

ENTERPRISED

Fullorðnir nemar tilbúnir til starfa

IO1

Leiðarvísir fyrir leiðbeinendur í
fullorðinsfræðslu: Samantekt á
niðurstöðum rýnihópa - greining á
aðstæðum úr störfum í ferðaþjónustu



Þróað af BEST

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1. Inngangur

Í verkefninu Enterprised – “Fullorðnir námsmenn með litla formlega menntun tilbúnir til starfa” er lögð áhersla á bæta og þróa hæfni leiðbeinenda og annars starfsfólks við að miðla námi á árangursríkan hátt til fólks með litla formlega menntun. Með því að veita kennurum, leiðbeinendum og öðru starfsfólki í fullorðinsfræðslu aðgengi að viðeigandi aðferðafræði og efni/auðlindum (t.d. tengdum læsi, talnalæsi, tungumálum, stafrænni hæfni, frumkvöðlafræðum o.þ.h.) sem tengist núverandi aðstæðum í starfi, er miðað að því að efla gæði þeirrar þjálfunar sem í boði er og auka líkurnar á því að fólk nái þannig tökum á starfinu að það haldi því til lengri tíma – sérstaklega í ferðaþjónustugeiranum sem er mikilvæg starfsgrein í öllum samstarfslöndum Enterprised verkefnsins: Íslandi, Austurríki, Spáni og Noregi.

Markmið verkefnisins er að styðja leiðbeinendur og kennara við að fá skýrari sýn á þau sérstöku skilyrði sem starfsfólk í ferðaþjónustu starfar við og draga fram safn dæma af vettvangi úr raunverulegum aðstæðum sem má samþætta þjálfun fólks með litla formlega menntun. Vinnuskilyrði og þarfir fyrir þjálfun voru greindar með áherslu á: Störf framlínufólks í víðum skilningi, þ.e. þar sem þjónusta er veitt beint til notanda (ferðamanna); framlínufólk með möguleika/metnað til að verða teymisstjórar; starfsfólk sem stendur frammi fyrir breytingum innan starfsgreinarinnar meðal annars vegna aukinnar áherslu á umhverfistengda þætti, menningartengda ferðaþjónustu, frumkvöðlavitund/viðskiptaskilning o.þ.h.

Niðurstöður þessarar vinnu eru kynntar í þessum vegvísi fyrir leiðbeinendur í fullorðinsfræðslu.

Grunnur vinnunnar sem þessi afurð byggist á var lagður áfundum með rýnihópum sem haldnir voru aðeins nokkrum vikum áður er COVID-19 faraldurinn skall á. Samkvæmt World Tourism Organization (UNWTO) verður ferðaþjónustugeirinn fyrir mestum viðskiptalegum áhrifum um allan heim vegna ferðatakmarkanna og minnkandi vilja og tækifæra til ferðalaga. Þessi staða mun breyta miklu í ferðaþjónustunni og draga fram nýjar áskoranir sem takast þarf á við, jafnvel til lengri tíma. Erfitt er að spá fyrir um hvað breytingarnar bera í skauti sér, en þær munu hafa verulega áhrif á þá sem koma að þjálfun og fræðslumálum í geiranum, sem og atvinnurekendur og starfsfólk almennt, út frá því hvernig bregðast eigi við nýjum kröfum sem fylgja þessum svo mjög breyttu aðstæðum.



2. Stefna og straumar í ferðaþjónustu

2.1. Viðskiptatengdir straumar

Ferðaþjónustan er orðin ein stærsta atvinnugrein í heiminum. Hún umbreytir heilu landssvæðunum og hefur einnig mótandi áhrif á samfélög. Mikilvægir straumar t.d. hreyfanleiki, aðlögun að þörfum einstaklinga og viðhorf er varða sjálfbærni móta þarfir og væntingar ferðamanna um heim allan.

Alþjóðavæðing og aukin tengsl manna á milli eru einnig áskoranir fyrir áfangastaði hvað varðar sjálfsímynd og markaðsáætlanir – ekki aðeins á einstökum ferðamörkuðum heldur einnig á ferðamarkaði heimsins. Fjölbreytt atvinnugrein með ótal þörfum kallar á markvissan stuðning á öllum stigum til að viðhalda samkeppnishæfni sinni, einnig gagnvart áfangastöðum utan ESB.

Loftslagsbreytingar hafa einnig mikil áhrif í þá veru að ferðaþjónusta sem virðir náttúru og umhverfi, sjálfbærni og lágt vistspor verður meira metin. Aukin meðvitund um heilsu og gæði gistingar og veitinga fela í sér mjög svipaðar áskoranir fyrir hágæðagestrisni í ferðaþjónustunni.

Ferðum 65 ára og eldri hefur fjölgað á síðustu árum og eru jafnvel hlutfallslega fleiri en meðal annarra aldurshópa. Um helmingur þessa markhóps er tilbúinn til að eyða meiru í ferðir og hann hefur miklar væntingar og þarfir. Til viðbótar breytir ný tækni öllum markaðslíkönum og ferlum í ferðaþjónustunni.

Betur borgandi ferðamenn búast venjulegast við einkaþjónustu og hágæða tilboðum um einstaka upplifun á sínum ferðum. Ferðir eru oft nákvæmlega skipulagðar með góðum fyrirvara og ferðamenn eru venjulega vel upplýstir á ferðum sínum með hjálp netsins o.fl.

Aðilar verkefnisins efndu til rýnihópasamtala með framlínustarfsmönnum sem þjónuðu viðskiptavinum beint. Þar var bent á þessi lykilatriði í viðskiptastraumum. Straumarnir birtust með misjöfnum hætti, háð landfræðilegri staðsetningu og upprunalandi ferðamanna þ.e. hvort um innlenda ferðamenn var að ræða (eða nálægum löndum) eða frá fjarlægari löndum.

Ef litið er á mismunandi gerðir ferðaþjónustu á Íslandi, Noregi, Spáni eða Austurríki t.d. á landsbyggðinni, stórborgum eða náttúruupplifun, er ljóst það eru margar sameiginlegar áskoranir hvað snertir þörf fullorðinna námsmanna fyrir aukna sérhæfingu.

