

Coach your Staff – Building your Employees Key Competencies by Stimulating Self- Learning

Handbook for Managers

Elaborated in the Project

Self-Responsible Learning of Key
Competences in Tourism SME - a Mean to
improve Competitiveness and Employment
2014-1-RO01-KA202-002766

TouriSMEComp

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Leader of the activity: FPIMM Brasov

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ABBREVIATIONS

FPIMM - Fundatia pentru Promovarea Intreprinderilor Mici si Mijlocii, Brasov, Romania

ISOB GmbH - Institut für sozialwissenschaftliche Beratung GmbH, Regensburg, Germany

Gazi Universitesi- Gazi Universitesi, Ankara, Turkey

AEVC- Associação Empresarial de Viana do Castelo, Portugal

Supera -Supera poslovno upravljanje d.o.o., Zagreb, Croatia

FEPPV - Fundação de Ensino Profissional da Praia da Vitória, Portugal

DEFINITIONS USED IN DOCUMENT

Tourism SMEs	small hotels, restaurants and catering
TouriSME Comp	Abreviation of the name of the project
Focus group	group represented members from various backgrounds and perspectives, as TourismSME owners, managers working in tourism, academics, consultants, association representatives

EXECUTIVE SUMMARY

This paper is based on the conclusions of the report on the results the inquiry on the state of the art of workplace learning and development of the eight key competences for lifelong learning in tourism in the partner countries of the ERASMUS + project TouriSMEComp (Self-Responsible Learning of Key Competences in Tourism SME- a Mean to improve Competitiveness and Employment - 2014-1-RO01-KA202-002766).

This paper is ment to be a training handbook for Tourism SME Managers and it is entitled: “Coach your Staff – Building your Employees Key Competencies by Stimulating Self-Learning” and it is a concise guideline with rationale for coaching employees – tools – example cases.

The project is focused on improving the conditions for the acquisition of the eight key competencies for lifelong learning in tourism employees, particularly in those with a comparatively low level of prior academic achievements.

Partners of the project come from Romania (promoter), Germany, Turkey, Croatia and Portugal. FPIMM Brasov is the partner responsible for the Intellectual Output 3, the handbook for managers.

INTRODUCTION

Presentation of the project

The project “Self-Responsible Learning of Key Competences in Tourism SME- a Mean to improve Competitiveness and Employment- TouriSME Comp” was proposed for financing through a partnership formed from the following organizations:

- Foundation for Promoting the SME Brasov, Romania,
- Institute für sozialwissenschaftliche Beratung GmbH, Regensburg, Germany
- GAZI UNIVERSITESI, Ankara, Turkey,
- Associação Empresarial Viana do Castelo, Portugal,
- Supera poslovno upravljanje d.o.o., Zagreb, Croatia,
- Fundação de Ensino Profissional da Praia da Vitória, Portugal.

The aim of the project is to qualify 20 learning facilitators who will work with 50 hotel and restaurant owners and managers on providing adequate learning pathways for low skilled employees in the hotel and restaurant industry.

The project will reach out to at least 300 low skilled employees of tourism SME.

The main activities are:

- Elaboration of 5 intellectual outputs:

O1: Requirement Analysis Report consisting of a synthesis report with the state of the art per country and the necessary recommendations about: learning methods to improve the basic skills of managers and of workers based on approaches; requirements for profiles of managers as mentors/coaches in the learning process; profile of consultants that will work as facilitators with the managers from tourism sector.

O2: Training Handbook for Consultants: Facilitating Self Learning of Key Competences in Tourism SME consisting in a package of methodological guidelines and a set of modules for consultants /coaches /mentors/ facilitators of training providers working with managers of the SMEs.

O3: Training Handbook for Tourism SME Managers: Coach your Staff – Building your Employees Key Competencies by Stimulating Self-Learning consisting in a concise guideline with rationale for coaching employees – tools – example cases.

O4: Training Material for low skilled employees to build key competences using workplace learning in Tourism SME consisting in a set of concise small units to support building key competences through workplace learning for low skilled Tourism SME employees

O5: Curriculum for a Blended Learning Course “Self-Learning in Tourism SME” for Coaches and Trainers consisting in a course curriculum for a 5 day course to

introduce to the application of the products handbook for coaches, guideline for managers and material for employees in order to qualify future coaches of the concept to apply the concept competently.

- 4 Multiplier events for presenting the deliverables elaborated during the implementation of the project and to receive feedback from the participants
- Training course with 20 consultants (facilitators) from all partners.
- Blended mobility with 50 managers from the partner countries.
- Outreach activity in SME done by the trained consultants, consisting in developing the facilitation process of learning at workplace in the tourism SME together with the trained managers for developing the needed key competences of workers.

Expected outcomes of the project are:

- 1 report regarding the situation of workplace learning in 4 countries (Romania, Turkey, Croatia, Portugal)
- 1 handbook for consultants
- 1 handbook for managers
- 1 training material for employees
- 1 training curriculum
- website of the project
- brochures for promoting the project in 5 languages
- 20 consultants trained
- 50 managers trained

The target groups of the project are:

- Consultants that work as external learning facilitators – 20 persons
- Managers that act as internal learning facilitators – 50 persons
- Employees from tourism SME- 300 persons

1. Workplace learning and its benefits for tourism SMEs managers

1.1. General concept and benefits of workplace learning; specificities related to tourism

Learning is a field of study explored, traditionally, by education and psychology, but gradually became also a concern in the field of organizations. It is believed that understanding how individuals, working groups and organizations learn, may constitute useful knowledge towards the demands of the knowledge era and globalization.

Some authors like Antonapocoulou (2006), Elkjaer and Wahlgren (2006) resume the seminal phrase Zuboff says that "learning is a new way of working" to emphasize that the concept of learning can be seen as lens, from which the life and organizational work are interpreted.

According Elkjaer, Hoyrup and Pedersen (2010), learning in the workplace is a broad field of study, without clear boundaries, and has attracted much attention among researchers and among individuals working in organizations. This is because it presents concepts that guide the understanding and the practices of companies in a contemporary work environments.

The concept of learning in the workplace has a wide variety of definitions supported in different theoretical frameworks which are used to refer to the same phenomenon. Despite this diversity, it can be said that learning in the workplace comes from individual learning, including formal, informal and incidental learning (Matthews, 1999), highlighting the importance of informal learning. This perspective has its roots in adult education, with a clear focus on the individual as an apprentice. Aims to discuss and propose a new learning environment that enables the intersection and the transfer of learning from schools to the workplace.

Learning in the workplace is a difficult concept to define for covering many different activities because individuals perform their work tasks beyond the limits of the organizational environment. So, Matthews (1999) proposed a broader understanding considering the workplace as a space that includes the physical position, shared meanings, ideas, behaviors and attitudes that determine the work environment and their relationships. An individual can physically work in another position, such as at home, but still be, and be seen as an integral part of the "workplace".

Elkjaer, Hoyrup and Pedersen (2010), recognize that learning in the workplace, happens through social interactions and occurs while individuals perform their daily activities, as part of the routines in organizations. Focus, also, the importance of understanding the relationship between the context and the apprentice, the relationship between formal and informal learning, the distinction between reproductive learning and learning “for development”, and conflict and harmony issues in the workplace.

Ellström (2001), first researcher to lead the Nordic investigation in the field of learning in the workplace, pointed out **six factors** that are important to qualify learning in the workplace:

- The co -responsibility for formulating objectives and planning the work process;
- The high potential for learning in the workplace;
- Access to information and theoretical knowledge;
- Possibility to test different types of actions in problem solving;
- Possibility to exchange experiences and reflections;
- A work environment culture and an organizational structure that is conducive to learning;

Promoting workplace learning can help small firms face the challenges of the future, having the following benefits:

- Contributes to professional and personal growth and increases confidence in ability (Lester&Costley, 2010);
- Allows learning at both the individual and the collective level (Billett 2004);
- Increases job satisfaction and lower absenteeism
- Improves the chances of business survival, greater productivity and innovation (European Commission, 2010);
- Enhance worker employability.

Due to the continuous changes in today’s tourism business, managers has new challenges regarding the training of the employees. The most part of the companies offers introductory training for the employees in order to be aware of safety practices and procedures for the basic tasks to be performed at the workplace.

The manager is the first observing the results of the work done and the first to see in which way the employees are using their abilities at the workplace. A development programme planned and delivered by the manager helps all employees to rich a higher level of the skills and to better perform at work. Also, the training provided by the managers can build the employee’s confidence because they have a stronger understanding of the responsibilities of the job.

Continuous training is sometimes considered expensive, but if it is well planned and delivered in house by the managers, using the resources in hand, it is efficient because it is focused on the necessary skills of the employees and adapted to the needs of the workplace and to the strategies of the company.

1.2. How to stimulate learning at workplace

Understanding the nature of adults learners

When learning, adults don't seem like children system. Maturity brings special characteristics that affect how adults are motivated to learn. By appealing to the unique qualities of adult learners it can be designed more powerful and motivating courses. In last decades, several theoretical approaches to adult learning have served for research on adult learners; these frameworks help researchers think about practices across various contexts of adult learning, Andragogy is arguably the best-known of these theoretical approaches.

Malcolm Knowles is credited with bringing this framework to attention in North America, (Knowles 1980). According to this framework, adults are assumed to;

- prefer self-direction in learning,
- bring a vast reservoir of experience that should be considered in planning learning experience,
- exhibit a readiness to learn that is based on a need to know something or do something,
- exhibit an orientation to learning that is task- or problem-centered rather than subject-centered
- exhibit a relatively high degree of internal motivation

Self-sufficiency

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support, are all necessity.

Practical and results-oriented

Adult learners are usually practical and need information that can be immediately workable to their professional needs. Generally they prefer practical information that will progress their skills, simplify their work and raise their confidence. This is why it's important to create a situation/course that will cover their individual needs and have a more utilitarian content.

Prejudices and resistant to change

Maturity and profound life experiences usually lead to hardness, which is the hostile of learning. Thus, instructional designers are supposed to provide the “why”, the reasons behind the change, new concepts that can be linked to already established ones, and promote the need to explore.

Step by step learning, but more Inclusive knowledge

Aging has effect on learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.

Personal experience as a main resource

Adults have lived a long life, saw and did many things, have the tendency to link their past experiences to anything new and approve new concepts based on prior learning. This is why it's important to form a group with adults that have similar life experience levels, foster discussion and sharing, and generally make a learning community consisting of people who can deeply interact.

We need some Impetus

Learning in adulthood is generally depend on voluntariness. Thus, it's a personal option to attend school, in order to progress work skills and attain professional growth. This motivation is the driving power behind learning and this is why it's important to connection into a learner's intrinsic urge with the right thought-provoking material that will question conventional wisdom and motivate his mind.

Every kind of responsibilities

Adult learners have a lot; family, friends, work, and the need for personal quality time. This is why it's harder for an adult to make room for learning, while it's absolutely crucial to focus on. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

High expectations

Adult learners have more expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, look for a course that will worth their while and not be a waste of their time or money. This is why it's important to constitute a course that will maximize their benefits, meet their individual necessity and address all the learning challenges.

The workplace learning in tourism SME is benefic for organizations and managers because the employees will have the possibility to take responsibility of their own personal growth, the managers creating the conditions to use the experience gathered during the activity and to channel it for a better quality of the services provided. This approach to learning in the organization maximize the strong points of self-learning tendency of the adult learners.

Here are Some Tips To Motivate Adult Learners (proposals from Christopher Pappas, 2013)

1. **Firstly make useful and suitable learning experiences based on the age group and interests of your learners.**
Touch on the practical knowledge. It is important to create a course that provides abrupt relevancy. Learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than secondary facts and their theories.
2. **Build community and use the magic social media**
Don't forget that social media websites are powerful devices for collaboration, commenting and sharing. With them, it can be basically facilitated group discussions and communities. People will quickly start exchanging knowledge, and will also have fun.
3. **Face to Face**
Try to add some additional personal touch. This course needs to have a face. Make yourself more available to people, invite subject-matter experts, authors, professors and other specialists in live discussions and question and answer sessions.
4. **Challenge through games**
Imagine different problems or situations and solving exercises with case studies. Make your learners look for and find solutions.
5. **Use humor**
Humor would work perfect even with the most awkward learners on your course. When your employees know you are funny, they will listen to your material carefully.
6. **Put some suspense in the soup**
Don't give out everything your education is about at the start of session. Yes, you need a conspectus, but keep some interesting points until the time changes to right. No one likes to read a book if they know what's about to happen.
7. **Accommodate individual interests and career goals**
Give permission learners to work on these goals and individualize the training according to their needs.
8. **Stimulate your learners**
Encourage them to think by either providing them with brain teasers, or by asking thought-provoking questions.
9. **Learning through mistakes**
German proverb "*you will become clever through your mistakes*" is important for the learning situations in tourism. Have you heard the famous expression: "Practice makes perfect"?
Henry Roediger who started a learning experiment divided his students in two groups. Group A studied natural sciences materials for 4 sessions, while group B

studied the same materials for one session and was tested on it three times. According to the experimenter, one week later, students from group B performed **50%** better than Group A, even though they studied the paper less. The results clearly support the argument that "*practice makes perfect*".

10. **Make it visually-compelling**

83% of learning occurs visually

11. **Get Emotional**

If you don't sound gifted, if your materials are not motivating, how will you motivate your learners? Get them emotionally involved to come up with controversial and polemic situations, touch on memories, add real-life stories.

12. **Get examples of their workplace**

Learners may not always keep in their mind to associate what is learned with its application at the workplace. Sometimes they might need reminders and a clue to help them make that connection.

13. **Be respectful to them**

14. **Always ask for feedback**

Motivation and Sense Making

In recent years, research and publications on human motivation have increased (Husman et al. 2004). Motivation is the force that impels people to choose a particular job, to stay with that job, and to try hard (Simon and Enz, 1995). Early approaches to motivation focused on different human needs, including the need for food and shelter, the need for social contact, and the need for creative expression.

Employee-of-the-month plaques may be a productive incentive for one department, while in another they may only breed competition or cynicism. Managers cannot force their employees to be motivated, but, if they know what their employees want from work, they can create a coordinated work environment, including coaching, skill development, and rewards, that helps employees motivate themselves. (Simon and Enz, 1995).

People make sense of the world around them through a variety of processes. Through "*sense making*" (Weick, 1979,1993), *people build a cognitive understanding of the world* in which they live.

Weick (1979, p. 45) defines "sense making" as a mental process that has three steps: selection, retention, and enactment.

Selection addresses peoples' limited ability to observe—people only observe a small amount of what goes on around them, so they must select, either consciously or unconsciously, what they observe.

Retention concerns the storage of these observations and peoples' ability to link them to relevant or irrelevant issues.

Enactment is the process of acting on individuals' beliefs of why things are, usually in a manner that reinforces their beliefs, as built from the selected and retained images of what they observe (Lioa-Troth and Dunn, 1999).

