourage workers who are not used to these activities.

Leading by example

The mentor should be the positive model for trainers.

Throughout the course of the immersion, it will be a great help for trainers to be able to see how the tasks are done properly so that they can learn on-site.

Feedback

Asking for feedback is always important when playing the role of mentor.

The mentor should know if the people in charge are feeling comfortable through a communication space that allows identifying agents that may be impairing performance or, on the contrary, increasing motivation.

Once the functions of the mentor have been explained, they must have a space in which to resolve any doubts that may arise. They also need to know what the protocol is if, as mentors, they need help from a superior.

It is normal for the person who is acting for the first time in a mentor role to be outside their comfort zone and to experience doubts about their own performance. Although these people have extensive experience in their role, they may not do so in facilitating learning, so this process should be taken as an opportunity to learn and thoroughly review the style each mentor takes, analyzing their success points and taking advantage of the experience generated.

It must be shown that taking advantage of an experience as rich as the relationship that is to be established between the mentor and his or her apprentices is an opportunity for the mentor to understand how to return to the experience and reflect on it by generating useful knowledge for the future.

Mentors will be generating new learnings that will stimulate their self-awareness and training.



5. Monitoring and follow-up evaluation activities

The aim of the immersion period is for trainers to acquire the practical knowledge necessary for them to pass on to their adult learners, who will later have the skills needed to successfully enter the tourism labour market.

This involves the assessment of trainers to check the extent of their achievements in the practical learning process they have carried out.

In order to evaluate the activities carried out by trainers, observable and measurable criteria must be developed for each one.

In the process of incorporating a system for assessing competencies, a number of phases will be carried out:

- 1- Selection of the generic and specific competencies on which the evaluator's observation will focus. This selection must be made by the academic tutor and the professional together. It is recommended that the number of competencies to be evaluated should not exceed ten, in order to set clear priorities.
- 2- Establishment of three levels of mastery for each of the competencies. The level of the domain can be elaborated according to the following dimensions: Deepening of the contents known by the trainer, autonomous performance of the application of the same to the practice and complexity of the situational context of application.

5.1 Assessment tools

Once the evaluation criteria have been established, we can consider some monitoring and evaluation tools, such as:

The notebook or journal of the immersion period

In the journal, trainers will gather a concrete, detailed, critical and reflective description of the activities they have carried out and their impressions on them, such as what difficulties they have encountered, how they have been surprised and how they have solved the various situations that have been presented to them. They shall include a report on which competences they have acquired that may be applicable to their practice as trainers and how they can carry them out. The analysis made by the actor of his own action allows a more precise understanding of his behaviors or attitudes.

Assessment sheet for trainers

It is a form that will be filled out by the mentors and will include the professional activity carried out, the evaluation criteria that are followed and which competencies they serve and the assessment. The attitude shown by trainers can also be assessed.



5.2. Reports

Company mentor report

The mentor of the company will send to the trainer a report that will support the evaluation and that will collect the number of hours of immersion made by the trainer and in which he or she will assess aspects, among others that are considered appropriate, such as:

- Technical competence.
- Practical application of theory.
- Adaptability.
- Problem solving and creativity.
- Relations with the working environment.

Trainer report

Finally, given the characteristics of this training programme, it would be useful for trainers to also carry out a report evaluating the learning plan they have followed during the immersion period and the results obtained with the aim of identifying the strengths and weaknesses of these practical sessions with a view to achieving the objectives expected from them. For example, the report could evolve around the business infrastructure, the human resources of the business, the realization of the aims of the business and the organization of the immersion period.

The following is an example of a contract on immersion periods for adult trainers in a company that can be used as a base for formalizing cooperation between educational providers and companies. It can be adjusted to different situations and emphasis.



6. Template of framework agreements between adult training provider and the respective hosting company (example)

COOPERATION AGREEMENT

COOPERATION AGREEMENT BETWEEN AND THE COMPANY
FOR THE DEVELOPMENT OF THE IMMERSION PERIOD UNDER THE
PROGRAMME

DATE

....., with CIF headquartered inand on
their behalf and representationwith Identification Document,
in the capacity of

.....with CIF headquartered in.....and on their behalf and
representation.....with Identification Document....., in the capacity
of.....

AGREE

This agreement aims to achieve collaboration between.....and....., in
order to enable immersion periods in their facilities to expand the knowledge of trainers
about the exercise of professional activities in the labour market.

TERMS

FIRST: The company..... will admit as trainer in immersion period
This trainer was selected by the staff of..... from among the candidates who
voluntarily requested it. The trainer’s data shall be annexed to this Convention.

SECOND: The trainer will carry out his immersion from the day, this year during a period
of, being the internship, adapted to the schedule of the company.....

THIRD: The completion of the immersion period will not imply any type of employment relationship between the company and the persons affiliated to this agreement.

FOURTH: During the period of the internship the trainer will be covered by an Accident and Civil Liability Insurance which will be provided exclusively by.....

FIFTH: The company commits to:

- a) Get involved in the immersion plan.
- b) Carry out the programming of activities that have previously been agreed with the tutor of the vocational training center.
- c) Appoint a company/mentor to coordinate and monitor the immersion period.
- d) Facilitate the implementation of the programmed training activities, their monitoring and evaluation of progress.
- e) Facilitate the trainer, the tools and tools necessary for the proper performance of their functions at the workplace, as well as the complementary equipment specific to the execution of the task in the company.
- f) The issuance of a Certificate signed by the guardian of the company and by the responsible person or legal representative of the company, as attached.

SIXTH: The activities carried out by the trainer will, be at all times, those that correspond to the program of the Immersion Plan, previously agreed and agreed between the company and the tutor designated by.....

SEVENTH: The companyreserves the right to exclude or expel from its premises the trainer who violates the rules of discipline of the same with prior communication to the person responsible for.....

EIGHTH: They will be on behalf of, the possible costs of transport and maintenance that are generated during the immersion period. that lead to the displacement of the student body to the company headquarters, being.....

NINTH: The trainer will have the following obligations with the Company:

- a) Comply with the schedule agreed with the company for the immersion period and respect the internal operating rules of that company.
- b) Comply with due diligence the activities agreed and programmed by the company and the training entity professional in the program of the immersion plan.
- c) Comply with and respect the occupational safety and health standards legally established by the Company.



TENTH: The company and the trainer undertake to maintain strict confidentiality with respect to any information of relevance that is provided to them on the merits of this agreement, unless by them their dissemination is expressly authorized. In this sense, the parties undertake to always comply properly and with the provisions contained in the Law on the Protection of Personal Data and in any other regulations in force or that may be enacted in the future on this matter, undertaking to hold the other party harmless from any liability that may be established as a result of the breach of the personal data protection obligations of each party.

ELEVENTH: The mentor appointed by the company, as well as its legal representative, shall be entitled by means of a certificate, to recognition by part of the work carried out by the guardian/to and by the collaborating company.

TWELFTH: The duration of this agreement will be until the end of the immersion period.

THIRTEENTH: Failure by any of the signatory entities to comply with any of the clauses will be a good reason to denounce and terminate this agreement.

For all this and in proof of conformity with the foregoing, it is signed in duplicate, in place and date indicated above.

Representative of the entity

Representative of the company



Resources

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