Hins vegar, vegna COVID-19, er líklegt að straumar í ferðaþjónustu breytist og leiði til t endurskoðunar. Til dæmis er hægt að nefna hinn þekktu vetraráfangastað St. Anton am Arlberg, eina af mestu smituppsprettu COVID-19 í Evrópu sem stórir hópar ferðamanna hvaðanæva að sóttu heim, oft samfara miklum gleðskap. Eftir algjöra lokun þá hafa sérfræðingar úr hópi heimamanna staðhæft að áherslur ferðaþjónustunnar þar muni breytast í átt að ábyrgri og einstaklingsmiðaðri ferðaþjónustu í smærri stíl í framtíðinni.



2.2. Starfstengdir straumar

Góður árangur ferðapjónustufyrirtækja er ekki aðeins háður um gæðum samþættrar þjónustu heldur einnig í miklum mæli faglegum vinnubrögðum alls starfsfólks fyrirtækjanna.

Þörf fyrirtækjanna fyrir starfsfólk sem getur ráðið við margþættar kröfur nýrra strauma í ferðapjónustu vex. Þessi þörf er í mótsögn við skort á faglegum vinnubrögðum starfsfólks í sumum greinum sem aftur leiðir til þess að einstaklingar stoppa stutt við í starfi og lítillar ánægju hluteigandi aðila með útkomuna, hvort sem um ræðir fyrirtækið, starfsfólkið eða viðskiptavini.

Störf í ferðapjónustu eru oft álitin skref í áttina að öðrum störfum með minni árstíðasveiflum og stöðugra vinnuumhverfi. Slíkt höfðar vel til innflytjenda. Í öllum rýnihópum í verkefninu var bent á að stór hluti starfsmanna, einkum í framlínu, hafa innflytjenda bakgrunn eða koma í árstíðabundin störf erlendis frá.

Þörfinni fyrir starfsfólk í grunnstörfum, þar sem formlegrar menntunar er ekki krafist, er því mætt af innflytjendum sem þarfnast oft meiri þjálfunar og aðlögunar að vinnuumhverfinu og félagslegu umhverfi. Oft skortir þá reynslu á sviði ferðapjónustunnar. Þar af leiðandi skortir framlínustarfsmenn of hæfni af ýmsu tagi, t.d. í tungumáli viðkomandi lands á þrepi B1 eða hærra.

Hvað snertir mun milli vinnuumhverfis þéttbýlis og dreifbýlis, þar sem meiri þörf er á árstíðarbundnum starfskröftum, þá er oft skortur á hreyfanleika á meðal almennra starfsmanna sem aftur leiðir til mikillar starfsmannveldu. Þar með er vandkvæðum bundið að þróa hæfileika sína til lengri tíma litið og auka fagmennsku í greininni.

Ástæðurnar eru oft skortur á grunnleikni, persónulegri hæfni og bakgrunnsþekkingu. Almennir starfsmenn, sem hefja störf í ferðapjónustu, eru oft ekki tilbúnir til að mæta þessum kröfum sem aftur leiðir til rangra væntinga og upplifunar. Þeim finnst einnig oft erfitt að skilja kröfur vinnunnar án beinnar starfsreynslu sem hægt er að öðlast með vinnustaðapjálfun.

Í ljósi nýrra áskorana í ferðapjónustu vegna COVID-19 þá mun grunnleikni og persónubundin hæfni verða æ mikilvægari auk viðbótarhæfni vegna nýrra laga og reglugerða, leiðbeininga og annarra viðskiptastrauma. Ástandið bitnar einna helst á ferðamönnum og þeim sem starfa í ferðapjónustu. Áherslan verður því meiri á persónulega hæfni og að auki á fullnægjandi þekkingu á nýjum vinnuáðstæðum t.d. hreinlætisstöðlum eða nándarmörkum meðal ferðamanna og starfsfólks og hvernig bregðast megi við í daglegum störfum.



3. Séreinkenni vinnuumhverfisins

3.1. Svæðisbundin einkenni

Ef horft er til þess sem er ólíkt á milli dreifbýlis og þéttbýlis og í samanburði við starfstengdar kröfur og tegundir starfa á landsbyggðinni má sjá að þörf er á fjölbreyttri hæfni á meðal starfsfólks.

Skortur á starfsfólki, sérhæfðu og ósérhæfðu, er oft áskorun og þá sérstaklega á ferðapjónustustöðum þar sem þörf er á árstíðabundnu starfsfólki. Algengt er að borgarar sem búa í landinu vilji ekki vinna í dreifbýli nema um sé að ræða störf sem krefjast sérfræðipekkingar, þannig að ráða þarf ósérhæft starfsfólk í þau sem býr oft yfir lítill reynslu og hefur ekki skýra sýn á hvaða verkefni þau þurfa að leysa af hendi eða hvers sé vænst af þeim. Störf í dreifbýli krefjast þess á að starfsfólk gangi í fjölbreyttari verkefni heldur en í ferðapjónustu í þéttbýli. Það krefst mikillar aðlögunarhæfni, bæði hvað varðar árstíðabundnar áherslur og vinnuálag.

Staðbundin einkenni fela jafnframt í sér sérstakar áskoranir, t.d. þegar vinnan er inni í fjarlægum fjörðum eða í vetrartengdri ferðapjónustu þar sem starfsfólk sinnir starfi og býr á starfsstöðinni.

Þetta er oft á hinn veginn í þéttbýli og höfuðborgum þar sem margt ósérhæft starfsfólk (fólk með litla formlega menntun) er í leit að starfi í ferðapjónustu. Þetta ójafnvægi tengist skorti á hreyfanleika og persónulegum sveigjanleika starfsfólks.

Ólíkt Íslandi, Spáni og Ítalíu eru 81% ferðamanna í Noregi Norðmenn og restin kemur mikið til frá norrænum grannþjóðum eða öðrum nálægum þjóðum.

3.2. Eðli starfa

Í störfum innan ferðapjónustugeirans er nauðsynlegt að skilja til fullnustu hvernig geirinn virkar og kröfum sem fylgja þar sem ekki er eingöngu um að ræða afmarkaða þjónustu eða afurð heldur heildarupplifun. Hafi starfsfólk ekki þennan skilning á heildarmyndinni er ekki líklegt að það haldist lengi í starfi.

Verkleg þekking og félagsleg hæfni eru nauðsynlegir þættir til að bæta við þá þjónustu sem veitt er. Það er verulegur skortur á fagmennsku í sumum geirum þar sem starfsmannavelta er mikil. Það er oft langt á milli þeirrar hæfni sem þörf er á og hæfni þess starfsfólks sem er í störfunum þar sem í þau ráðast oft innflytjendur með lítinn faglegan grunn.