Tourism jobs often require lower levels of qualification, pay low wages and therefore it is not surprising if tourism employees in general does not enjoy high status. The tourism employee is often seen as 'uneducated, unmotivated, untrained, unskilled and unproductive' (Pizam, 1982: 5)

Economic Motivation Tools (economic incentives)

- Fair wages
- Timely payment of wages
- Economic rewards
- Rate of Premium
- Participation in the profits

Profit sharing can also be used to reward team and group accomplishments. The findings revealed that money motivated the employees to do their best. The benefits can be provided in actual cash known as monetary rewards. Monetary rewards that recognize individual achievements in addition to team performance can provide extra incentive for employees. Similarly, Coshov et al. (2009) suggests that by rewarding outstanding performance within the organization through monetary rewards can have a positive outcome on employees' performance. Mullin (2010) adds that monetary rewards encourages employees to stay put because it is usually structured to reward employees who stay with the company (Albeiti, 2015).

Psychosocial Motivation Tools

- Independent work
- Social participation
- Recognition, and status
- Social events

Organizational and Managerial Motivation Tools

- Participating in decision
- Job training
- Opportunity to advance to a higher position in the organization
- Improvement of physical conditions
- Communication

Employee training plays a vital role in improving performance as well as increasing employee productivity (Griffin, 2012). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance.

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee

performance through the development of employee knowledge, skills, ability, competencies and behavior (Albeiti, 2015).

Motivations can vary depending on many conditions. Simons and Enz (1995) indicated in their study that motivational tools of employees that are working in different sectors would be different. As shown in the table, increase employees' motivation for working in the hospitality industry, the most important tools are a good wage, job security, the opportunity to progress and development. On the other hand, most important tools of enhancing the motivation of employees working in the industrial sector are: interesting work, appreciation and feeling of being a part of the organization.

Table1. Work factors ranked by hospitality and industrial workers

Work Factor	Hospitality Workers	Industrial Workers
Good Wages	1	5
Security	2	4
Opportunity	3	6
Good working conditions	4	7
Interesting work	5	1
Appreciation	6	2
Loyalty to employees	7	8
Feeling of being in on things	8	3
Tactful discipline	9	9
Sympathetic personal help	10	10

Source: Simons, Tony and Cathy A. Enz. (1995), *Motivating Hotel Employees: Beyond The Carrot and The Stick*, Cornell Hotel and Restaurant Administration Quarterly, 36 (1), 23.

See also in Chapter 4, **4.4 Fiche for identifying the motivational factors**

Emotional Labor and Emotional Display Rules in Hospitality Industry

Emotions is a complex frame because of the human and their behaviors. So, it must be handled to understand employee in organizations. In this context, human behaviors and emotions are very specific topic for competitive advantage and customer satisfaction in service industry. Also, in hospitality industry, employees are required to manage their personal emotions to produce desired customer responses. Arlie Hochschild (1983), in her seminal work, *The Managed Heart: Commercialization of Human Feeling*, defines this phenomenon as emotional labor. Emotional labor is what employees perform when they are required to feel, or at

least project the appearance of, certain emotions as they engage in job-relevant interactions (Kruml & Geddes, 2000).

Hochschild (1983) conceptualized emotional labor based on a service acting paradigm, which suggests service is a “show” where the service employee is the “actor,” the customer is the “audience,” and the work setting is the stage. The work place, such as a restaurant, provides the setting and context that allows actors, i.e., waiters, cooks, to perform for audiences, the diners. The interaction between actors and audiences is based on their mutually understood definition of the setting, specified as occupational or organizational norms or display rules (Chu & Murrmann, 2006).

Emotional labor, originally developed to describe the relationship and almost all occupational groups in the service sector can be seen in the behavior of emotional labor. For example, the smile of cabin crew, the market with cheerful employees, be willing to chat hairdressers, doctors being cold-blooded and execution, offering harsh attitudes, demonstrate the requirements of service employees regarding emotional labor behavior; what they feel is necessary to ensure customer satisfaction and productivity (Robbins & Langton, 2005).

Employees working at 5 stars hotels display deep acting mostly and genuine and surface acting respectively while interacting with customers. Also, there is a statistically significant relation between emotional labor behaviors and job satisfaction and display rule perception at five stars hotels. (Kızanıklı, 2014).

In that employees interact with customers during service delivery, leads to acting emotional labor in addition to the physical effort. Therefore, labor-intensive character of tourism and being extremely important to ensure customer satisfaction, demonstrates the importance of managing emotions in the tourism industry.

There are three types of acting of emotional labor: surface acting, deep acting, and genuine acting (Ashforth & Humphrey, 1993; Hochschild, 1983).

In *surface acting*, employees simulate emotions that are not actually felt, by changing their outward appearance (i.e., facial expression, gestures, or voice tone) when showing required emotions.

Deep acting occurs when employees change not only their physical expressions, but also their inner feelings by using imagination or recalling past cheerful experiences to generate appropriate positive emotions.

Finally, employees are engaged in *genuine acting* when their felt emotions are congruent with expressed emotion and display rules. For example, a bartender may show genuine caring when trying to comfort a depressed customer (Chu & Murrmann, 2006).

In today's competitive work environment, management has begun to focus more on how interpersonal interactions impact organizational success. How employees speak and act toward others (e.g., customers, teammates, patients) can affect important outcome variables (e.g., sales, quality of team decisions, patient satisfaction) that, in turn, influence the bottom-line of the company (Diefendorff & Richard, 2003).

In most theories of emotional labor, organizations specify display rules that serve as standards for the appropriate expression of emotions. Emotional labor entails

following these display rules regardless of how one actually feels. For example, the display rules for the typical customer service employee involve expressing positive emotions, such as cheerfulness, and avoiding the expression of negative emotions, such as contempt. When the person is in a positive mood, these display requirements may be met by expressing naturally felt emotions. However, if the person is in a negative mood, he/she may have to use emotion regulation strategies to achieve the desired display (Diefendorff & Gosserand, 2003).

Employees must manage their reactions through either surface or deep acting so that they can adhere to organizational rules about emotional displays. When emotional display rules are inconsistent with or even contrary to the employee's feelings, he or she must modify outward emotional displays, often by suppressing his/her own emotions (e.g., anxiety, unhappiness, tiredness, anger, hopelessness) and "faking" the required expression (e.g., cheerfulness) (Lam ve Chen, 2012).

The service industry in general, and the hospitality industry in particular, implement display rules to regulate employees' behavior. "Show an upbeat attitude at every table" or "Put energy and enthusiasm into every guest interaction" are common instructions in employee handbooks. In addition, companies use policies, symbols, myths, and stories to teach, demonstrate, and reinforce these display rules. Based on these display rules, service providers are expected to act friendly and upbeat and to disguise anger and disgust, even toward annoying customers (Chu, 2002).

Emotional Intelligence (EI)

Positive attitudes and emotions in service employees during service encounters can create a favorable impression on customers. They are then more likely to purchase a product, do return business with the company, and speak well of the company (Parasuraman et al., 1985). Because of this, most companies in today's highly competitive business environment have begun to focus heavily on managing their employees' emotional behavior (Diefendorff and Richard, 2003).

A growing body of literature suggests that moods and emotions play a central role in cognitive processes and behavior. Feelings have been shown to influence the judgements that people make, material recalled from memory, attributions for success and failure, creativity, and inductive and deductive reasoning (George, 2000).

The phrase EI was first used by Payne (1985) and was considered to indicate a person's ability to "relate to fear, pain and desire" (Hanzaee and Mirvaisi, 2013). Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey and Mayer, 1990). Emotional intelligence is "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth Emotional intelligence essentially describes the ability to effectively join

emotions and reasoning, using emotions to facilitate reasoning and reasoning intelligently about emotions (Mayer and Salovey, 1997).

Mayer and Salovey (1997) conceptualized EI in four dimensions: (1) appraisal of emotion in self, (2) appraisal and recognition of emotion in others, (3) regulation of emotion in self, and (4) use of emotion to facilitate performance (Lee and Ok, 2012).

Characterized by considerable face-to-face interaction with customers, the hospitality industry requires frontline employees to manage, regulate, and control their emotions effectively (Karatepe, 2011). In service-oriented businesses such as hotels and banking employees are service providers in direct face-to face contact with customers; thus, any EI, which plays important roles in controlling emotions; is more influential. However, studies of hotel employees in association with the effectiveness of EI are very rare. Consequently, for employees to keep emotionally and healthy conditions in service encounters in hotels and continuously create positive outcomes, their ability to control their emotions should be prioritized. Indeed, EI is thus required of employees who must perceive and control their own emotions as well as those of customers in the course of performing their emotional labor. Hence, it is argued that the success or failure of a service encounter is largely determined by the frontline employee EI in service industry especially in hotels (Hanzaee and Mirvaisi, 2013).

There have been some success stories of organizations that applied EI to their businesses. One recent study conducted by a Dallas corporation measured that the productivity difference between employees with low emotional labor and high emotional labor was 20 times (Poskey, 2011). A Fortune 500 company also reported that they increased sales revenues and retention by 67 percent after turning to an EI-based selection assessment (Kim et. al., 2012).

Basically, employees with high EI abilities will achieve high level of job performance and employees with low level of EI abilities will end up with low level of job performance. A large body of research work has investigated the relationship between emotional intelligence and performance. Employees' emotional intelligence found it to be positively associated with job satisfaction, positively associated with prediction of job advancement, positively associated with organizational commitment, positively associated with work performance, negatively associated with turnover intention and negatively related to stress (Othman et. al. 2008).

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Barriers of Workplace Learning

In tourism, the staff need to learn new skills constantly. Every manager wants his/her team to have greater understanding of the customer, products and market better. But organizations have some barriers for a proper learning in workplace area. Organizations have some excuses to disregard learning such as *lack of time*. Most of us can't implement all the things we like to do in a working day. This causes us to choose between short term deadlines and long term goals.

The other barrier is that *team can seem uninterested in learning*. In some organization, employees are afraid to ask question or request help for any gap in their knowledge or experiences due to the fear of being understood as a weakness. Desiring to learn in organization may be overwhelmed by the need to protect the position and job.

Here are some barriers on learning in Organizations: (Senge, P, 2004: 17-20)

"I am in my position"

This is a learning problem from personal level. Every employee is supposed to be loyal to her/his occupation. Sometimes employee might confuse it with their own identity. Most employees think themselves as depending on a system in which they have little or no influence. Those employees think their responsibilities in job are limited to the borders of their current position.

"In hotels, it is very important the relationship and harmony among departments. In service industry relationship and behaviors is a part of service thus human factor

is very important. Namely in hotel sector, employees don't have right to think this "is not my job or position" because there is strict relationship among all departments. Communication is one of the organizational functions that helps a company to stay efficient and productive. One of the most important forms of organizational communication is inter-departmental communication, the Institute for Public Relations notes. The importance of communication between different departments in an organization becomes most evident when that communication breaks down"

For example: The front office staff interacts with all departments of the hotel, including marketing and sales, housekeeping, food and beverage, banquet, controller, maintenance, security, and human resources. These departments view the front office as a communication device in providing guest services. Each of the departments has a certain communication tie with the front office staff.

The marketing and sales department relies on the front office to provide data on guest histories, details concerning each guest's visit. Some of the information gathered is based on zip code, frequency of visits, corporate affiliation, special needs, and reservations for sleeping rooms. It is also the front office's job to make a good first impression on the public, to relay messages, and to meet the requests of guests who are using the hotel for meetings, seminars, and banquets.

The front office manager should establish standard operating procedures for the front office employees to contact maintenance, house- keeping, marketing and sales, or the food and beverage department to meet other common requests. Housekeeping and the front office communicate with each other about housekeeping room status, the report on the availability of the rooms for immediate guest occupancy.

Communication between the food and beverage department and the front office is also essential. Some of this communication is conveyed by relaying messages and providing accurate information on transfers, which are forms used to communicate a charge to a guest's account.

The front desk staff may also provide labor to prepare the daily announcement board, an inside listing of the daily activities of the hotel (time, group and room assignment), and marquee, the curbside message board, which includes the logo of the hotel and space for a message. Since the majority of banquet guests may not be registered guests in the hotel, the front office provides a logical communications center"

"I am not guilty, the enemy is out there"

When things go wrong, most of us try to find someone to blame. In terms of enterprises; for example:

- Marketing blames manufacturing: "The reason we keep missing sales targets is that your quality is not competitive."
- Manufacturing blames engineering.
- Engineering blames marketing: "If they'd only stop intervening in our designs and let us design the products we are capable of, we'd be an industry leader."

In fact *"the enemy is out there"* is a result of "I am in my position". When we focus only on our current position, we can't forecast how our own facilities extend beyond the boundary of that position.

This learning disability makes it almost impossible to determine the leverage which we can use "in here" on problems that straddle the boundary between us and "out there."

For example:

The timing of food being ordered and delivered to the table can be a problem that comes up in a practicum because restaurants get busy and the chefs have to keep up. When they do not, or if food arrives at the table cold, a manager has to solve the issue with the employees and placate the customer. You can't blame someone for this problem. Because customers is not interested if you are busy or other problem, they want to be happy and spend "good times"; so you can't tell them "I am not guilty", and if you search someone to blame, you will not take experiences so this will be a barrier of learning. Learning from bad experiences is a learning activity as well.

"Unwilling to take charge"

Managers mostly claim that the need for taking charge in facing a difficult problems is high. When we face up with problems, we should give up waiting someone to do something or solve problems; otherwise the problem can change into crises. Namely the proactivity is very important in this phase.

"Tourism sector need collaboration and good harmony among employees, because tourism sector is addicted to customer pleasures. "Customers are always right". So, if we do not change to make happy a customer, the information will spread from person to person and that event could jeopardize our firm good name. All customers are a device of advertisement as well. Because a happy and satisfied customer from your enterprise will do your advertisement to his/her friends or family. But if customer faces with bad event, he/she will reflect it to other people as well. So if a bad situation happens in hotel or restaurants, every staffs should take charge to remove the source of wrongness. Thus, every employee will learn new things with new experiences. "

"The Fixation on Events"

Most of conservations in organizations are composed of events such as last month's sales or the new budget cuts and so on. But those are the short term events. For example: "The Dow Jones average dropped sixteen points today," announces the newspaper, "because low fourth-quarter profits were announced yesterday." Such explanations may be true as far as they go, but they distract us from seeing the longer-term patterns of change that lie behind the events and from understanding the causes of those patterns.

Organizations where people are engaged in short term events don't have a generative learning. Because if you focus on just that events, the best thing you can do is a good prediction of an event before it happens so that you can react reasonably; but in such a situation you can't learn to create.

“Remember the Story of Boiled Frog”

Here is the story of the poor frog:

“If you place a frog in a pot of boiling water, it will immediately try to scramble out. But if you place the frog in room temperature water, and don't scare him, he'll stay put. Now, if the pot sits on a heat source, and if you gradually turn up the temperature, something very interesting happens. As the temperature rises from 70 to 80 degrees F., the frog will do nothing. In fact, he will show every sign of enjoying himself. As the temperature gradually increases, the frog will become groggier and groggier, until he is unable to climb out of the pot. Though there is nothing restraining him, the frog will sit there and boil. Why? Because the frog's internal apparatus for sensing threats to survival is geared to sudden changes in his environment, not to slow, gradual changes”

It is very important to forecast the process *improving gradually*, you should pay attention to some events which are hard to detect or forecast without a deep looking.

“In hotel or service industry, as mentioned, the relationship among departments, the fixation just on a certain event will be a big problem because it will block you to see the possible events, being fixed on what will be done in the next 2 hours. You can't control on future possible events. You should be aware of all departments' facilities.”

Resistance to Change

There are several reasons why employees resist to change in the workplace. (Quoted by Catherina's Career Corners). Most of people are inclined to preferring *stability* in their personal and professional lives. So, people typically avoid situations that upset the order of things, threaten their self-interests, increase stress, or involve risks. When faced with changes to the status, people usually start to resist to that changes.

Here are some reasons for people resistance to change:

- **fear of losing the job:** In an organization, any process, technological advancement, systems, or product change will provide working smarter, cost reduction, efficiency, faster turnaround times to organization. But this may cause that staff and managers a high degree of resistance to the changes and that will result in their roles being reduced or annihilated. From their perspective, your changes is harmful to their position in the organization.

“For example; new technological programs or new reservation system may have a bad image on front office staffs, because they feel they will lose their jobs because the programs perform the duties that front office staff would do. So they may show resistance to change in that technology”

Or in restaurants with technology there are machines to do delicious café, but the employee can think that “If machine do café, why I am here? What is my job? If the number of machines is increasing can I be laid off?”. So they would be resistant to change and this idea will become a barrier to their learning activities as well. Because they will be resistance to learn new technological progressing and on long terms this situation turns the hotel or restaurant out of date and for customers the

technological structure of hotel or restaurant can be a criteria for choosing it. So the tourism company will face the loss of customers.

- **bad communication relationship:** If you, as manager, don't explain why, how, when, who and the expected success will look like or how this expected success will be measured, then it is inevitable to face with resistance. If the employees don't get the necessity of change, they will not change their position, especially those who are happy with the current system.

When upper management plans to change different things or procedures or technology and communicates early and effectively with all employees and explains the reasoning behind the change, employees are much more likely to believe and trust it.

- **fear of unknown:** In the period of implementing the changes, some employees may seem to look for past experiences because it was more trustable, secure and conjecturable. So, they would think why to change if the past experiences and what they did work well? This is because of they fear of they will not achieve as much in future.
- **lack of competence:** any change in organization will necessitates **changes in skills** as well. Some employees may feel they will not able to make changeover well and some employees may be inclined to hesitate to try new things thus they may show a reluctance to learn anything different. They may have some excuses like "I already know all the things needed for this job", "I have experiences and I am good at what I do so, I do not need to go into the unknown places". This resistance to learning will block organization's progress and it will be hard to adapt to changes.
- **No Reward:** some employees can resist to change when they think there is no point in doing it in terms of rewards. Reward is a motivation criteria for employees, without it, it is hard to create a change for long term. Namely organizational reward facilities must be adapted to support the changes that the organization wants to introduce. The rewards don't have to be costly ones.

"Comparing with other sector, the hotel industry has no certain holiday, and employees are required to work all days in a week. Furthermore, unattractive working atmosphere of the industry such as low wages, rigid job traits, long working hours, seasonal employment, over workloads, problems on job security, and limited training and development opportunities contribute to job dissatisfaction, thus leading to a high level of turnover in hotel industry (Yih and Htaik, 2011). In view to this, tourism and hospitality managers need to seek effective ways to enhance the performance of their frontline employees and to keep them satisfied (Karatepe et al., 2006)." So discussing and presenting the rewarding during the introduction of the changes or after, will be a good idea"

- **no support system:** The employees in their current positions, already do what is expected from them. They know that in their current position they have support but if changes come, they are worried that with new supervisor, in a new team or on unfamiliar project, they will be on their own, without support in case they fail or do something wrong. In a new atmosphere,

employee may feel to be alone and they expect being punished if something is not working and without defense. So they will be resistant to change.

- **former bad experiences with changes:** Reaction to something is mostly determined by the way we have experienced in the past. If employee has handled change badly in the past, then he will think the resistance as a rational way. For example:

"Employees, who live in the same house for a long time, shop at the same shop every day, visit the same social club and drive the same way daily throughout their successive years, may have more difficulty in dealing with change than people who grew up in several different environments."

Management and Leadership Barriers

Powerful and effective leadership, which is uppermost for tourism and hospitality organizations, is also related to performance, employee satisfaction and endorsement, organizational productivity and success. Leaders should enhance a vision of the organization's future that embraces values, goals, and strategies that employees can understand, support, and believe in. The 'flag-bearer' must communicate the vision and reveal employees how to realize the vision. In addition to articulating a vision, hospitality and tourism leaders should have interpersonal and communication skills, flexibility, a strong personal dignity system, transformational leadership qualities, the ability to listen, a capacity to trust others and to inspire trust in others, a willingness to persevere, effective communication skills, determination, hard work, behavioral integrity (congruency between words and deeds), loyalty, and a caring attitude towards employees.

Leaders should set achievable aims for employees and provide clearly defined roles, means, and rewards to achieve these aims. As Berry (1999, 237) succinctly puts it, "Leaders articulate the company's reason for being, define the meaning of organizational success, live the company's values in their daily behavior, cultivate the leadership qualities of others in the organization, assert core values during difficult times, continuously challenge the status quo, and encourage employee's hearts with caring, involvement, participation, opportunity, fairness, and recognition." (Kusluvan et. Al., 2010).

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Adults Learning Styles

For facilitators of learning it is useful to have an understanding of terminology common in the educational literature, which explains different approaches to organizing adult learning experiences.

Learning styles is a concept that describes the different modes of instruction or methods of study most effective for particular individuals (Pashler, et al., 2009). There are many tools available for assessing and understanding learning styles, some of which are more complex than others. Several have been reported as helpful in the process of education delivery. Although these tools are used widely by facilitators, questions have been raised about the validity of learning styles assessment tools and the evidence as to whether direct matching of learning styles to instructional methods produces the most advantageous outcome for the individual (Pashler, et al., 2009.)

Learning styles, preferences and strategies

Did you know that learning: (UNESCO, 1991)

1. is never complete?

"Who stops from learning even it is at 15, 25 or 80 years old, is an old men! Who learns always stays young!" Henri Ford

2. is personal?

3. is a social process?

4. can be fun!

5. is active?

6. involves benefits and changing?

The first scientists that tried to define learning are I.P. Pavlov, E. Thorndike and Watson that tried to explain the learning through the associative theories of H. Spencer and H. Taine. Another scientist that presented a theory based on the observation of the children is J. Piaget (1886-1980) (the theory of the

psychogenesis of the intellectual operations) and it is the bases for the genetic-cognitive theory lunched by J. Bruner.

David Kolb is also a psychologist that published his learning styles model in 1984 from which he developed his learning style inventory.

Each person has an extraordinary capacity to learn in different ways. To determine the individual style of learning we have to reflect on how we prefer to learn something new.

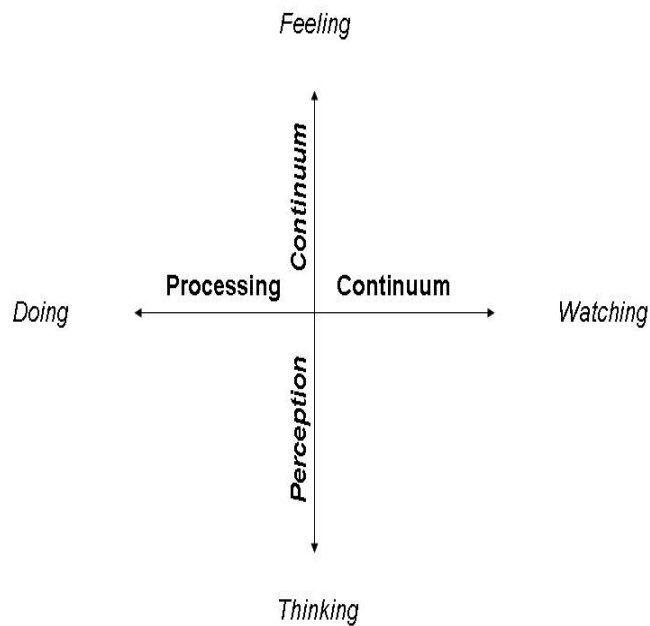
Kolb's Learning Styles and Experiential Learning Model

Kolb's learning theory sets out four distinct learning styles, which are based on a four-stage learning cycle. In this respect, Kolb's model differs from others since it offers both a way to understand individual learning styles, which he named the "Learning Styles Inventory" (LSI), and also an explanation of a cycle of *experiential learning* that applies to all learners.

Basis of Kolb's Experiential Learning Model

Note: "Experiential" means relating to or resulting from experience while "experimental" means relating to or based on experiment. Kolb uses the term "experiential" as his theory is based more on reflection of experiences. While others use "experimental" when referencing experimental-inquiry techniques that requires learners to test hypothesis (experiment) about content knowledge.

Kolb's learning model is based on two continuums that form a quadrant:

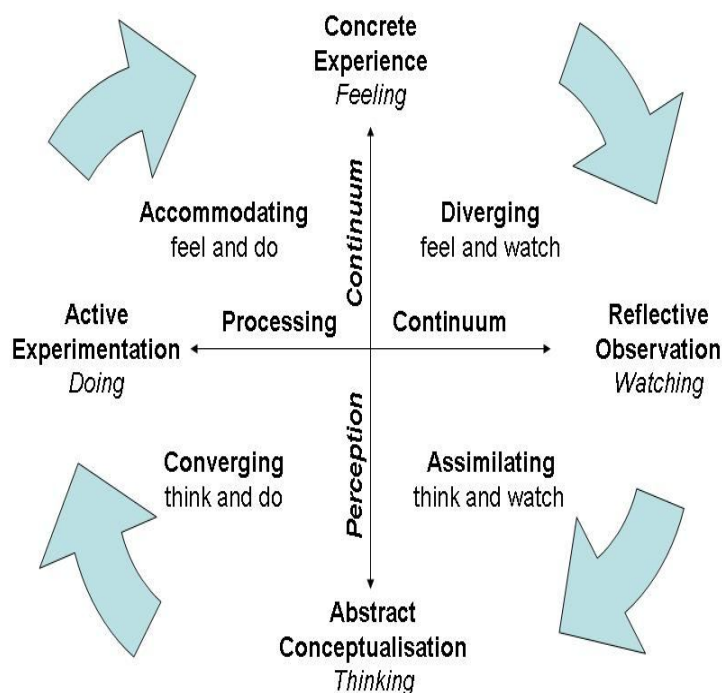


Processing Continuum: Our approach to a task, such as preferring to learn by doing or watching.

Perception Continuum: Our emotional response, such as preferring to learn by thinking or feeling.

Kolb's Learning Styles

Kolb theorized that the four combinations of perceiving and processing determine one of four learning styles of how people prefer to learn. Kolb believes that learning styles are not fixed personality traits, but relatively stable patterns of behavior that is based on their background and experiences. Thus, they can be thought of more as learning preferences, rather than styles.

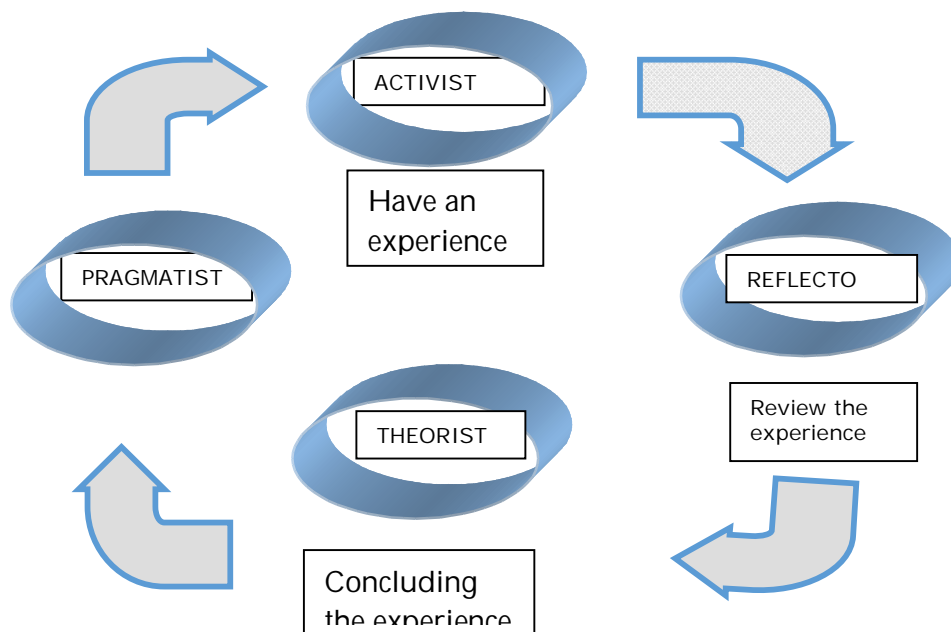


- **Diverging** (concrete, reflective) - Emphasizes the innovative and imaginative approach to doing things. Views concrete situations from many perspectives and adapts by observation rather than by action. Interested in people and tends to be feeling-oriented. Likes such activities as cooperative groups and brainstorming.
- **Assimilating** (abstract, reflective) - Pulls a number of different observations and thoughts into an integrated whole. Likes to reason inductively and create models and theories. Likes to design projects and experiments.
- **Converging** (abstract, active) - Emphasizes the practical application of ideas and solving problems. Likes decision-making, problem-solving, and the practical application of ideas. Prefers technical problems over interpersonal issues.
- **Accommodating** (concrete, active) - Uses trial and error rather than thought and reflection. Good at adapting to changing circumstances; solves problems in an intuitive, trial-and-error manner, such as discovery learning. Also tends to be at ease with people.

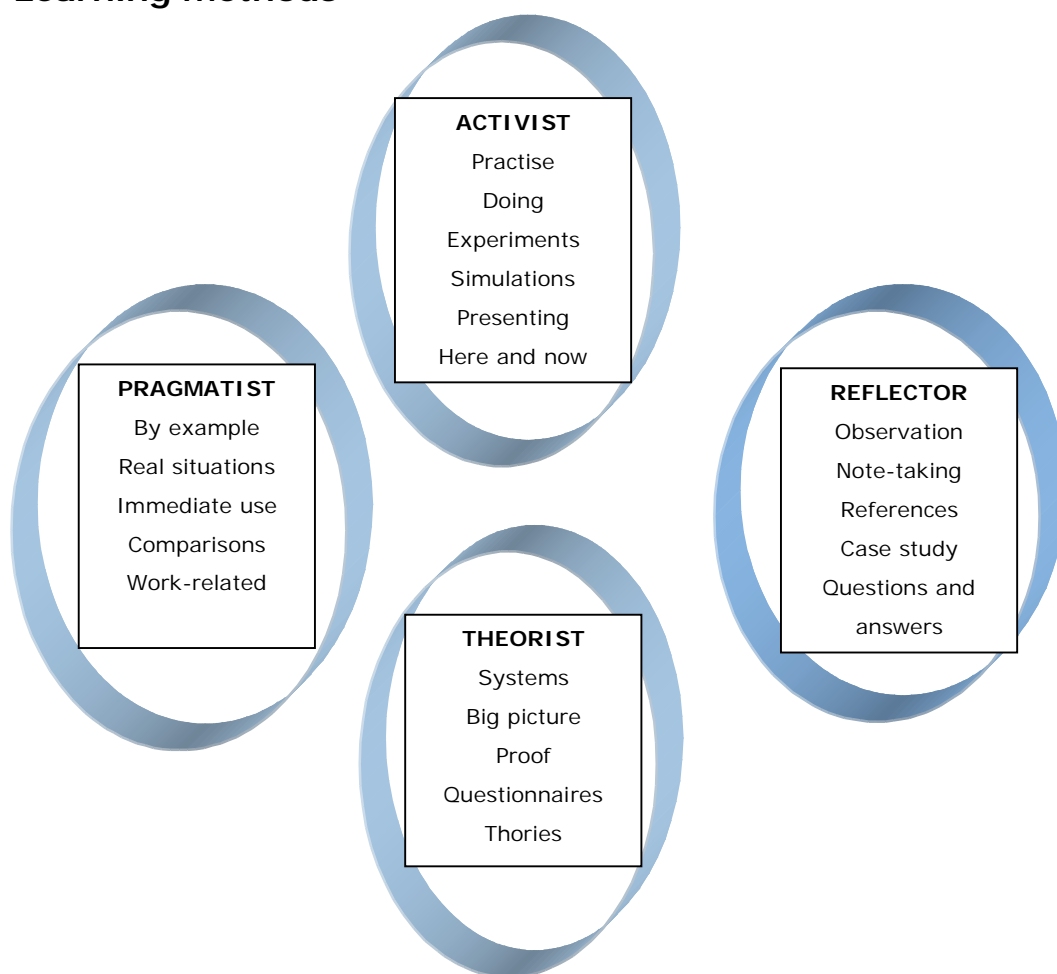
Each learning style is located in a different quadrant of the cycle of learning:

Learning preferences refers to how individuals may favor one mode of teaching over another. Preferences can differ depending on task and context (Smith & Dalton, 2005). For example, a person might express a preference to receive information in a visual or pictorial format rather than in written or verbal format.