Ferðapjónusta í þéttbýli krefst kunnáttu í opinberu tungumáli landsins, ensku og jafnvel þýsku, rússnesku og arabísku. Tungumálafærni þarf að vera á því þrepi að framlínustarfsfólk geti átt viðeigandi samskipti við viðskiptavini til að koma til móts við þarfir þeirra.



Fyrir hvert starf er starfslýsing, en væntingar fyrirtækja eru oft meiri þar sem oft er um að ræða auknar grunnkröfur sem fólk með litla formlega menntun eða reynslulítið starfsfólk er ekki meðvitað um áður en það hefur störf. Þar á meðal má telja viðeigandi klæðnað, líkamstjáningu þegar unnið er í framlínu, að sýna hvatningu, skuldbindingu og áhuga á þeim verkefnum sem sinnt er. Einnig að sýna áhuga á undirliggjandi þekkingu og upplýsingum sem og skipulagningu eigin starfs. Það að sýna hverjum gesti alhliða gestrisni, hvort sem auðvelt eða erfitt sé að uppfylla þarfir viðkomandi, þýðir að koma til móts við þær kröfur sem settar eru fram jafnvel þó það sé ekki beintengt grunnverkefnum starfsmannsins.

Til að mæta þessum þörfum er nauðsynlegt að vera fær um að veita þjónustu eða upplýsingar, um svæðisbundin, söguleg eða menningarleg atriði. Þess vegna er mikilvægt fyrir starfsfólk að vera undirbúið fyrir slíkar aðstæður til að koma í veg fyrir að upplifa óöryggi í starfi eða að finnast maður ekki geta gert nógu vel.

Önnur áskorun sem getur komið upp tengist því að vinna í fjölmenningslegu umhverfi bæði hvað varðar annað starfsfólk sem og viðskiptavinum sem hafa ólíkan menningarlegan bakgrunn. Þetta á oft við um innflytjendur sem starfa í ferðaþjónustu, t.d. þar sem árstíðabundnum störfum er sinnt í litlum samfélögum þar sem viðmót íbúa er ekki vinsamlegt.

Afmörkuð einkenni tengd ólíku vinnuumhverfi eru líkleg til breytinga vegna COVID-19. Nýjar reglur og leiðbeiningar og aukin meðvitund um sóttvarnir og öryggismál munu krefjast aukinnar ábyrgðar og sveigjanleika af hálfu starfsfólks í framlínu – t.d. að bera grímu á vinnustað, halda fjarlægðarreglur, sóttvarnarviðmið o.þ.h.



4. Skilgreind hæfnipörf

Örum breytingum í ferðapjónustu fylgja kvaðir um að starfsfólk sé undirbúið undir samskipti við viðskiptavinum af ýmsu tagi sem þurfa að vera skýr og nákvæm, auk þess að gæta að mikilli þjónustulund. Þessar þarfir og kröfur þurfa að vera vel skilgreindar, þannig að undirbúa megi fólk með litla formlega menntun til að mæta þeim í sínu vinnuumhverfi á þann hátt að það upplifi ekki of mikið álag.

Gæðavitund og kröfur ferðamanna útheimta að starfsfólk geti tekist á við skilgreindar þarfir og fjölbreyttar aðstæður og geti leyst mál sem upp geta komið. Því eru verkleg þekking og félagsfærni nauðsynlegir þættir til að efla gæða þjónustunnar sem í boði er. Fólk með mikla formlega hæfni er jafnvel ekki alltaf undirbúið þegar kemur að því að sýna fjölbreytta hæfni til að uppfylla allar kröfur viðskiptavina.

Samskiptafærni, tungumálafærni, fjölmennningarleg færni og grunnþekkingu á vinnuumhverfis er nauðsynleg þegar unnið er í beinum tengslum við viðskiptavinum. Tungumálakennslu þarf t.d. að samþætta við þjónustulund, en oft vantar upp á undirbúning undir eflingu samskiptafærni. Það getur tengst því að taka á móti kvörtunum á kurteisan og markvissan hátt. Sagt er um þjónustustörf að “Viðskiptavinurinn hefur alltaf rétt fyrir sér” og því er í þessu samhengi mikilvægt að kunna að hlusta vel og forðast umræður eða þrætur.

Tæknin breytist og innleiðingu nýrrar tækni fylgja áskoranir sem þarf að taka fyrir með starfsfólki til að koma í veg fyrir óöryggi og kvíða fyrir því valda ekki starfinu og gefist upp. Stafræn hæfni er jafn mikilvæg og bókunarkerfin, bókunarferli, rukkanir og greiðslur o.þ.h. sem eru hluti af ferðapjónustustörfum dagsins í dag. Starfsfólk sem hefur aðeins grunnleikni á þessu sviði hefur oft ekki nægan skilning eða þekkingu til að yfirfæra hana í dagleg störf sín.

Hægt væri að samþætta persónulega hæfni og hagnýta þekkingu í t.d. vinnuöryggi og skyndihjálp til að leysa bráðatilfelli hjá viðskiptavinum eins og hjarta- eða öndunarstopp með aðstoð hjartastuðtækis eða lífgunaraðferð Heimlichs. Þannig væri hægt að miðla nauðsynlegri færni til starfsfólks, sem er í beinum tengslum við gesti, þrátt fyrir að ólíklegt sé að það þurfi að beita slíkum aðferðum. Það eykur fyrst og fremst meðvitund meðal starfsfólks um hafa gesti ávallt í fyrsta sæti.

Oft eru gerðar kröfur til almennra starfsmanna að þeir komi fram sem fagmenn í tengslum við tilboð sem fyrirtækið býður upp á. Þetta getur leitt til óöryggis og vanmáttar starfsfólks varðandi skort á fullnægjandi hæfni. Stundum getur verið menningarmunur í væntingum til yfirmanna um fullnægjandi þjálfun. Ef ekki er til formleg áætlun um þjálfun nýliða fyrstu sex mánuði í starfi getur verið erfitt að halda fólki í vinnu.

Til að mæta auknum þörfum mismunandi greina ferðapjónustunnar eru uppi sterkar kröfur um persónulega hæfni og samskiptahæfni. Þar á meðal er skipulagshæfni til að ráða við aðstæður sem ekki eru fyrirséðar eða áætlaðar með faglegum hætti. Frumkvöðlahugsun ætti að finnast hjá öllu starfsfólki, þó að stundum sé erfitt fyrir almenna starfsmenn að tengja vinnustað sinn



við fjárhag fyrirtækisins. Þetta á einnig við um söluhæfni (sala minjagripa eða vörum tengdum staðnum) eða þekkingu á markaðsmálum og sölutækni.