Learning styles



Learning methods



Following **is not** an internationally proven tool designed by Peter Honey and Alan Mumford. This is just for your quick orientation. For a detailed examination of your preferred Learning style, we recommend you to fill in the original questionnaire which has 80 claims, or his shortened version that has 40 claims.

Short questionnaire for estimation of Learning Styles

Name: _____

Over the years you have probably developed learning "habits" that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style and having a greater understanding of those that suit the style of others.

There is no time limit to this questionnaire. It will probably take you 5 -10 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers.

If you agree more than you disagree with a statement put a tick by it.

If you disagree more than you agree put a cross by it.

Be sure to mark each item with either a tick or cross.

- ☐ 1. I have strong beliefs about what is right and wrong, good and bad.
- ☐ 2. I often act without considering the possible consequences
- ☐ 3. I tend to solve problems using a step-by-step approach
- ☐ 4. I believe that formal procedures and policies restrict people
- ☐ 5. I have a reputation for saying what I think, simply and directly
- ☐ 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
- ☐ 7. I like the sort of work where I have time for thorough preparation and implementation
- ☐ 8. I regularly question people about their basic assumptions
- ☐ 9. What matters most is whether something works in practice
- ☐ 10. I actively seek out new experiences
- ☐ 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice
- ☐ 12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- ☐ 13. I take pride in doing a thorough job
- ☐ 14. I get on best with logical, analytical people and less well with spontaneous, "irrational"
- ☐ 15. I take care over the interpretation of data available to me and avoid jumping to conclusions

- ☐ 16. I like to reach a decision carefully after weighing up many alternatives
- ☐ 17. I'm attracted more to novel, unusual ideas than to practical ones
- ☐ 18. I don't like disorganized things and prefer to fit things into a coherent pattern
- ☐ 19. I accept and stick to laid down procedures and policies as long as I regard them as an efficient way of getting the job done
- ☐ 20. In discussions I like to get straight to the point
- ☐ 21. I thrive on the challenge of tackling something new and different
- ☐ 22. I believe in coming to the point immediately
- ☐ 23. I am careful not to jump to conclusions too quickly
- ☐ 24. I pay meticulous attention to details before coming to a conclusion.

Scoring And Interpreting Questionnaire

The Questionnaire is scored by awarding one point for each ticked item. There are no points for crossed items. Simply indicate on the lists below which items were ticked by circling the appropriate question number.

	2	7	1	5
	4	13	3	9
	6	15	8	11
	10	16	12	19
	17	24	14	20
	21	23	18	22
TOTALS	<u> </u> Activist	<u> </u> Reflector	<u> </u> Theorist	<u> </u> Pragmatist

Learning styles - a further perspective

ACTIVIST

Learn best from:

- Novel experience-problems, opportunities
- Here and now activities e.g. business games, team tasks
- High visibility activities e.g. chairmanship, presentations
- Involvement with other people on tasks

Learn Least from:

- Passive situations- listening, reading, watching
- Standing back, not being involved
- Solitary work
- Explanations of core/ concept/ theory

REFLECTOR

Learn best from:

- Encouraged to watch/think about activities
- Allowed to prepare before commenting or acting
- Able to research/ probe/ pursue
- Allowed to review what has happened

Learn Least from:

- Forced into the limelight e.g. chairman, role play
- Involved in quick action without planning
- Given insufficient data to reach a conclusion
- Obligated to use someone else's detailed instructions

THEORIST

Learn best from:

- Offered system, model, concept, theory even where application is not clear
- Allowed to explore association, interrelationships
- Able to question, assumptions, logic
- Intellectually stretched by content or person

Learn Least from:

- Asked to do something without apparent purpose
- Participating in situations emphasizing emotion
- Involved in unstructured ambiguous activities

- o Faced with activities without depth

PRAGMATIST

Learn best from:

- o Obvious link between material and current job
- o Clear practical advantages in technique
- o High face validity used in processes
- o Given chance to practice technique

Learn Least from:

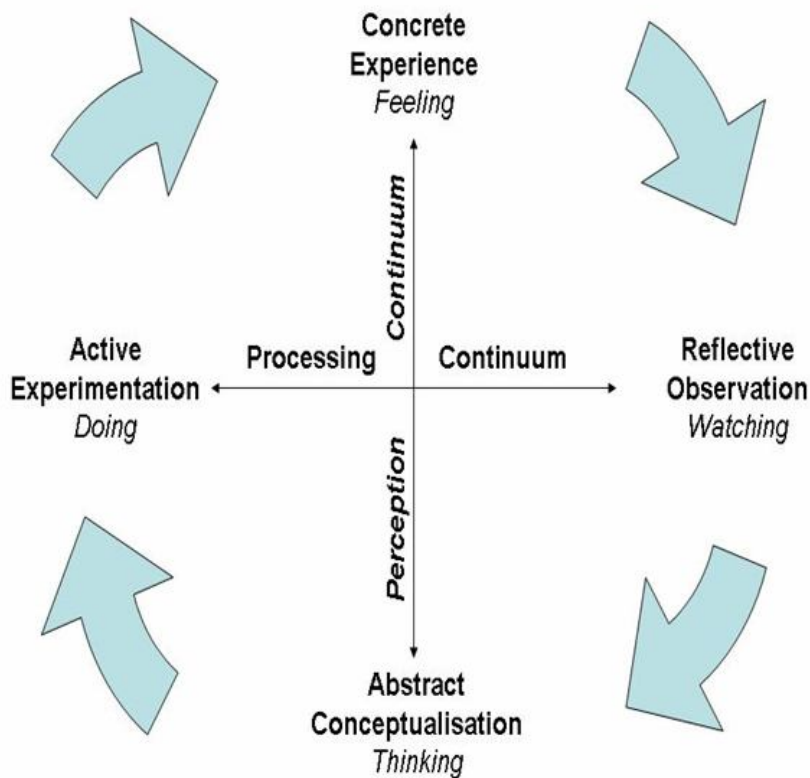
- o Learning not related to immediate benefits
- o Event/ organizers seem distant from reality e.g. ivory tower
- o No practice or guidelines
- o Political/ managerial/ personal obstacles to implementation

The Learning Cycle

This matrix provides a learning cycle that involves four processes that must be present for learning to occur. Note that this part of Kolb's model is more useful in that rather than trying to pinpoint a learning style, he provides a model learning program.

Kolb called this *Experiential Learning* since experience is the source of learning and development (1984). Each ends of the continuums (modes) provide a step in the learning process:

- o Concrete experience (feeling): Learning from specific experiences and relating to people. Sensitive to other's feelings.
- o Reflective observation (watching): Observing before making a judgment by viewing the environment from different perspectives. Looks for the meaning of things.
- o Abstract conceptualization (thinking): Logical analysis of ideas and acting on intellectual understanding of a situation.
- o Active experimentation (doing): Ability to get things done by influencing people and events through action. Includes risk-taking.



Kolb views the learning process as a context of people moving between the modes of concrete experience (CE) and abstract conceptualization (AC), and reflective observation (RO) and active experimentation (AE). Thus, the effectiveness of learning relies on the ability to balance these modes, which Kolb sees as opposite activities that best promote learning.

Phases of Adult learning cycle:

Phase 1: Learners experience new information

Phase 2: Learners process new information

Phase 3: Learners generalize the experience

Phase 4: Learners apply the experience to actual work or life situations

Depending upon the situation or environment, the learners may enter the learning cycle at any point and will best learn the new task if they practice all four modes.

Listed below are some examples:

Learning to ride a bicycle:

- Reflective observation - Thinking about riding and watching another person ride a bike.
- Abstract conceptualization - Understanding the theory and having a clear grasp of the biking concept.
- Concrete experience - Receiving practical tips and techniques from a biking expert.
- Active experimentation - Leaping on the bike and have a go at it.

Learning a software program:

- Active experimentation - Jumping in and doing it.
- Reflective observation - Thinking about what you just performed.
- Abstract conceptualization - Reading the manual to get a clearer grasp on what was performed.
- Concrete experience - Using the help feature to get some expert tips.

Learning to coach:

- Concrete experience - Having a coach guide you in coaching someone else.
- Active experimentation - Using your people skills with what you have learned to achieve your own coaching style.
- Reflective observation - Observing how other people coach.
- Abstract conceptualization - Reading articles to find out the pros and cons of different methods.

Learning algebra:

- Abstract conceptualization - Listening to explanations on what it is.
- Concrete experience - Going step-by-step through an equation.
- Active experimentation - Practicing.
- Reflective observation - Recording your thoughts about algebraic equations in a learning log.

Learning strategies

Learning strategies refers to the way individuals decide to learn or teach something. Learning strategies are selected based on a combination of who the target learner is, the purpose, and the intended outcome. Strategies include reading, taking notes, highlighting, demonstration and practice. For example, if you wanted someone to learn a skill, the learning strategy would likely be demonstration followed by practice experience and feedback to improve performance.

To optimize learning experiences for adults, it is preferable to use a variety of methods that will appeal to different individuals and keep the learning experience interesting and engaging.

Considering individual differences when facilitating learning

Understanding difference is important for facilitators wanting to gain insight into how different learners approach tasks, what motivates them and how to minimize generational bias when facilitating a learning activity. Adults' learning styles often reflect their previous learning experiences, their cultural background and generation.

LEARNING STYLES AND COACHING

Critical for success of coaching is the ability to bridge the differences in learning styles between person giving, and the person receiving the coaching experience.

ACTIVISTS:

They are unlikely to respond favorably to a direct tutorial coaching situation, in which skill or knowledge is explained or demonstrated; they would dislike the passive element. Nor would they be more responsive to non-direct coaching, the more subtle form in which a coach attempts to get points across through questions which cause the learner to review and learn from his own activities. They would be likely to see the approach as too analytical and longwinded – if indeed they recognized what was happening at all.

REFLECTORS:

The opportunity to watch someone else, or to review in a fairly well protected situation their own activities in response to questions would be welcomed. They would not respond so well to direct instruction – "do it this way", where they might want more evidence that that was the "right" way. They might be unhappy if asked to "perform" without some preparation.

THEORISTS:

They would probably respond well to a well prepared coaching situation whether direct tutorial or non-directive questioning, but would not respond to ad hoc sessions. They would require the basis of the coaching to be intellectually respectable, e.g. not simply being given a technique but being given an explanation of why it works, being given a chance to work out of the value of the process in their own terms and not simply having to accept it from an authority figure (boss or teacher)

PRAGMATISTS:

They are likely to be highly responsive providing the subject matter has clear relevance to their own current performance, and providing the persons offering the

coaching is seen by them as authoritative. If the activity has high face validity the learner will participate in the process so eagerly that he or she may build on and improve what is being offered.

THE INFLUENCE OF THE LEARNING STYLE OF THE COACH (MANAGER)

THE ACTIVIST COACH

Activists will tend to help by:

- Generating (unconsciously) opportunities for others to observe and reflect on what they do.
- Taking an optimistic and positive view of what is involved in a new situation.
- Giving a positive and encouraging lead, at least initially, in short term active learning activities.
- Taking a chance on exposing a subordinate to a new situation.
- Following through with action to provide learning experiences if they have been convinced of their value.
- Responding spontaneously to opportunities as they arise

Activists will be less likely to provide help through:

- Providing planned learning experiences.
- Giving support to learning as a planned, structured, activity.
- Assessing and using learning experiences which are different from those through which they learned.
- Discussing learning opportunities beforehand and reviewing them afterwards.
- Standing back and allowing others to participate or take action.
- Giving a good personal model of planned learning behavior.
- Giving different learning experiences to subordinates with different learning styles.

THE REFLECTORS COACH

Reflectors will tend to help by:

- Suggesting activities which can be observed.
- Recommending how observation can be carried out.
- Identifying ways in which an event or a problem can be analyzed.
- Discussing what may happen, and reviewing has happened.
- Providing data od feedback in a controlled learning situation.
- Advising on how to prepare carefully for a management activity.
- Not taking a dominant role in meetings with subordinates.
- Emphasizing the importance of collecting data before acting.
- Giving a considered response to requests for help.

Reflectors will be less likely to provide help through:

- Suggesting ad hoc immediate learning opportunities.
- Showing how to take advantage spontaneously of unplanned learning activities.

- Providing unexpected or slightly risky learning situations, e.g. a sudden delegation of a task.
- Giving immediate answers to unexpected requests for direct help.
- Providing a large scale view of philosophy, concept, system or policy.
- Providing a strong personal model of anything except Reflector behavior.

THE THEORIST COACH

Theorists will tend to help by:

- Showing interest in any intellectually respectable idea.
- Helping people to describe underlying causes, to explain the systems or concepts involved in an activity.
- Demonstrating the intellectual validity of an answer or process
- Showing how to strengthen or demolish a case by the use of logic.
- Bringing out complexities.
- Aiming for clarity of structure of purpose.
- Articulating theories, e.g. Open Systems Theory or Theory X and Theory logic.
- Bringing out complexities.
- Aiming for clarity of structure of purpose.
- Articulating theories, e.g. Open Systems Theory or Theory X and Theory Y.
- Generalizing reasons why something works or does not work.
- Setting high standards in the quality of data.

Theorists will be less likely to provide help through:

- Showing when to accept the obvious.
- Helping others to understand emotions and feelings in specific circumstances.
- Making use of data or occasions which conflict with their theories.
- Developing others who are different in intellectual quality or style, e.g. if perceived as lower caliber, or if theories clash with their own.
- Showing how to use information which they regard as trivial, irrelevant or intellectually not respectable.
- Drawing up specific action plans.

THE PRAGMATIST COACH

Pragmatists will tend to help by:

- Showing responsiveness to new ideas and techniques.
- Demonstrating interest in specific action plans.
- Pressing for relevant learning programmes with clear pay off.
- Being open to new situations.
- Showing a belief in the possibility of improvement.
- Following the party line on, e.g. appraisals or releasing people for courses.
- Following specific suggestions on how to improve learning.

Pragmatists will be less likely to provide help through:

- Being responsive to ideas or techniques not immediately relevant to a current problem.
- Showing interest in concepts or theories.
- Encouraging action relevant to the longer term.

- Encouraging ideas or learning programmes that they regard as unproven or way out.
- Pushing for action which is apparently not valued by the culture or system.
- Using learning opportunities which they see as divorced from real life, e.g. secondments outside the organization, sessions by " people who don't know our kind of industry/organization/problems".

Clearly, if coaches know what kind of learning activities they are not likely to provide themselves, they may be (and of course in terms of managerial responsibility, ought to be) at least responsive to suggestions outside their own style. The best coaches will indeed positively seek to fill in the gaps by using other people and resources.

Possible characteristics of different learners across the generations

<p>Baby Boomers (born 1943-1960) Left school 1960-1978</p> <p>Strong work ethic; come prepared to the learning opportunity.</p>	<p>Generation X (born 1961-1980) Left school 1979-1998</p> <p>Want to learn usable skills.</p>	<p>Generation Y (born 1981-2000) Left school 1999-2018</p> <p>Value knowledge access over knowledge memorization. Experts in searching and accessing information, but not necessarily in analysing or synthesizing the information.</p>
<p>May prefer more traditional methods of learning rather than a self-taught module.</p>	<p>Want things presented in a straightforward manner. Environment (thus may appear arrogant if the instruction is vague).</p>	<p>Want to take on challenging tasks in their learning</p>
<p>May be less comfortable with technology but are conscientious and accept help.</p>	<p>Enjoy flexibility in their learning (e.g. self-directed modules).</p>	<p>Are computer savvy and use technology whenever possible.</p>
<p>Learn best when experience can be integrated with subject matter.</p>	<p>Want learning to be directly relevant to their work tasks. Don't want to learn something just for the sake of learning.</p>	<p>Expect immediate feedback on their work as they are accustomed to information access 24/7.</p>
<p>Anticipate a slower paced and more formal introduction of the training and rationale for it – like to have a hard copy.</p>	<p>Want to learn in the easiest and quickest way possible.</p>	<p>Need to feel a sense of achievement. Want goals and rules to be transparent. Prefer experiential activities.</p>

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Pedagogic Profile of the Facilitator

Teaching: "Teaching is a standard field of activity. But the notion of teaching itself is evolving. With the shift in paradigm towards learner- centered approaches, the activity of teachers is changing in nature,..." a trend which is visible through the use of alternative approaches such as facilitating, coaching, moderating etc. New competences are required of people who teach, such as the planning of settings for learning which differ from traditional school courses, for example at the workplace. In many cases people who teach are among the more hidden groups of adult educators – people who only work part-time in the area of adult education, or who do not even consider themselves adult educators because teaching – even under a different name – is only one element of their work (NuiSSL and Lattke ,2008).

Consultation and Guidance: Counselling and guidance are also areas whose significance is still on the rise, and this is true in all countries. This especially means counselling learners, which means supporting them in their search for proper programs and in analyzing their learning needs. The field of counselling also includes the tasks of setting up and updating information systems and databases and checking intimate information on programs. Learner consultation also involves guiding learners through the learning process, offering counselling when learning problems descend or evaluating learning achievements. Sometimes this form of consultation is also seen as being an element of "teaching"; when one considers the skills needed for consultation, however, it would appear appropriate to define it as a field of its own. And last but not least, another very important area of consultation has developed rapidly over the past decade: the validation of individual competencies and the recognition of prior and experimental learning (NuiSSL and Lattke, 2008).

Media Use: Media use as a modern part of educational conceptualization is still developing at a fast pace. In particular this involves the production and use of learning software for adults, collaboration with IT experts, and the development of teaching and learning opportunities with interactive media and on the Internet. It

has changed (with blended and e-learning) the whole procedure of developing educational concepts (Nuissl and Lattke, 2008).

Evaluation: Evaluation has become the magic word when it comes to spending public financial resources whenever it is not approved in market structures. But evaluations are getting even more important in educational work as well; reviews of teaching quality, measuring learning performance and confirmation of success. The more modules, the more individualized midlevel steps there are in learning paths, the more differentiated the competency profiles of learners which develop, the more evaluation activities also tend to increase. This goes not only for evaluation of continuing education, but also the evaluation (or better yet: the monitoring and assessment) of learners by teachers. And especially these processes require, as we know, a maximum of specific competencies which are increasingly expected of educationalists (Nuissl and Lattke, 2008).

Role of the Manager as Facilitator of Workplace Learning

A manager is in charge for ensuring that his employees are able to effectively communicate with one another, with management and with clients. This includes establishing particular communication channels, managing expected use of communication tools and trouble-shooting when communication issues appear. Influential communication in the workplace can help guarantee employees are sharing and exchanging information in a way that's conducive to smooth business operations.

Establish Communication Channels

There are a lots of ways to communicate, and the manager's responsibility is to ensure employees understand the company's best established communication practices. If you don't have a communications policy in place, create one, and put it in writing for training and reference use. Consider policy for using email, including when to forward or copy other parties. Outline rules regarding inner-office communication, intranet and memos. Also establish guidelines for communication such as text messaging, voice mail, instant messaging and video-conferencing.

Trouble-Shoot Communication Issues

When communication issues appear, it's the manager's job to intervene and mediate a stability. A manager must have an understanding of the different communications styles of individual personnel. Whereas one employee may prefer the ease and personal nature of face-to-face discussions, another may prefer to put details in writing to ensure accuracy and track-ability. The manager is charged with helping these colleagues find a happy medium. For example, the two employees in this example might be urged to talk face-to-face, and then summarize the conversation in a follow-up email to ensure clarity on all sides.

Teach Communication Skills

Some people have a difficult time articulating thoughts and ideas, and a manager is charged with helping employees develop their communication skills. This can be done through role-playing, job training and mentoring. Managers may also consider

the value of sending employees to a public speaking development forum such as Toastmasters International, which helps professionals hone their communication skills.

Issue Communication Checks

Even with a comprehensive set of communication best practices in place, there are still bound to be occasional breakdowns in the way people share and exchange information. Managers should periodically review internal policies, request employee feedback and conduct a “performance check” to ensure communication strategies are on track. This may be accomplished during an all-staff meeting, individual or group performance reviews or through an employee survey or focus group.

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1.3. Individual competence profiles to be developed through workplace learning



Pro-active attitude

"Being proactive is a way of thinking and acting".

(www.eatyourcareer.com, "How to be proactive at work: My 5 Step System")

In case of businesses, being proactive means having procedures that allow to identify potential problems/ threats before they become critical and also to identify opportunities in advance.

A proactive attitude is very important in order to face unexpected challenges that could determine the success or the failure of the business; it allows to act before a situation become a source of risks/ crisis and to be prepared for changes in business environment.

A proactive business "take responsibility for developing situations and uses initiative to control and exploit the situation" (www.informationleader.com).

As regarding the employees, the most valuable and resourceful employees are those who are proactive. Those employees prefer to take initiative to prepare for/ participate in the future events. They are also looking to the future, anticipating outcomes and preparing for the consequences.

They are able to make things happen rather to respond after things happened; are actively involved/ engaged, rather than passive observers.

According to HR specialists there were identified 5 key behaviors relating proactive attitude:

1. Predict - anticipate problems and events, using creativity and logic
2. Prevent – identify ways to overcome potential problems
3. Plan the future – in order to take good decisions it is necessary to estimate the desired outcomes and the way to reach it
4. Participate – proactive employees take initiative and are involved in finding solutions to problems
5. Perform – take ownership of performance, take responsibility for the actions

How to stimulate a proactive attitude?

- ⇒ Involve your employees in solving problems that occurs in your organization
- ⇒ Reward the employees that give the best solution
- ⇒ Ask your employees opinions about how they see the development of the company



Positive thinking

Keeping thinking on the positive side is useful for overcoming stressful and unpleasant situation at workplace.

There could be used some techniques and ideas in order to stimulate positive thinking at work:

- ⇒ *Practicing positive affirmations, try to use positive words when talking* – if you are constantly telling your employees that they can't do the job well you may convince them that's the truth; instead of this is better to encourage them to try to do their best.
- ⇒ *Believing in success, visualizing successful outcomes* – picturing the situation after completing of a desired outcome will encourage and make you feel better about this
- ⇒ *Thinking of ways to turn visualization into action* – just picturing is not enough, in order to make it happen it is necessary to create a plan, to think what to do for succeeding
- ⇒ *Using constructive criticism* – analyzing what went wrong and how to avoid happen again it helps to improve the work of your employees and to learn from the mistakes done
- ⇒ *Seeing from another point of view* - try to see things also from employees point of view; it helps to understand why things got wrong and why people might be unsatisfied
- ⇒ *Looking for opportunity* – in every failure there is an opportunity for improvement; you have to reflect to the ways for making thinks better
- ⇒ *Believing in your employees working capacity and creativity* – give them credit for what they do right, make them feel confident about things accomplished, stimulate them to come with new ideas and to put it into practice
- ⇒ *Avoiding negative employees* – a positive attitude is ruined by the employees that bring out the negative thoughts/ comments in everything

⇒ *Don't dwelling on mistakes* – making mistakes happens to everyone; dwelling on mistakes is not constructive and don't allow progress

⇒ *Let things happen* – things could appear bigger than they really are so sometimes the best way to deal with problems is to let them take their course



Good communications skills with people from different backgrounds

“Background” has a rich semantics and it refers to the context in which each person has grown, with all individual characteristics:

- The origin (the membership to a national ethnic group or to a minority group); this will determine the native language and the values, cultural and religious rules appropriated.
- Life environment that determine the accumulation of knowledge, adoption of traditions and a certain way of doing things
- Autobiography, meaning the whole individual experiences: level of the studies graduated, professional experience, life experience

In the organisations, the working groups are not always homogenous, cultural, ethnical and religious differences exists among individuals; but if these differences are well managed, they bring better performance to the group because complementary visions, knowledge and skill are combined. For example: a marketing team with a different cultural component, native speakers of more languages have an advantage when addresses international market toward a homogenous team that is acquainted to the national market.

There are some advantages that organisations appreciating the diversity of the labour force capitalise:

- Managing the costs. Taking into consideration the crises of qualified labour force, the managers who recognise and use the professional value beyond the stereotypes related to sex, race, religion, culture and so one get a competitive advantage toward those managers not seeing or refusing to follow this opportunity. Far more, legal facilities can be acceded; e.g. in Romania the organisations employing persons over 45 years benefit from a partial grant for the wages.
- Organisational reputation. Companies willing to employ person from minorities groups get a reputation of opened companies, responsible and open-minded to

social problems of the community. It can happen that a community boycott the products of a certain company known for the xenophobic and discriminatory policy

- Organisational flexibility. Due to the diversity, the system is less willing to accept standardisation and determination and this will have repercussion over the capacity to solve problems and also over creativity. The answer during crises can be improved due to the fact that best decisions are taken when new approaches are valued and new perspective of the problems are discussed. Withal the products and the services can be improved due this diversity.
- Marketing. For the multinational companies, integration of the diversity is a major competitive advantage because different markets can be correctly approached, from inside and outside; the publicity can be improved etc.

The most visible difference among groups is the language they speak and due to this a lot of communication barriers are raised:

- The hardness to offer/ understand information, indications, explanations, due to the lack of knowledge of the vocabulary
- Difficulties in understanding the meaning due to lack of knowledge of certain words or expressions. For example, in Romanian the expression: "it is the kingdom of Cattail " is used when you want to name a situation characterized by mess but also it can be used to characterise a poor community without a unwavering management.
- The hardness to offer/ understand information, indications, explanations, due to the lack of knowledge of specific technical, economical or scientific vocabulary
- Difficulties in understanding the real meaning of expressions due to the fact that the speaker can give them a pejorative meaning, linked to the different cultural experience. For example, in certain communities it is accepted to address: "Hi buddy!" but in other communities this kind of addressing can be considered as rude.

Beyond this, malfunctions in communication are generated by social conventions, behavioural rules, cultural differences and stereotypes, real or perceived only. Common language doesn't guarantee efficient communication.

For example, a Japanese and a Norwegian are discussing in English about the acquisition of a company. The Japanese guy doesn't want to sell the company and says "It will be very difficult", but the Norwegian understands that the deal is still actual and there are some details that must be tuned and asks what he could done to overcome the problems. The Japanese is very astonished that the Norwegian doesn't understand that the refusal is definitive. The misunderstanding starts from the fact that in Japanese culture the net refusal is hard to imagine, in contrast to Western European culture where the refusal is accepted (Gary Johns, 1996).

There are some methods that we can use in order to improve transcultural communication:

- Assume that are no differences between you and your interlocutors, at least to otherwise. People tends to allot to the others intentions and attitudes that are similar with own intentions/ attitudes (the assigning effect): for example,

the fact that the interlocutor speaks your native language doesn't mean that he thinks and have same preferences as you.

- Try to research about the culture of the country you are visiting, or the country from which you will receive guests or from which you have employees (they will perceive it as a compliment against them).
- You must retain that there are differences inside each culture, don't make generalizations: the inhabitants of Arabs countries are very different, like Europeans, as regarding ideas, personality and life problems.
- Respect cultural differences, don't blame or ridicules it; better you could invite your interlocutor to describe some habits from his country; people like to speak about them.
- Express clear, in simple words, avoiding clichés, slang or familiarities.
- Be polite and have patience with those that are expressing slow.
- You could try to learn some words, expressions in the native language of your interlocutor, because he will be pleased for the interest for his language and culture.
- Don't address sensitive subjects (as religion, traditions, gender differences, politics) if are not sure about the attitude of your interlocutor about it.
- Take care of the meaning of the gestures and body position (better use whole hand for indicate a person, rather than use the finger; don't stay cross-legged).
- Try to understand the rules related to tapping/touching the interlocutor and personal space; until you don't learn those rules it is recommended not to touch the interlocutor and not to approach in excess to him.
- Learn the rule regarding visual contact; in some cultures keeping the visual contact is considered an insult, an aggression act, in contrast to other culture where it is considered a sign of respect.
- Try to decode correctly facial expressions, taking into consideration that are also cultural differences (for example in Greece and South of Italy the approvingly sign is done horizontal, opposite than in the rest of Europe).
- Be informed about the courtesy and behavioural rules from the country that you intend to visit/ to receive partners or employees; it could be very different and must be decoded correctly in order to avoid embarrassing situations. For example, in '90 women from United States that visited Romania felt embarrassed when Romanian men, representing institutions and companies, kiss their hands when they were presented (now this habit is no more use and it is a obsolete gesture even for Romanian women). Other

example is related to money approach in job interviews in Romanian society: Romanians are feel embarrassed to respond to the question “What is the salary do you want?” and they tend to bypass the subject or to pass it to the interviewer; this doesn’t mean that they are not evaluating correctly their work or that the employees fluctuation is not caused in a significantly way by the desire to obtain greater wages.



Service mentality

According to Nancy Friedman, there are seven attributes of excellent service mentality:

EMPHATY – if customer has a problem and your employee shows that he understand the way customer feels, he empathize with the customer. He also could transmit that he is there to help the customer.