Önnur mikilvæg viðhorf sem tengjast náið árangursríkri aðlögun að vinnustaðnum eru hæfileikar til að vinna í liðsheild, ábyrgð á eigin framkomu og vinnu og áreiðanleiki. Þetta eru mikilvæg hæfnipættir en skortir oft, jafnvel meðal reyndari og/eða hæfari starfsmanna. Starfsfólk sem ekki er hluti af liðsheild eða skortir ábyrgðartilfinningu hefur mikil áhrif á vinnuumhverfi sitt og áhuga samstarfsfólks.

Oft skortir fagmennsku varðandi framkomu og hegðun gagnvart viðskiptavinum og samstarfsfólki t.d. með að blanda einkalífi í vinnuna eða henda reiður á réttum vöktum/vinnutíma. Þetta krefst aukinnar meðvitundar um væntingar vinnuveitanda og hvernig eigi að mæta þeim á fullnægjandi hátt.

Breyttar aðstæður í ferðapjónustu á tímum COVID-19, jafnvel einnig eftir faraldurinn, munu auka þessar kröfur þar sem nauðsyn krefur starfsfólk um að mæta afleiðingum faraldursins. Starfsfólk þarf að mæta nýjum kröfum eins og að skilja og fylgja nýjum og breyttum reglum og leiðbeiningum á sínum vinnustað, eiga samskipti við viðskiptavinum um þetta nýja viðfangsefni á réttan hátt og miðla öryggisáfinningu til þeirra.

Til að mæta öllum þessum þjálfunarkröfum og brúa þekkingarbilið, er þörf á heildstæðri nálgun á þjálfun. Starfsþjálfun er eitt, en áherslan ætti að vera á hagnýta þjálfun á vinnustað í grunnleikni og persónulegri hæfni eins og tungumálakunnáttu, lausnamiðun, samskiptahæfni, teymishugsun og frumkvöðlavitund.

Nám byggt á hæfnipáttum og aðgerðanám (learning by doing) mun gera nemendur færari í að bera kennsl á þær kröfur sem þeir munu mæta í daglegri vinnu. Hönnun þjálfunar sem betur mætir þeim hagnýtu kröfum sem gerðar eru til almennra starfsmanna er mikilvægt lóð á vogarskálina.

Innsýn í eigin styrkleika og hæfni

Einstaklingar með litla eða enga formlega menntun hafa mögulega ekki fengið tækifæri til að yfirfara og gera sér grein fyrir eigin þekkingu og hæfni. Þeir gætu búið yfir hæfni og styrkleikum sem ekki eru sýnilegir. Ef viðkomandi upplifa lítið sjálfstraust í atvinnuleit, er það áskorun fyrir þá að sýna framtíðar atvinnurekenda jákvæða sjálfsmynd og ná að virkja hæfileika sína.

Ef leiðbeinendur geta stutt námsmenn í þessu ferli sjálfsþekkingar, þar sem fullorðnir námsmenn fá tækifæri til að gera sér grein fyrir eigin styrkleikum og hæfni (sem gætu t.d. tengst ferðapjónustugeiranum) munu þeir frekar sækja um störf við hæfi. Ef þar að auki er unnt að stuðla að meiri þjálfun í að kynna sjálfan sig, getur það reynst gagnlegt og verið þess virði að leggja áherslu á. Í gegnum réttu verkfærin og leiðsögn sem miðar að því að draga fram skýra mynd af styrkleikum (og þar með líka á hvaða sviðum þeir þurfa að efla sig), munu námsmenn öðlast aukið sjálfstraust og trú á eigin hæfni.



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Með stuðningi af þessu tagi munu líkurnar á því að einstaklingurinn nái utan um starfið á fullnægjandi hátt augljóslega aukast. Það á einnig við um áhuga og hvatningu hans sem starfsmanns. Þar með munu líkurnar á því að hann haldist í starfi til lengri tíma jafnframt aukast.

Sá sem getur lýst sjálfum sér sem félagslyndum, góðum sögumanni og áhugasömum um sagnfræði gæti til dæmis sótt um starf sem leiðsögumaður. Ef viðkomandi fær það starf, mun það ekki skipta svo miklu máli hvort hann þekkir fyrirfram sögu nágrennis vinnustaðarins, heldur hefði hann einlægan áhuga á að læra þá sögu og ánægju af því að deila henni með öðru fólki.

Sumir gætu hugsað að sá “lúxus” að hafa val um starf eigi ekki við um fólk með litla formlega menntun. Þeir gætu hugsað að þeir séu í þannig aðstæðum að þeir þurfi það mikið á starfi að halda að þeir verði að taka því sem er í boði. Margir umsækjendur eru um hvert starf. Þess vegna er einmitt sem það er svo mikilvægt að þekkja eigin styrkleika og að kunna að sannfæra aðra um að þú hafir eitthvað mikilvægt fram að færa fyrir vinnustað/starfsumhverfi. Atvinnuleitandi með litla eða enga formlega vottaða færni sem hefur þó skýra hugmynd um hvað þeir geta lagt til hefur mun sterkari stöðu í atvinnuleitinni heldur en einstaklingar með lítinn sjálfsskilning eða sýn á eigið gildi á vinnumarkaði.



5. Sérstök dæmi og áskoranir – Aðstæðubundin dæmi úr starfi

Í rýnihópum sérfræðinga og leiðbeinanda í löndunum var eftirfarandi dæmum safnað saman tengdum aðstæðum og atvikum af vettvangi ferðapjónustunnar:

Nýjum starfsmanni (ungum manni) sem talaði nokkur tungumál reiprennandi, var kennt á helstu ferla og bókunarkerfi vinnustaðarins. Hann var hins vegar verulega taugaóstyrkur í marga mánuði því honum fannst hann ekki hafa nægjanlega þekkingu til að svara spurningum frá viðskiptavinum um svæðið – þ.e. hvað ferðamenn gætu séð og gert í nágrenni hótelsins. Hann hafði stöðugar áhyggjur af því að fá spurningar sem hann gæti ekki svarað. Þessi starfsmaður hætti eftir nokkra mánuði, vegna þess að hann var hræddur um að hann hefði ekki næga þekkingu til að sinna starfinu.

Atvinnurekandi hafði ítrekað reynt að nýta krafta starfsfólks með innflytjendabakgrunn til að svara í síma og taka við bókunum, en því miður með misgóðum viðtökum. Ungir ferðamenn nota oftast netið til að bóka sjálfir, en eldri ferðamenn bóka frekar í gegnum síma. Þeir síðast nefndu heyra stundum illa og í sumum tilfellum hafa þeir endað símtalið því þeir skildu ekki tungumál þess sem svaraði.

Við höfum átt á vandræðum vegna skorts á fagmennsku í starfi, starfsfólk hagar sér eins og það sé ekki á vinnustað heldur meira eins og heima hjá sér að fást við sín einkamál eða sýna með beinum hætti hvort þeim líkar eða líkar ekki við samstarfsfólk. Kannski þarf einkennisfatnað til þess að gera greinamun á einkalífi og starfi.

Eitt dæmi tengist starfsmanni sem kunni að tjá sig á kínversku, sem hafði þau áhrif að ferðamenn frá því landi, sem voru annars kurteisir, sýndu þeim starfsmanni allt annað og verra viðmót. Starfsmaðurinn gafst upp á starfinu. Til eru dæmi um að í fyrirtækjum beri allir starfsmenn spjald með fánum sem gefa til kynna hvaða tungumál þeir tala.

Hluti af vandanum er að gott starfsfólk fær oft framgang í starfi og fer í stjórnunarstöðu, en skilur ekki alveg hvers er vænst af þeim. Stundum halda þeir að við þær breytinga þurfi þeir að skipta um persónuleika. Breyta þarf vinnustaðamenningunni og viðhalda neistanum. Þess vegna er hlutverk stjórnenda og yfirmanna svo mikilvægt – þeir ákveða hvað gerist. Gildi fyrirtækis kunna að vera mikilvægt, en á endanum eru það viðbrögð stjórnenda við hegðun starfsfólks sem hafa mest um framkomuna að segja. Það er auðvelt að segja fólk að hugsa út fyrir boxið og finna lausnir, en fylgja því síðan ekki eftir sem stjórnandi. Við höfum of marga stjórnendur/millistjórnendur sem hafa ekki fengið næga þjálfun eða hafa ekki hæfni til að sinna starfinu. Þar þarf að hefja verkið. Starfið þarfnast virðingar – það á að vera svalt að vinna



Í móttöku, að vera andlit vinnustaðar. Þernurnar þarfnast athygli líka, en æskilegast væri að byrja á framlínustörfunum og færa sig síðan yfir í hin störf út frá þeim.

Starfsmaður við veitingar veitir upplýsingar um hefðbundinn Vínarmatseðil (Vínarsnitset).

Í Austurríki er þörf á færni í að útskýra á ensku hvernig rétturinn er framreiddur á hefðbundinn hátt. Nota þarf rétt orð og frasa í lýsingunni um undirbúning og innihald. Þá er mikilvægt að vita hverskonar kjöt er notað í tengslum við menningarleg viðhorf.

Leiðsögumaður sem útskýrir sögu austurrísku keisarasettarinnar.

Ferðamaður hafði bókað leiðsögn í Vínarborg, með áherslu á keisarátímabilið.

Leiðsögumaðurinn sýnir honum marga sögufræga staði tengda tímabilinu og ferðamaðurinn hefur áhuga á því að fá nánari upplýsingar. Við þessar aðstæður þarf leiðsögumaðurinn að hafa yfirgripsmikla þekkingu á þessu sérstaka tímabili og vera fær um að upplýsa ferðamanninn um sögulegar staðreyndir samhliða því að setja þær rétt fram.

Starfsmaður í þjónustu þarf að bregðast við kvörtun vegna dýrra matseðla á svæðinu.

Útlendur ferðamaður á hefðbundnum veitingastað í Vínarborg tjáir sig um að réttir á matseðlum borgarinnar séu mjög dýrir. Þjónninn þarf að geta sett sig í spor ferðamannsins, sýnt gestrisni og útskýrt á ensku að á veitingastað sem þessum séu aðeins nýttar afurðir af svæðinu sem eru af miklum gæðum, þannig að ferðamaðurinn geti verið viss um að rétturinn sé peninganna virði.

Í ferð um Wachau villist ferðamaður á leið upp fjallshlíð

Innifalið í ferðinni var heimsókn í gamlan kastala uppi á hæð. Á leið upp hæðina villist einn ferðamaðurinn og kemur ekki í kastalann með öðrum úr hópnum. Leiðsögumaðurinn verður að sýna stillingu, segja hinum ferðamönnum að halda hópinn og vera rólegir þar sem ferðamaðurinn er ekki í neinni hættu. Síðan verður hann að fara að leita að ferðamanninum. Það er mikilvægt að leiðsögumaðurinn þekki aðstæður og umhverfi. Þegar ferðamaðurinn skilar sér þá er mikilvægt að leiðsögumaðurinn haldi ró sinni og ásaki engan. Hann ætti einnig að miðla öryggistilfinningu til hópsins.

Þjónn á litlum veitingastað segir til vegar

Asískur ferðamaður spyr til vegar til eins af jólamörkuðum Vínarborgar og um bakgrunn slíkra markaða. Þjónninn, með mikilli þjónustulund, verður að geta útskýrt leiðina og bent á



áhugaverða viðkomustaði á leiðinni og gera jafnframt grein fyrir hefðum og siðum tengdum jólamörkuðum í borginni. Þjónninn þarf því ekki aðeins að hafa þekkingu á staðháttum heldur einnig góða færni í ensku og samskiptum til að svara mismunandi spurningum.

Bókunarfulltrúi fær kvörtun vegna rangrar bókunar

Bókunarfyrirtæki bókaði kvöldverð næsta dag fyrir hóp í viðskiptaerindum en engin staðfesting var send. Einn úr hópnum hringir og kvartar þar sem það er ekki ljóst hvort kvöldverðurinn geti átt sér stað. Bókunarfulltrúinn verður að sýna skilning og setja sig í spor hópsins. Hann verður að biðjast afsökunar á kurteisan hátt en á sama tíma eyða óvissunni og fullvissa hópinn um að allt verði í lagi.