ENTHUSIASM – the customer need to know that your employee is truly happy to help him. Enthusiastic employees are doing their job faster and better than others employees.

RESPONSIBILITY – good service mentality implies taking responsibility for the job and for customer needs. If your employee’s answer is “It is not my department, I don’t know about the problem” he is not assuming the responsibility for customer service.

RESILIENCY – the capacity to bounce back from negative incidents is very important for customer service because allows your employee to have proper attitude toward next customer.

ADAPTABILITY – employees must understand that every customer has a different personality and some things don’t happened the way we want it all the time so they have to adapt to each type of customer or situation.

OWNERSHIP – employees that take ownership of customer’s problem are willing to solve it

BALANCE – the employee has to balance between “the customer is always right” and what to do in order to handle customer service situation and to create a “win-win” situation.

Focusing on those seven ingredients of customer service will help your organization to get the way to success.



Sense of pride and ownership of own work

It is considered that the organizations in which the employees are pride of their work and treat their tasks at workplace as own business are more efficient than those in which those feelings do not appear.

In those organizations employees care about their work and take decisions in a responsible way. They are focused on their work, more motivated and responsible, looking for creative ways for improving and developing their work, rather than to

stagnate or to resume their results to a minimum necessary. The organizations where they work benefit of it, because they progress and create a positive and integrator environment for work.

The work well done implies the initiative from the employees; in order to stimulate them to assume the initiative it is necessary that the working place to be a space in which the communication is honest and a free exchange of ideas between the managers and the employees.

Besides this, the initiative appears when people understand and have an overview regarding the context in which they act, more precisely when they understand the organization itself (objectives and purposes) and the processes that take place inside the organization; this understanding will allow them to take decisions and to act when problems or opportunities appears.

Also, initiative appears when people have the feeling that they could change something. That's why they have to know what the expectations are and the management have to establish specific objectives and to clarify the expectations regarding employees work. More than this, management must to show trust in employees' capacity to reach objectives and solve the problems; generally, the employees that receive more responsibilities are more willing to assume more responsibilities. As a result, it is desirable that the employees to be able to establish the way for reaching the objectives, assuming in this way the responsibility for their steps.

Once employees see the link between their effort and the level of performance reached, they become more responsible for their actions and don't blame others for what's happened. Oppositely, those employees who think that their performance is influenced by external factors (manager's decisions, luck, chance) are more prone to take risky decisions. There is no direct relation between the quality of the work and the perception regarding the control, but it could be appreciated that those people who think that have the internal control are managing better the activities that involve initiative, are engaging in risky activities; those who believe in external control of performance are managing better routine activities, they see world as an unpredictable place, in which luck and chance are influencing their performance.



Problem solving and situational flexibility

"Change is inevitable, growth is optional". Change in your organization will happen, even if you want or not. In order to be prepared for change and development a creative approach to problem solving is necessary.

Problem solving means identifying ways to solve a situation which presents a challenge or offers an opportunity for development.

A creative approach to problem solving implies making change happen toward an outcome that is new, using imagination, intelligence, nonconventionality. That

means that you must be open to new experiences and take a more comprehensive view of the context of the problem.

Examples of creative approaches to problem solving:

- Reflecting to the problem/ challenge from different viewpoints; being open to different possibilities and maintain a positive attitude
- Generating varied and unusual ideas for addressing the problem / meeting the challenge in a "fresh and valuable way"; refining and developing idea into a practical/ workable solution
- Considering different factors that could influence the problem; being sensitive to people who may be involved in finding the solution and ask for support
- Active and simultaneous consideration of opposites ("Janusian thinking") in order to create new solutions for a problem



Long term commitment

For the managers in tourism, the long term commitment of the employees is useful not only in terms of costs but also in added value. Short-term employees rise the costs with recruiting, training and also reduce the productivity during the accommodation period. In tourism, due to the seasons, not all the managers afford to have long-term employees. To do so the managers have to develop businesses for all year and think activities that can be done by the same employees. But even so each business in tourism have to have long-term employees to keep institutional memory within the organization.

To have long-term commitment from the employees the managers have to help them to feel that they belong to the team, they are part of the business and they can help to develop the business.

The methods that can be used are group or individual motivation techniques that contribute to improve camaraderie within the team and contribute to grow the self-esteem by appreciating the good results of the employees in public.

The following methods can be used at workplace:

- create the opportunity for the employees from different areas to work together using job shadowing or job rotation, or create team-based contests
- organize common lunches or family outings.
- hold short quarterly meetings to review how the company is doing and where it's going, having each area discuss their role in the company.
- praise employees privately and publicly using notes, emails, or other innovative ways

-began an employee-of-the-month program that rewards the good practice, best results and hand a small gift each month to the best employee.

-When employees earn a certification or win a professional award praise them in public

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2. Methods for facilitating workplace learning

2.1 Workplace learning – the adequate method of learning in tourism SME

Many European enterprises of all sectors bring continuing training closer to the workplace.

They integrate learning and work.¹

For the Tourism sector the integration of learning and working is not new. The mutual exchange of knowledge and experience always has been the main form of learning. But often this learning was unsystematic and arbitrary.

For owners and managers of hotels and restaurants, there are many arguments in favor of workplace learning:

In external training often

- curricula do not care for the real needs of individual hotels and restaurants,
- opportunities to practice learned content are not organized and also if there is too much time between learning and application of the learned.

The integration of working and learning must be organized. Management and owners of hotels and restaurants must also organize learning, as they know best what must be learned.

Transfer of knowledge, skills and experiences to co-workers must be part of the professional profile of every employee in a Tourism business.

According to the results of the initial research in TouriSME, disengagement from the work in Tourism and an underutilization of the knowledge and intelligence of the workers is a main cause of frustration among employees and owners of TouriSME alike.

Employees who are working only “for the money” must be controlled and supervised closely, which is costly and frustrating.

If the employee can strongly influence the “when, where, what and how” of competency development a higher level of engagement can be achieved.

An employee who can be presumed intelligent is better placed than anyone else to determine training needs in various fields of activity.

The employee can evaluate the direct usefulness of training given to him for coping with his work in practice.

¹ Cf.: Krauss, Alexander: HOTSME – Final Evaluation Report, Regensburg 2007, p. 73 ff.

The main arguments for owners and managers of hotels and restaurants to rely more on self-organized training are:

- *Reactive continuing learning is always late.*
The speed of changes in the environment of hotels and restaurants is ever increasing. It is unrealistic to expect that the qualification and skills gaps resulting from these changes can be filled by external training measures alone, particularly due to limitations in monetary and time resources, but also because of the problems of adequately transferring the learned content to the actual work situation.
Therefore the ability to learn in the work situation in order to adapt to changes and challenges must be the cornerstone of any learning strategy.
- *Structured learning in courses has its place, but its main target must be to increase the ability to learn also on the workplace, outside of formal training arrangements.*

The ability to reflect the work processes is a key ability in this context.

- Self-organized learning is the only way in which organizations that are limited in resources (time, funds) can implement a broad based learning strategy. Small establishments cannot delegate employees to external training measures.
- *Efforts to organize learning on the workplace are the prerequisite of the utilization of skills acquired in formal learning arrangements.*
- Individual learning will be productive only if it is part of an organizational learning strategy.
- Organizational strategies can only be successful if individuals in the organization are able and willing to learn. It is therefore necessary to develop training methodologies that support the development of such individual learning abilities.
- Self-organized learning depends on a certain culture of mutual trust within organizations. Employees must feel free to talk about own deficiencies and deficiencies in the organization without fear.

2.2 Facilitation of Learning

“IF YOU TELL ME IT IS POSSIBLE TO FORGET, IF YOU SHOW ME I WILL REMEMBER, BUT IF YOU INVOLVE ME I WILL UNDERSTAND”

WORKPLACE LEARNING could be defined as an approach that enables workplace transformation in order to be the “driver of learning and development”.

As discussed in Ch. 1.1, workplace learning brings a lot of benefits for managers as well as for employees, among them:

- contributes to employees motivation and loyalty
- allows the valorization of creative potential of employees in order to increase work productivity, by stimulating the employees in identifying solutions for work issues and to assume responsibility for it; also stimulates the interest for updating their knowledge and for continuous improvement of professional competencies
- contributes to the harmonization of employers needs to employees skills
- develops a range of aptitudes in order to increase work efficiency and company competitiveness, by considering clients' needs for improving product/service quality

FACILITATION OF WORKPLACE LEARNING could be defined as *a process aiming to create a learning environment that empowers the learner.*

The *facilitator* is a professional who works with learners in order to help them to transform themselves as individuals / team members/ organizational employees.

A facilitator of learning could be a peer, mentor, supervisor or manager and learning facilitation could be developed through relationships such peers, social networking, communities of practice or management.

The role of the facilitator is to create and maintain an environment conducive to learning, facilitate transfer of the skills to on-the-job use, reinforce the skill use, encourage active participation of trainees and keep them focused on the activities.

The characteristics of an effective facilitator of learning include:

- Encourages interactive approaches to learning activities,
- Establishes and effectively communicates relevant and achievable goals and tasks, gives feedback and uses transparent evaluation criteria,
- Acknowledges learners as “co-producers” of new knowledge and skills,
- Recognizes prior life experience and knowledge as valuable foundation for learning,
- Values the social interactions involved with learning in groups,
- Adapts the facilitation to the context in which the learning occurs, uses flexible teaching approaches that address different learning orientations.

Mutual cooperation between facilitator and trainee is essential; the person supported must be open – minded, engaged and motivated to act for own development.

The best facilitator is a coach, mentor and consultant in one person.

The **coach** is a trainer whose task is to motivate coachee (trainee) to reach expected objectives. Coach acts as a partner for the coachee, helping him to define objectives and giving useful tools for reaching it; he lead the coachee to find own solutions within the process of personal and vocational changes.

COACHING stages include:

- working process analysis, focusing on appreciation of actual level of competences and skills of trainees; diagnosis of existing trainee's strengths and talents, definition of expanding strengths, definition of additional fields of development
- defining desirable level of skills and competences of trainee
- Trainee's development plan – schedule of achieving/improving skills, considering the existing constraints (such as working programme, technical etc.)
- identification of influences methods to be applied
- training
- evaluation of progress made
- conclusions and feedback from trainee – what went good, what could be done better, what mistakes were made, overall conclusions

The manager as a coach is an ally for employee in helping her/him to become the person she/he wants to become, obtaining a sufficient vocational functional level in all fields and developing particular strengths that allow for excellent performance in some fields.

In case of **MENTORING** the aim is the same, to develop competences/ skills of trainee, by sharing the knowledge, experience, abilities.

The mentoring relation is a collaboration relation, in which the mentor and the trainees have an active role, working together for professional and personal development. The relation is also oriented to targets and results and must be based on trust, respect and mutual consideration.

In case of managers who facilitate learning, by applying different tools and techniques, the manager aims to increase the productivity of employees and to create a stimulating and motivating atmosphere at the working place.

2.3 PRACTICAL WAYS FOR FACILITATING LEARNING

The ability to generate and facilitate discussions is important for optimizing learning opportunities.

During discussions knowledge and different perspectives can be analyzed and evaluated in a collaborative way, providing new opportunities for reflection and learning.

In order to facilitate discussions there are some practical ways to be taken into consideration:

- Ask open positive questions that promote deep and continuous discussion; key or focus questions; use well-structured questions
- Be clear about what you want to achieve from the learning: minimum requirements plus development of some core strengths where the employee has the chance to become a high performer
- Use active listening, verbal and non-verbal encouragement
- Give specific, positive feedback in the case of desirable behavior
- Manage challenging groups dynamics in order to maximize participation and contribution of each group member to the discussion
- Create a positive learning environment by acknowledging/rewarding responses (thank the group members for their participation and good ideas, smile, look expectant etc.)
- Summarize and reflect on the main points discussed; give the opportunity to the participants to comment on it

Also, for facilitating learning process it must be take into consideration the following aspects:

- Maintain a supporting atmosphere
- Use different techniques and toggle it
- Give tasks and establish deadlines
- Stimulate trainees to participate to discussions and to express own opinions; encourage contributions from participants
- Make periodical assessment of the learning progress and analyses the conclusions with the trainees

A good facilitator must remember that the participants are more important than the subject of discussion; that's why he/she must be attentive to the signals from the participants and to understand their needs.

There are **ASPECTS TO AVOID IN FACILITATION PROCESS**:

- offer too many details
- excessive speech from facilitators (instead of active listening)
- forcing the trainees to participate to discussions
- contradictory discussions related to interpretation of different situations
- inappropriate comments related to sensitive issues
- use of psychological games
- repeating an activity until it goes well
- repletion with irrelevant information
- over analysis of discussed issues
- letting the participants to solve themselves the issues exposed to group

- not following the practical application of issues discussed

2.4 Appreciative Inquiry as General Approach of Supporting Employees' Learning

Definition of Appreciative Inquiry

“The goal of management is to align strengths in an organization in a way that the weaknesses become irrelevant.” (Peter Drucker²)

Appreciative Inquiry (AI)³ is based on the assumption that questions and dialogue about strengths, successes, values, hopes and dreams will encourage the employee and raise the individual employee's self-esteem. They will perform better as a consequence.

It is not a tool and not a method, but a mindset!

Many “classical” approaches of consulting as well as employee development and management are deficit oriented.

Traditional methods often consist of 90% identifying and fixing problems, criticizing employees and pointing out deficiencies and trying to overcome shortcomings and weaknesses.

How would you feel if your superior or your partner or your friends would only “see” you if you did something wrong?

How would you feel if people would only talk to you to criticize you?

How would you feel if you think about the weaknesses of your hotel or restaurant 90% of the time? Would that help you to feed your enthusiasm about your business? Would that help you to further develop it?

We think rather not.

Therefore you should take 15 min to think about another approach, called appreciative inquiry. Part of this approach is the appreciative mindset. The appreciative mindset is the way you look at your business and your employees in general.

² Peter Drucker (1909-2005) was one of the Most influential management thinkers of the 20th century. https://en.wikipedia.org/wiki/Peter_Drucker

³ Cf. Whitney, D. & Bloom-Trosten, A. (2010). The power of appreciative Inquiry. A practical guide to positive change. (2nd Edition). California: Berrett-Koehler Publishers.

Ludema, J. D., Cooperrider, D. L. and Barrett, F. J. (2001). Appreciative Inquiry: the Power of the Unconditional Positive Question. The Handbook of Action Research. (Ed.P. Reason, H. Bradbury) Sage Publications Ltd.

The key of the appreciative mindset is to pay 75% of your attention to what you want more, and only 25% paying attention to problems.

What does “what you want more” mean?

Every organization is a successful organization. Otherwise it would have disappeared.

Therefore it must have some **core strengths** that it can build on.

Even if there are problems and deficiencies these strengths have been strong enough to keep the business going.

Therefore it is only logical that you will want to use these strengths more.

You will want to expand these fields of excellence.

You will want to find out what it is that constitutes these strengths (principles,

The fundamental insight of the method is that „businesses and people evolve toward the most positive images they hold of themselves“.

A simple self-observation reveals that living up to the standards one has for himself is in fact a strong motivator.

If you don´t think you have any talents or resources to draw on, listing deficiencies will further tear you down.