Útskýring þjóns á dæmigerðum spænskum rétti, t.d. paella:

Þjónninn þarf að vita hvernig eigi að lýsa innihaldi réttarins á öðru tungumáli (hrísgrjón, grænmeti, humar, kjúklingur, sniglar, kræklingur o.s.frv.). Ekki nægir að kunna réttu orðin, heldur þarf þjónninn að kunna að tjá sig rétt, útskýra hvernig rétturinn var eldaður og geta tengt upplýsingarnar við menningarheim ferðamannsins – til dæmis ef ferðamaðurinn er múslimi þarf hann vita að múslímar borða ekki svínakjöt og drekka ekki alkóhól.

Starfsmaður sem vinnur á litlu hóteli í dreifbýli þarf að útskýra hvernig eigi að komast á afvikinn veg til að sjá náttúru staðarins:

Útlendur ferðamaður biður um upplýsingar um svæðið og hvernig hægt sé að komast á ákveðinn afvikinn veg til að komast þangað gangandi. Við þær aðstæður er nauðsynlegt að kunna að tjá sig skýrt og bjóða aðstoð og lýsa veðurfari, náttúru og dýralífi á svæðinu



Starfsmaður í móttöku á litlu hóteli:

Ferðamaður kemur á hótelið í leit að fullkominni gistingu kvartar yfir því að herbergið uppfylli ekki þarfir hans og smekk. Ekki vegna þess að það sé í slæmu ásigkomulagi, heldur vegna þess að það verður að snúa að hafi, með sérstakri verönd með húsgögnum, öruggum svæðum og þægilegu, lúxus baðherbergi. Það reynir á starfsmanninn að leysa þetta mál og gerir kröfu um að beitt sé viðeigandi þjónustutækni.

Leiðsögumaður sem stendur frammi fyrir því að einn í hópnun fær hjartaáfall.

Við þær aðstæður þarf leiðsögumaðurinn að vera fær um að halda ró sinni og hringja á sjúkrahól. Mikilvægt er að hann nái að vinna þannig úr aðstæðum að aðrir ferðamenn í hópnun verði ekki hræddir eða finni fyrir ótta. Til að getað unnið úr slíkum aðstæðum er mikilvægt að hafa séð þær fyrir, þannig að leiðsögumaðurinn hafi meðferðis símanúmer læknaþjónustu og sjúkrahúsa í nágrenninu.

Þjónn á fjölsóttum ferðamannaveitingastað þarf að taka við kvörtun yfir slæmri þjónustu – sérstaklega hægri þjónustu þar sem margir gestir eru á staðnum þá.

Þjónninn þarf að getað sýnt samkennd, þakkað fyrir ábendinguna og útskýrt ástæður þess að þjónustan er slæm.

Þerna á hóteli þarf að eiga samskipti (á öðru tungumáli) við viðskiptavin til að fá upplýsingar vegna þrifa á herbergi hans – upplýsingar um það hvort það vanti til dæmis handklæði, lök, klósettpappír.

Starfsmaðurinn þarf að kunna að tjá sig á öðru tungumáli, á kurteislegan og nærgætin máta til að geta mætt þörfum viðskiptavinarins.

Þjónn á veitingastað þarf að tryggja að allar öryggisráðstafanir vegna COVID-19 og reglugerða séu viðhafðar af honum sjálfum, samstarfsfólki og viðskiptavinum. Við þær aðstæður geta komið upp áskoranir sem þjónninn þarf að hafa færni til að takast á við, til dæmis ef viðskiptavinur fylgir ekki settum reglum og neitar jafnvel að bera grímu eða halda fjarlægðarmörk á milli sín og annarra.

Þjónninn þarf að hafa hæfni til að tjá sig á vinsamlegan hátt um réttar reglur, á ákveðin hátt og minna þannig viðskiptavininn á að hann verði að fylgja þeim reglum sem gilda. Ef viðskiptavinurinn er ekki samstarfsfús, þarf þjónninn jafnframt að vera fær um að biðja viðskiptavininn um að yfirgefa staðinn.



6. Aðferðafræðileg nálgun: Nokkrar tillögur

Aðferðafræði í námi fullorðinna / starfsnámi / námi leiðbeinenda, þjálfara, kennara, framlínustarfsmanna í ferðaþjónustu, í matargerð, kerfisbundinni matargerð (allt frá Michelin stöðum til MacDonalds), hótélrekstri sem "listgreinar" eða "kennslu" – frá ferlum til markmiða, er grundvallaratriði sem hefur mikil áhrif á árangur námsins sem boðið er upp á og námsárangur þeirra almennu starfsmanna sem sækjast eftir og ættu að vinna í ferðaþjónustunni. Í ferðaþjónustu, matargerð, kerfisbundinni matargerð og hótélrekstri er fjöldi starfa og sviða sem margir sem vilja starfa í ferðaþjónustu þekkja ekki til: Matur og drykkir; veitingahús og barir; eldhús; veitingastaðir; viðburðir; markaðsmál og sala; tæknimál; byggingarþjónusta; viðhald; stjórnun; heilsa og baðhús; herbergi; herbergjaþjónusta; þrif o.fl.

<https://naestaskref.is/starfaflokkar/ferdathjonusta/>

<https://www.saf.is/fraedsla/https://namogstorf.is/idn/matvaeli-og-thjonusta/https://>

Hér á eftir fer kynning á þremur aðferðafræðilegum nálgunum sem miða að því að tryggja árangur í starfsnámi bæði fyrir leiðbeinendur og nemendur.

Fjölviðdarnám (Multidimensional learning)

Fjölviðdarnám er aðferð í námi fullorðinna þar sem annars vegar nokkrar námsviðdir nemandans eru virkjaðar og hins vegar nokkrar námsleiðir eru tengdar saman á markvissan hátt. Þar með er vitrænni, skynrænni og hreyfitengdri hæfni og handleikni þátttakanda beitt samhliða og með hvor annarri í því ferli eða þróun sem námsinnihaldið felur í sér og virkja hvern þátttakanda til einstaklingsmiðaðs náms. Þessi aðferð við miðlun náms byggist á heildrænni námsnálgun sem nýtir mismunandi hæfileika nemandans í námsferlinu. Aðferðin er krefjandi, ögrandi og sérstaklega viðeigandi þegar um er að ræða flókin námsmarkmið og getur til dæmis nýst við verkefnaþátt nám.

Jafnframt getur fjölviðdarnám leitt til aukinnar skilvirkni í námi í átt að einfaldari námsmarkmiðum. Annar kostur þessarar aðferðar er að namar og leiðbeinendur mynda dýpri tengsl sín á milli þar sem tekið er tillit til ólíkra námsþarfa og námsaðferða nemanna.

Námsmarkmiðunum/Hæfniviðmiðunum má því ná á ólíkan hátt. Námsferlið er fjölbreytt og eykur sjálfbærni námsefnisins. Þessi fjölbreytta fjölviðdarnálgun krefst hins vegar víðtækrar yfirsýnar yfir aðferðir sem og yfirgripsmikillar þekkingar og kennslufræði af hálfu kennarans/leiðbeinandans. Þess vegna er mikilvægt og dýrmætt að leggja áherslu á þjálfun og framhaldsmenntun kennara/leiðbeinenda þannig að þeir séu sem best undirbúnir fyrir þær áskoranir sem fjölviðdarnám felur í sér.

Ferlamiðað nám (Programmed learning)



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Ferlamiðað nám felur í sér að hver einstaklingur þarf að tileinka sér námsefnið á eigin hátt. Til að ná þeim tilgangi eru sett fyrir styttri verkefni sem nemendum er gert að ljúka í styttri skrefum og á eigin hraða.

Eftir hvert skref er farið yfir námsmarkmið og námsframvindu og nemendum veitt endurgjöf á núverandi stöðu sem gerir þeim kleift að taka næsta skref í náminu, eða ef nauðsynlegt er, aðlaga námsferilinn. Rafræn verkfæri í námi og nám á netinu, sem verða æ algengari í námi fullorðinna, styðja jafnframt við þetta ferli.

Verkefnavinna (Project work)

Verkefnavinna eða verkefnamiðað nám býður upp á aðferðafræðilega krefjandi og flókinn þverfaglegan námsferil. Verkefni er leyst innan ákveðins tímaramma, með fyrirfram ákveðnum upphafs- og lokadagsetningum. Verkefnin snúast um viðfangsefni eða verkþætti sem gera miklar kröfur til aðferðafræði og skipulags.

Í verkefnavinnu er þörf á mótuðu skipulagi sem miðar að því að ná markmiðum verkefnisins. Verkefnið er unnið af verkefnahópi, þar sem verkefnastjórnun er skilgreind í upphafi verkefnavinnunnar og vísar veginn að undirmarkmiðum og verkaskiptingu.

Auk vinnunnar við innihald virkjar þessi aðferðafræði samhliða félagslegt og gagnvirkt námsferli þar sem þátttakendur læra jafnframt að prufa sig áfram og öðlast reynslu af uppbyggingu liðsheildar, samstarf, skipulag verkferla, mótun hugsanaferla og viðbragða, hámarks nýtingu á hæfileikum, styrkleikum, færni, tjáskiptum, átakastjórnun og margt annað í tengslum við einstaklinga innan hópsins.

Viðmið við val á aðferðum

1. Stofnanaumgjörð
 2. Markmið og innihald
 3. Þátttakendur –
 4. Kennarar, leiðbeinendur
-
1. Umhverfi/umgjörð stofnunar býður nemendum upp á eins styðjandi/hvetjandi námsumhverfi og kostur er á, þar sem fólki líður vel, getur opnað sig og yfirstigið innra viðnám gagnvart námi. Á sama tíma býður hún upp á öryggi gagnvart þeim námsmarkmiðum sem unnið er að, hvað varðar ábyrgð, að sýna skýrleika, virkja fólk til náms og gera því kleift að taka þátt í námi/stunda nám án streitu.



2. Markmið þurfa að vera skýr og ættu að auðvelda nemendum að skilja að hverju er stefnt í náminu, rök fyrir vali á námsáherslum og verkefnum og ástæður þess að ákveðnar aðferðir eru nýttar í ferlinu. Í þessu samhengi er tenging við það praktíska afar mikilvægur þáttur. Þátttakendur ættu að skila hvernig þeir geta, svo dæmi sé nefnt, nýtt nýja þekkingu í námi í raunveruleikanum og jafnframt hversu mikilvægt það er í dag að vera virkur þátttakandi í námi.

3. Þátttakendur í námi ættu að fá tækifæri til að kynnst og prufa/prófa/reyna fjölbreyttar námsaðferðir til að geta nýtt þá aðferð sem hentar þeim best í sjálfsnámsþáttum, að auka við þær námsaðferðir sem þeir hafa í farteskinu og að upplifa að námið verður árangursríka og varanlegra þegar fjölbreyttum aðferðum er beitt.

4. Kennarar/leiðbeinendur í námi fullorðinna í dag leggja mesta áherslu á að hanna færnimiðaða námsferla sem gera nemendum ekki aðeins kleift að afla sér hæfi, þekkingar og leikni, heldur líka að innleiða þá á árangursríkan hátt í starf sitt eða aðrar kringumstæður sínar (yfurfærsla þjálfunar). Þetta felur augljóslega jafnframt í sér að færni í sjálfsnámi og færnimiðuðu námi eflist, þættir sem eru ómissandi fyrir árangursríkan starfsferil.

Mögulegar aðferðir/leiðir við nám

Fjöldi og fjölbreytni námsforma gerir bæði leiðbeinendum (kennurum) og nemendum kleift að nýta fjölbreyttari námsferla, meira spennandi, skilvirkari og þægilegri í notkun. Notkun fjölbreyttra námsforma leiðir greinilega til að horfið er frá klassískri þekkingarmiðlun yfir í hæfnimiðað nám. Hér er listi yfir mögulegar gerðir námsforma.

1. Samræðunám (Dialogical learning)
2. Aðgreint nám (Differentiated learning)
3. Könnunarnám (Explorative learning)
4. Fjölviðarnám (Multidimensional learning)
5. Heildrænt nám (Holistic learning)
6. Aðgerðamiðað nám (Action-oriented learning)
7. Nám án aðgreiningar (Inclusive learning)
8. Samvinnunám (Cooperative learning)
9. Nám með (við) kennslu (Learning by teaching)
10. Markmiðatengt nám (Goal-oriented learning)



11. Ferlimiðað nám (Process oriented learning)
12. Lausnamiðað nám (Solution-oriented learning)
13. Sjálfsmiðað nám (Self-determined learning)
14. Sjálfskipulagt nám (Self-organised learning)
15. Sjálfstætt nám (Independent learning)

Hæfistengd, þátttakendamiðuð nálgun beinir sjónum að hæfniviðmiðum, en einnig að hagnýtu gildi og mikilvægi/þýðingu námsins fyrir nemana. Hæfni skapar tengsl milli þekkingar og færni, gerir lausnaleit mögulega og felur í sér viljann til að nýta færni á einstaklingsgrunni.