Finding pockets of excellence, success stories and proof of competence can be a more encouraging starting point for improving those things – and of course there may be many – which in fact have to be improved.

So the main idea is to transfer the level of talent and excellence that is revealed in the areas with the best performance to those where things are not so ideal.

In other words: appreciative inquiry tries to find, also in partly dysfunctional, frustrated and problematic individuals, moments of good performance in the desired dimension. This will make them ready to be open to new desires and opportunities. The desire for further analysis may arise and as a consequence also problems might become discussable that had been a taboo before!

First principle: Talk about and value things that you want to see happening and ask the right positive questions

If you want employees to act self-responsibly and to learn in the workplace, talk about the importance of doing so.

Explain the importance. Appreciate cases where employees show the desired behavior.

Lead by example.

Involve employees by asking the right questions, like

- What can we do to make customers really feeling welcome?
- How can we make sure that we know what customers like in our hotel?

- How do you hope to achieve in the next three years?
- What can we do to make you feel enthusiastic about working here?
- Etc.

Second principle: Don't focus on weaknesses

Confronted with their own deficiencies most individuals react negatively.

Being criticized is shameful so people try to defend their selves by pointing to others, blaming the system and many other excuses. This is not conducive to actual creativity and not even to problem solving.

Feeling secure is one of the most basic needs of any human (Maslow). If people feel threatened they react by running away or by fighting/becoming aggressive. Both reactions are not conducive to cooperation and learning.

Communicating only negative things will make the individual feel threatened.

First talking about strengths and things the employee does right builds trust, encourage the employee and is the prerequisite to also talk about things that are to improve.

Psychologists recommend that in communication at least 75% of the communication should be positive. Then the 25% of criticism will be better received.

Third principle: align strengths

Organizations don't become excellent by helping everybody by identifying everybody's weaknesses and helping them to become a little better in these. At best this leads to mediocracy.

Businesses become excellent when they identify each individuals' greatest talents and by helping them to develop these talents to the point of excellence. Then managers must put the right person in the right place.

Weaknesses must be addressed if they stand in the way of performing the strengths. But strengths come first.

All is not negating the negative but it creates the energy, vision and trust to bring about positive change. Once this is going well also problems and negative points can be addressed without harm.

The process described in this handbook follows these principles.

As a manager you will work with consultants to look at the strengths and vision for your hotel or restaurant and develop ways to implement this vision.

As a coach and mentor of your employees you will use these principles to help them to identify their strengths, develop them and align them with the team in order to achieve the best result for himself and the business.

You will use four steps in developing the strengths of your employees' competencies:

Discovering, dreaming, designing and delivering.

Discovering periods of excellence and achievement: Through talking to your employees in interviews and open dialogue employees become aware of their achievements and points of excellence in the field discussed. What happened to make those achievements possible? What talents have they shown? What do you particularly like in their work? Where have they contributed particularly well to the business or the team? What are the aspirations of the employee? Where does he/she want to go? What does he like? What not? Where do you see their strengths? Etc.

Dreaming an ideal organization or community: Employees and you as owner/manager use past experiences of excellence to envisage the desired future. Unlike abstract strategic planning of competence development these visions are based on the positive in present behavior. Where has the employee shown talent? What does he/she like to do more? What does he/she want to learn? What parts of the work is he/she enthusiastic about? What do you really like? Where does the employee see himself in a year/two years/three years? Where do you see him?

This is addressed in step 2 of the overall process and in the related activities with your employees.

While step 2 sounds quite similar to step one, here it is about closer definition of the strengths and agreement on the common vision of development.

Designing new structures and processes: In this stage through consensus concrete short- and long-term goals are developed. The agreements should “stretch” the individual. It should be aimed at a clear progress and maybe even go out of his/her “comfort zone”, but they should be achievable because they are based on existing strengths and talents.

You agree with your employees on concrete learning measures and “pathways”, i.e. the individual learning goals and ways of learning, often embedded in team learning goals.

Delivering the dream: The actual learning and competency development takes place.

People act on their plans.

This stage is developed gradually in between the meetings with your consultant, initiating each step in meetings with individual employees or teams.

Background: Appreciative Leadership

Good leadership has changed a lot. While many of us are still living in the “old” world where working with others in school was regarded as “cheating” and a good boss gave orders and employees obeyed and where not expected to think much for themselves, such an attitude is no longer appropriate.

Good service, creativity and visible enthusiasm for providing the best experience for the customer depend on employees really identifying with what they are doing.

Work relies much more on cooperation and co-creation, as it is overburdening and even impossible for the manager to micromanage everything. It is also a waste of the talent and energy of the employees.

Good leaders today rarely tell employees what to do. Rather they are with their employees in co-creation and teamwork.

Good leaders care about people, they are interested in them.

It is a matter of experience: we want our leaders to believe in us!

We don't want only to be seen when we do something wrong. We want to be seen when we are doing something right. And not just by "good work" but by a specific affirmation what it is that is good.

Therefore the relations between leaders and employees are critical.

Let's have a look at 5 relational strategies owners and managers of hotels and restaurants can use:

Ask Positive Questions and tell stories:

What behaviors of your employee do you want more of? What behaviors do you value?

E.g. do not first ask what employees dislike, but rather make them talk about their successes in work, about what they achieved and what they like about their work. Talking about this will help them to become more aware of the value of what they are doing. Give them feedback about how these things they like contribute to the business as a whole. On the basis of this appreciation: What can you do together to expand this?

Create stories to help people make meaning out of their work life. What inspired you? How have other hotels and restaurants achieved their excellent standard?

How is the hospitality business a good field to live one's aspirations?

Stories convey meaning. No memo is as powerful as a good story.

On the basis of such shared meaning and trust also negatives become discussable. Questions can be: what else must we do/where do we have to improve in order to promote our common goals and expand our strengths? What stumbling blocks must we overcome? Etc.

Don't treat deficiencies in a "shame and blame" way. Take them rather as information.

Be clear in what you want to see and expect, but don't be judgmental.

Questions for you as owner/manager:

Think about: how is the AI different from traditional methods?

Where am I too negative? How can I be more encouraging? Do I see the talents enough? Do I know the real aspirations of my employees? Do I give enough positive feedback? Do employees what I expect and need from them? Do they know how critical their contribution is?

What questions would help employees to “think in the right direction” right direction?

Inclusion: “Don’t talk about me without me!” Talk to your employees, use their knowledge of the work process and the customers. Try to get into their heads. Only if you know what they really think you can influence what they are thinking. Such an open dialogue will only work if people feel accepted and secure. Not everyone must talk to everyone all the time, but everyone should have a say in things that affect him. If decisions are understood employees will act on them with more conviction.

Illumination: Appreciative Intelligence: Be a strength spotter.

The success of a sports team depends on a coach’s ability to see talent before others do, nurture this talent and put it at the right place.

The same is true for any owner or manager of a hotel or restaurant. So you should develop your ability to see potential.

Often people don’t know their strength because they take them for granted, they think “everybody can do that”. Strengths need to be observed and talents need feedback about what they are good at.

Excellent people are seldom well rounded.

The higher opportunity is in the strength not in bettering the weaknesses.

Building on the strength increases the probability of success.

People like to work on their strength and will thrive on that.

Traditional programs identify strength and weaknesses and try to remedy the weaknesses.

This often does not work because that is not what people are enthusiastic about. It’s like sending a talented footballer to swimming class. (Of course everyone should be assisted to find the appropriate sport).

Therefore change your performance reviews from criticizing to strength spotting.

Just in passing: Often managers fear that talented employees will leave. They will. But it is much preferable to use enthusiastic talent for a while rather than working

If you nurture talent in earnest you will be surprised how much of this talent stays or comes back. But get used to the fact that also you must do something if you want a winning team. Like in football.

What are strengths?

To identify what strengths are don’t rely on your conventional wisdom. Look at what makes your business successful.

Even more look at what makes other businesses successful? Where are they excellent and why?

What gives you such a good experience in other restaurants? Why is the food good?

What do they do to make guest welcome?

You will develop in the direction of what you study. If you want good customer service, do not first try to analyze your faults but get an idea of good service by looking at good service.

Study what gets you going when you are at your best.

Make it a habit to study what works well.

A good hotel or restaurant owner manager and employee is also a researcher: always observe what others are doing and what is good and successful in what they are doing.

Look at what customers appreciate. Don't rely on your speculation, but find out, e.g. by talking to them.

Think about different customer groups and their needs. What strengths do you need to satisfy these needs?

Select employees and communicate expectations accordingly.

Inspiration: People thrive on positive emotions

Broaden and build positive emotions! People tighten up in scary situations. Safe environments open people up.

People flourish on positive emotions: It should be at least 4:1 positive/negative communication while now it is usually 1:6,5 (Marshall Goldmann)

Inspire through positive attitude: Never join people in complaining, spread a "Can do" attitude.

"Words create worlds" We don't want to be around complainers. Don't let your people see you complaining, let them see you looking for solutions. Let them see you having a vision and working on achieving it. Share your hopes and dreams. Share the benefits.

The "soft stuff" is what it is all about.

Integrity: leadership is a sacred task. Make choices for the good of the whole. Good for the customers first, because they pay you. Good for the employees⁴, because they deliver the services to the customers and if they feel bad the customer will feel it. As a consequence you will benefit as well. Your words and questions make a lot of difference. Think about what messages your communication sends.

⁴ This **can** include the decision that an employee can make a bigger contribution elsewhere. Not every place is for everyone.

2.5. Background: Methodologies of Workplace Learning

The chapter to follow is intended to give an overview of methodologies of workplace learning.

The information provided is for background information mainly, as you will find tools for individual steps in various chapters.

Also it is one of the main features of our approach to elaborate individual learning pathways together with you, based on your individual needs and current practices.

We hope that the paragraphs to follow will inspire you to try out some fresh ideas to expand and broaden your practices.

Overview: Job Training Methodologies

Classroom Group Oriented instruction	<ul style="list-style-type: none">• Case Studies• Games-based training• Instruction by tutor
Traditional methods of instruction at the workplace	<ul style="list-style-type: none">• Learning by doing• 4 Steps Method• Analytic Instruction• Web-based training
Action oriented In-company learning	<ul style="list-style-type: none">• Learning projects• “Lei text” Method “(Guidance scripts methodology)
Decentralized and group oriented vocational training	<ul style="list-style-type: none">• Quality Circles• Investigation and Presentation• Job Rotation
Workplace learning oriented methods of integration of new staff	<ul style="list-style-type: none">• Internship• Apprenticeship

Classroom Group Oriented Instruction

- **Case study:** Provides the participants an opportunity to develop skills by presenting them a problem, without a solution, and they have to solve it. The solution is discussed among teams of participants and presented to the whole group, which gives feedback. Presentation of existing solutions by the tutor (experienced worker, owner, manager) can enrich the discussion. However, the tutor should not be the only one to evaluate solutions. Teams of learners

should discuss all of the solutions and their SWOT (strengths, weaknesses, opportunities, threats).

Example:

In hotel industry, experiences with customers and employees or technical problems can be presented as cases. For example, leaving the job of department manager in high season, drunk or problematic clients in lobby, conflict between employees, theft in rooms etc. In addition to problematic situations, it is particularly useful to think about opportunities. For example employees can discuss about how to give customers a perfect breakfast experience, how to make sure that each customer is greeted appropriately, how to get feedback from customers, how to evaluate the quality of their own work, how to develop appropriate targets for their work.

In an extended version of this methodology students can actually study best practices from other hotels and restaurants: What are they known for? What can we learn from them? How can we find out how they are doing it?

Students can retrieve information and discuss how the principles of the best practices can be applied in their own hotel or restaurant.

Example

Problem Solving Competence	Duration: 30-45 minutes
Provides the participants an opportunity to develop skills by presenting a problem, without a solution, and they have to solve it, or with a solution, as an exemplar of how to solve it. Ask learners: How would you solve these problems?	Teaching and Learning Methods: Case Study, brainstorming, discussion, retrieving information, presentation
<ul style="list-style-type: none"> • The department manager leaves his job in high season, • drunk or problematic clients in lobby, • the conflict between employees, • theft in rooms etc. Positive aims: What can we do to: <ul style="list-style-type: none"> • Raise customer enthusiasm • Make sure we get feedback about what customers like in our hotel • learn from the quality and value leaders in our field • etc. 	Resources: Flipchart or presentation of main points in ppt

- **Games-based training:** Trainees compete in a series of decision-making tasks which allows them to explore a variety of strategic alternatives and experience the consequences which affect the other players, but without risk to the individuals or the organization.

Example: The hit American reality TV show "The Apprentice" has contestants work in teams that compete against one another in business-related tasks and each week a contestant is "fired," leaving only one winner at the end (Brown, 2004; Gentry, 1990)

Participants are divided into two separate teams. One of the teams, "demand team" asks difficult and complex demands like a customer from other team, which is generating fulfilling requests and solutions to the customer. In this way solutions can be demonstrated against different customer expectations. This is an important and helpful brain storming method; each employee will be informed about the problems and solutions related to their department or different departments.

The advantage is that the focus is on the customer expectations. While nobody gets fired in contrast to the TV show, students transform it in a habit: to think about how to best meet customer's demands in an efficient way. The awareness that they, as their hotel and restaurant is always in a competitive situation, cannot take their job for granted, it is highly dependent on customer satisfaction. If customers are not satisfied the existence of the business is jeopardized.

Example

Demand and Answers	Duration: 40 minutes
Ask learners: What can be "difficult demands" from customers? How can these demands be solved? How can we use demands as a business opportunity?	Teaching and Learning Methods: Case Study, Q & A, brainstorming, discussion
<ul style="list-style-type: none"> • Small bed • Tasteless meals • Noise • Dirty cups • Trash on the beach • Fighting couple in the next room • Some technical problems • etc. 	Resources: Flipchart or presentation of main points in ppt

- **Instruction by tutor:** In some cases in which the main point is to give information, instruction by a tutor can be efficient. This is particular relevant to transmit basic knowledge in a number of fields. Product knowledge, as information about different wines, security regulations, standard work processes etc. can be introduced efficiently by short presentations by a tutor (experiences worker, owner, manager).

Instructions by tutors should always include room for Q&A. Also always instruction sessions should be connected with other, more activity oriented form of learning, as workplace instruction, project learning, job rotation etc.

If the new knowledge is not used and practiced, it will be forgotten very quickly and the investment in the training is lost! Therefore this form of learning should only be used as part of an overall learning concept and learning pathway for the individual, but very rarely as a stand- alone solution.

Also the tutor should always make sure that the content is actual and aligned with the current strategic aims of the business. E.g. teaching the standard solution for laying a table is very dependent on the target group and kind of

establishment. Results from other, more action oriented learning methods, where solutions are developed, should be used as much as possible.

Example

Product information	Duration: 20-40 minutes
Presentation:	
Examples: <ul style="list-style-type: none"> • Wines • Allergens • Standard process of greeting customers • Handling of complaints • etc. 	Teaching and Learning Methods: Presentation, Q&A Resources: Flipchart or presentation of main points in ppt, presentation of material

Traditional methods of instruction at the workplace

• Learning by Doing

In its simplest form, the employee is just confronted with a new task and challenged to figure out how to do it and learn from mistakes.

More often the learner is placed near another professional. This "model" worker shows what he or she does with some explanations as the senior considers necessary. The learner mimics the model worker as closely as possible.