Til þess að mæta kröfum nemanna, mælum við með eftirfarandi fimm meginreglum:

1. Áhersla er á hæfniviðmiðin: nemar þurfa að hafa augljósa hæfni til starfa. Árangur námsferilsins er mikilvægur. Það þýðir fyrst og fremst að ná góðum tókum á faglegum áskorunum, að hverfa frá hefðbundinni tilfærslu þekkingar yfir til/á færni nema til athafna svo þeir standi undir tilskilinni faglegri hæfni í atvinnulífinu.

2. Aðgerðarmiðun tryggir flutninginn til framkvæmdar. Þekkingu og færni þarf að vera hægt að beita í réttu samhengi – í samhengi við starfsumhverfi. Því er mikilvægt að „nema“ þekkingu þegar í samhengi viðfangsefnis.

3. Faglegar aðstæður / athafnir krefjast venjulega ekki aðeins faglegrar þekkingar og færni heldur einnig persónulegrar og félags-menningarlegrar hæfni. Því skipta þverfaglegir og heildrænir þættir miklu í námi. Nemar læra að beita ekki aðeins sérfræðiþekkingu og færni heldur einnig félagsfærni (t.d. vísýni, félags-menningarlegum bakgrunni) og persónulegri færni eins og seiglu, í samræmi við einstaklingsbundna hæfileika sem byggja á félagsmenningarlegum bakgrunni.

4. Stefnan í námi beinist að undirbúningi, skipulagi og stuðningi við námsferla. Leiðbeinendur gegna mismunandi hlutverkum. Þeir eru t.d. stjórnendur, þjálfarar, ráðgjafar, leiðtogar, leiðsögufólk, skipuleggjendur, mentorar, sem veita/bjóða upp á/miðla upplýsingar/um og verkfæri/um, spyrja spurninga, gefa ráð, leiða íhugunarferli, veita endurgjöf, gera mögulegar mismunandi námsstöðvar og námsform eins og hópvinnu, tvímenningsnám/paranám, gagnvirk námsform o.fl.



5. Í skilningi nemamiðaðs náms, skilgreina nemar sig út frá því sem þeir vita nú þegar og geta beitt, þeir taka ábyrgð á námsferli sínu, framvindu námsins, eru færir um að koma auga á og leysa verkefni (vandamál), eru fær um að styðja og hjálpa til við mótun íhugunarferla. Nemar eru virkir, áhugasamir um eigin námsferli og námsframvindu. Persónuleg hvatning til að læra stafar af þróun staðbundins áhuga. („Ég hef áhuga á þessu efni, ég veit hvernig ég á að beita þessari þekkingu, ég hef tilfinningu fyrir árangri, ég fæ jákvæða endurgjöf og er því enn áhugasamari um að læra meira“). Best væri að enn fleiri námsferli miðuð að eigin þörfum sem styðjast við samsvarandi námsframvindu. Með kerfisbundinni og tímasettri kynningu nemenda á námi miðuðu að eigin þörfum er átt við ferli sem leiðir skref fyrir skref frá kennaramiðuðum aðferðum til nemendamiðaðra aðferða.

Mikilvægasti þátturinn í hæfnimiðaðri nálgun er stefnan í átt að þeim hæfniviðmiðum sem nemar geta og ættu að tileinka sér. Að vera fær þýðir að búa yfir hæfileikanum til að bregðast við, þ.e. að haga sér á viðeigandi hátt við ákveðnar aðstæður, takast á við þær og bregðast við á eigin ábyrgð. Í samhenginu sem hér um ræðir felur þetta fyrst og fremst í sér starfshæfni, faglega færni og mikilvæga hæfni fyrir fagið sem ætti að gera markhópnum kleift að fara út í atvinnulífið á sjálfstæðan, öruggan og sjálfbæran hátt. Við teljum eftirfarandi fjóra hæfnipætti þar á meðal.

Fagleg hæfni/færni er þekking á staðreyndum sem og sértæk þekking og færni í starfi. Námsmenn öðlast sérfræðiþekkingu sem þeir geta nýtt við störf sín/í atvinnu.

Aðferðafræðileg hæfni er getan til að öðlast sambærilega þekkingu, nálgast verkefni (vandamál) kerfisbundið, þekkja tengsl og fara fram á skipulagðan og árangursríkan hátt. Meginmarkmiðið er að ögra og hvetja nema og auka færni sína í samræmi við það.

Nú á tímum felur aðferðafræðileg hæfni einnig í sér **stafræna miðla og hæfni í aðferðafræði**. Fleiri og fleiri nota snjallsíma, spjaldtölvur, fartölvur og borðtölvur til að nálgast upplýsingar um alls kyns efni á Internetinu. Fólk les dagblöð á netinu, hlustar á stafrænt útvarp, horfir á stafrænt sjónvarp, streymir, stundar bankastarfviðskipti sín á netinu, verslar á netinu, finnur tíma í sýndarskrifstofum, bókar frí á netinu, hefur samskipti sín á milli um samfélagsmiðla, leitar nýrra atvinnutækifæra á netinu, sækir um á netinu og margt fleira. Jafnvel ökuskírteini og bílpróf er aðeins hægt að taka á netinu í Austurríki.

Því er augljóst að þessi þróun þarf einnig að ná til iðnnáms og starfsþjálfunar, grunn- og símenntun, svo starfsfólk í ferðaþjónustu geti haldið samkeppnishæfni og mætt áskorunum á vinnumarkaðinum með hæfum/fullnægjandi og öruggum hætti. Aðgangur að stafrænu námi er veittur af kennurum, leiðbeinendum, þjálfurum o.s.frv., öllu því fólki sem leggur stóran skerf



af mörkum til að auka á tækifæri vinnuafis samfélagsins.

Persónuleg hæfni lýsir getu til að stýra eigin sjálfi, þ.e.a.s að takast á við sjálfa/n sig af hæfni og geta veitt sér hvatningu. Því ætti að efla hæfileikann til sjálfsspeglunar / hvatningar í öllu námsferlinu.

Félagsleg hæfni tekur á litrófi hæfileika og færni sem styðja og leiðbeina í félagslegum samskiptum (t.d. getu til að vinna í teymi, getu til að takast á við átök og hæfileika í samskiptum).



2. Annex

Methodology for conducting focus groups

ENTERPRISED

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



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ENTERPRISED

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/documentated

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.

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 than 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?

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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.

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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.