This form of learning can be quite powerful, if the more experienced colleague works well. If not, there is the danger that also bad habits and less than optimal ways of working are transferred to the learner.

Therefore this form of learning should only be used in hotels and restaurants when there is a regular review of the actual practices and a monitoring of these practices.

If reviewed regularly including setting learning targets and reviewing results, this can be the most effective way of learning in many cases.

- **Job shadowing:** Involves a trainee closely observing someone perform a specific job in the natural job environment, for the purpose of witnessing first-hand the details of the job.

Job shadowing (or work shadowing) is a popular on-the-job learning, career development, and leadership development intervention. Essentially, job shadowing involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies. Organizations have been using this as a very effective tool for learning. Some of the applications of job shadowing are the following (wikipedia.org):

New job training: Consider an individual planning to take up a different role in the same organization. The individual may be asked to shadow the current incumbent for a couple of days to months to get a better idea of his or her role,

as well as understand the particulars of the same without the commitment of the responsibility. This helps the individual to be more confident, aware, and also better prepared to take up the role. For the organization, it reduces the chances of failure and reduces the time required for the individual to be fully productive.

Career development: With multiple options available for somebody to grow in an organization, job shadowing can help to get a better sense of options available and the required competencies for the same. An employee may shadow senior employees in various positions/functions to appreciate and get a better idea about what it takes to build a career there.

Developing expertise: At the core of job shadowing is the ability to transmit knowledge and expertise to another person. By doing a planned work, job shadowing can support knowledge management and ensuring that deep expertise and knowledge are not lost.

Leadership development: Many organizations use job shadowing as an effective tool for leadership development. Aspiring leaders are given opportunities to shadow senior leaders and learn from them. It effectively complements classroom learning and aspiring leaders get the experience first-hand of what it takes to be a leader.

4 Steps Method

This is a more systematic and elaborated version of learning by doing. It comprises four formal steps:

- Preparation: motivating the learner and introducing the topic
- Demonstration: Demonstrating the correct execution of the task.
- Imitation: Execution of the task by the learner
- Practice: Practicing to the adequate level of competency with diminishing supervision.

This methodology can be useful also in hotels and restaurants.

It is more analytic than pure imitation, as it necessitates not only to demonstrate but also to explain the work process step by step and stimulates different ways of learning. This requires an amount of thinking also on the side of the "instructor".

Often this leads to ideas for the improvement of the work process. Questions from the learner stimulate such thinking.

In addition to imitating instinctively also analytical abilities are used. Having to explain the work means that it has to be fully understood.

Analytic Instruction

This method is again a further development of the methods mentioned. The task is analyzed in detail and thoroughly explained, often supported by written material or other media.

WBT - Web based training

A lot of content relevant for tourism can be found on the web. Learners will use that spontaneously, but the hotel or restaurant should find ways of sharing useful content with its employees.

Also it can be taken into consideration to produce own content, as instructional videos about relevant work processes.

Producing such videos is often inspiring for the learners and necessitates a thorough understanding and practicing of the task. It also builds the competence to verbalize work processes, a competence required in many examinations in Tourism as well as in the regular peer coaching processes that take place on a daily basis.

Action oriented In-company learning

For this method the aim is to promote the autonomy and the self-activity of the learner and particularly groups of learners.

Project Method

The project method is widely used, sometimes even unconsciously, because it is regarded as team problem solving rather than team learning.

A task or a problem from the real working practice is analyzed and solved by a project team.

For example, if a restaurant wants to become more attractive to vegan customers, there are a number of things to be learned: exploring vegan's needs and preferences, marketing to vegans, learning to cook appropriate vegan dishes etc. A lot of employees are involved, information needs to be obtained, experiments have to be made, activities synchronized etc.

Therefore, in addition to the respective skills, also general competences as information management, team organization, communication etc. are built.

As a learning method, sometimes, a project is set up to simulate a problem similar to one that might come up in the real working process. When used as a learning method the set-up of the process will emphasize a thorough analysis of the problem and the solution, as well as the documentation of the process and the identification of general lessons learned from the project.

Guiding Scripts Method

This method aims essentially on creating an orientation for the self-learning process which happens especially in the project learning method.

It is focused on the development of tools and instruments which can support the self-learning process. Guiding questions are the main way to inspire self-learning.

A guiding script usually consists of guiding questions, a working plan, an evaluation worksheet and a guiding head note.

The method is based on the model of a complete work process, comprising of the steps:

- To inform: The guiding questions must inspire information about the tasks, knowledge and resources to master the task;
- To plan: The learner must develop a written working plan;
- To decide: decision on the work-process to implement, often in dialogue with an instructor/master worker;
- To implement: implementation of the work-plan by the learner/trainee;
- To control: self-control process supported by guiding questions as an instrument;
- To evaluate: dialogue with instructor on results, method and lessons learned.

This method based on the individualized learning enables the individualization of the learning processes at the workplace. This flexibility and self-direction are crucial conditions for the integration of learning and working processes. It is critiqued for not referring to the integrated work-process. As a consequence the concept of learning fields has been developed.

Sometimes the methodology is also called “learning and working assignment method”.

One main opportunity for hotels and restaurants resulting from using this method is that step by step, a full documentation of all relevant work processes is created in the form of the guiding scripts.

This facilitates the further training of employees and is, at the same time, a form of quality assurance, as the guides are reviewed regularly and represent the standard to which the hotel or restaurant works.

Decentralized and Group Oriented Vocational Training in Tourism

While in the methods described in the last paragraph the focus and the occasion of learning was clearly individual instruction, in this paragraph the methods that will be described- which will yield to big learning results- has the aim focused primarily on problem solving, process innovation and improvement and/or the collective learning in the group. Therefore, not only the individual employee of the hotel or restaurant gains from using the method, but the whole business takes the instruction of learners as an opportunity to improve its own processes. Vice versa, learning is not regarded as a singular event, but is incorporated in the company culture as a whole. Using these methods can be a way to create a “Learning Restaurant/Hotel”.

Quality Circles

Quality Circles (Japanese Jishu Kanri) are workgroups of employees who have the aim to utilize the knowledge and experience of employees for improving processes. This usually also improves the competencies of the employees as well as the working climate. Quality circles usually consist of 3-10 employees who meet each 2-3 weeks for 1-2 hours, often facilitated by a colleague trained as a facilitator. The QC analyses problems of their field of work, often using creativity and problem solving methodologies.

The QC is also responsible for implementing and monitoring the solutions identified. Sometimes employees from different hierarchical positions are involved.

Job-Rotation

Job Rotation programs organize the rotation of individual employees through the different workplaces, in order to achieve more flexibility inside the hotel/restaurant by making employees multifunctional to a certain degree and by developing the general understanding of the work-flow. The JR aims at acquiring the skill to do the job. Other methods used at the workplace, including shadowing the worker, have the aim to develop the skills of the employee. It will result in increasing the understanding of the tasks and duties of the position.

In hotels, rotation is somewhat limited due to the requirements of the service quality and specializing. But it can be used for the lower level employees. On the other hand, job rotation is important for the development of the employees. The

hotel establishments has a complex structure and managers, or future managers, and they must know the specificity of each department and at every job level. In this context, hotel managers are able to provide the knowledge and skills acquisition for the rotation of the eligible employees. For example, a waiter working in the buffet restaurant, next month can be sent to work in the fish restaurant, or a cooker working in the cold kitchen can participate to a shift to the breakfast section; a barmen working in the pool bar, shifting to the roof bar etc.

In the case of continuing vocational training JR is useful in strengthening co-operation and team work because it allows each worker/employee to know more about the tasks and expectations of other employees. This helps to prevent frictions at interfaces between different functional units (e.g. room making vs. customer reception). Exploration of other areas of work is often supported by a list of guiding questions.

Investigation and Presentation

Concerning workplace learning of individual work processes, investigating these practices by watching experienced workers, consulting textbooks, discussing with current employees who do the job etc. can be a good way of learning the job.

Having to present what the investigator has found out to the learning group will force him to focus his/her insights and put it in word or pictures. This will make the learning much more intensive.

Also the presentation on flipchart, PowerPoint or document, makes easier to discuss the insight and correct if necessary. The final document can be used to instruct others. More and more instructional material emerges, ideally for all relevant processes in the hotel or restaurant.

As mentioned in the chapter "case study" learning from others can be a very powerful method of learning. All employees should be aware of the standards of professionalism, best practices and new trends and innovations in their field. Often, this requires a more extended investigation in such practices. E.g. if sports tourist are regarded as a promising target group, individual employees or groups of employees can study the needs of sports tourist by searching for relevant information, asking sports tourists, studying hotels and restaurants locally, regionally or in benchmark regions, regarding their profiles and offers. Today the internet offers an abundance of information, as websites, discussion groups where the target group is active etc.

Searching and presenting such information for themselves can make employees aware of business opportunities and engage them more in the business. The Investigation and presentation method can initiate larger learning projects, as adapting the own offers to the demands identified.

Workplace learning oriented methods of integration of new staff

- **Internship:** Involves supervised, practical training while on the job where the trainee is permitted to work in the position for which he/she is in trained, but with some restrictions and with substantially less pay or no pay.

Internship is very important in the tourism industry. Internship enables the tourism students to practice in the industry. Also, internship provides additional labor to the hotels.

The main benefit is to make the best match between the talents, strengths and personal development goals of potential future employees and the specific of the hotel or restaurant.

Making the best match can avoid most of the cost and frustration of employing the wrong person in the wrong place.

Therefore, business managers must never regard interns as cheap labor, but should use the internship to explore the talents and strengths, prior experiences and core competencies of potential employees.

Interns should regard internships not as a cumbersome obligation, where they are exploited, but as an opportunity to try out different fields of work, exploring the requirements and opportunities. As a result, they can make better informed career decisions.

Therefore internships should start as early as already during school (eventually during school holidays) and continue until the finishing of vocational school. They can also be used in a phase of job search. There should always be a period of mutual exploration and testing before a final employment decision is made. Both employees and business managers should shape the internship in a way that such exploration is rich in different experiences and learning opportunities.⁵

- **Mentoring and apprenticeship:** Involves a one-on-one partnership between a novice employee with a senior employee. Mentorship aims to provide support and guidance to less experienced employees whereas apprenticeship is for the development of job skills.

The gap between qualification obtained in professional or vocational schools and the actual requirements in the workplace in hotels and restaurants is frequently mentioned by practitioners.

Therefore a phase of structured introduction of new employees is always necessary.

Mentoring and using all of the above cited learning methodologies is a good way to do this. A learning active hotel or restaurant will integrate new staff much quicker and much more consistently. Costly mistakes are avoided and full productivity is reached earlier.

⁵ Guidelines on shaping such internships are available at www.bevoplus.de. Information in English is available on request from krauss@isob-rgensburg.net

Apprenticeships are a form of initial training that takes place at the workplace from the beginning, avoiding a gap between theory and practice right from the start. Countries who use apprenticeships as their main initial training method as Germany, Switzerland, Austria, Netherlands and Denmark are also those with the least dissatisfaction of employers with the training results and also those with the lowest level of unemployment.

Apprenticeship schemes are offered in more and more countries. Their regulations vary widely, but in general apprenticeships are a very attractive practice, particularly for smaller hotels and restaurants, since they provide the opportunity to train "tailor-made" staff.

If you are interested in such schemes, ask your consultant to point to the respective national initiatives. Numerous guidance material and consultancy services are available.

3. Self - learning package

3.1. Training needs analysis

Objectives of Formation Diagnosis and Needs (FDN).

Accomplish a FDN is to do a detailed analysis of a certain context in order to get any kind of formation or experience of learning to be adequate to the organization and to the public in general, capable of promoting change, boost/improve individual performances and/or group. Ultimately we intend that, after a correctly conducted and fulfilled FDN, the formation resulting from this will contribute to the improvement of performances in the line of organizational objectives.

Define problems, identify causes and propose solutions

The application of any diagnoses intends to identify a group of problems and weak points that affect productivity, the quality of what is produced or even the reach of objectives. We should clarify that a problem can have one or more causes.

The diagnoses then should decipher all the variables that contribute to the failure, the ineffectiveness and the inefficiency of the situations under analyses.

The diagnoses can't be just to paint a real picture of a certain situation but also predict or anticipate possible scenarios (diagnosis of a prospective type).

The strategic to draw are then defined according to these two realities, the real picture and the predictable picture.

The underlined necessities to the objectives can be, in part, bridged with the participation in training events.

But, not all necessities are of easy resolution, which means that the training events should be just one of the measures out of many.

The business objectives, the business strategy and the training options are becoming more and more evident and its necessity is becoming clearer.

We can say that an organization that doesn't have training problems does eventually have other problems and one of the solutions could be a form of learning.

If for the identified problems in organizations, that the training could eventually solve a part, there are other measures that need to be taken in consideration, in order to have a complete solution. Formation alone rarely solve organizational problems or even departmental problems. That being said, a procedure regarding all the management levels of human resources must be prepared.

The training can contribute to help solve some problems, among which:

Have time

Good synchronization between the expressions of needs, staff competence and the management of access flow to work posts. Here it's applied the principal of *just in time*: Work post would be filled with people with the right competence in the right moment, without intermediate stock, nor costly delay.

Adequately staffed

To what term can we predict the necessities of the employed in a viable way?

Two questions are raised:

The action: How to prepare the access flows to employment?

The preparation: How to avoid workers from getting removed from the job due to a large gap identified too late between their level of competency and the work places available?

These questions are raised particularly in modernization, in restructuring that imply adaptation to a new work system.

And permanently

It is not enough to resolve a situation; it is necessary that the problem always be correctly treated. It is necessary that the management system of skills considers beforehand not just the employed and the qualifications of a stable scenario, but also the evolution of products, markets, techniques and technologies.

Since it is not possible to predict for more than five years, it's necessary to observe and regulate the management systems of skills in order to optimize it.

Competent people

People with knowledge and with capabilities to execute accordingly the function assigned to them.

And motivated

It is not enough to have competent people. It is also necessary that they evolve, it is important that they act effectively. Motivation is produced by a complex group of factors of the global management of human resources (salary, bonuses, work conditions, career possibilities, interest in work, autonomy, etc.)

To perform necessary work

What work? Today's work only?

Should it be a job that allows flexibility and versatility? A job with defined tasks or a job that allows autonomy and responsibility?

Putting them in situations to value their talents

This has to do directly with motivation and development of potential. There are certain organization modes, certain styles of hierarchical relations that have direct effects in the development of professional and intellectual capacities.

With a high level of performance and quality

With a salary payment compatible with economic objectives

And in the most favorable social climate.

Others that foresee the resolution of the problem that is presented.

The diagnosis of necessities is an evaluation process of problems and solutions identified for a certain population. Identifying needs goes beyond just gathering information, requiring an evaluation of the problems and their solutions.

Whatever may be the reasons and objectives of the diagnosis of formation and training, the function of a systematic analyses (of necessities) is to reduce the uncertainty of the decision makers when they define if a certain program should be implemented, raised or reduced.

Of all the possible models, the **Model of Discrepancy**, is the simplest of all models and also the model that is mostly always used in the analysis of necessities. The model emphasizes the normative expectations and stems for 3 phases:

- Definition of objectives, identify the situation to address or accomplish;
- Mediation of performance, knowledge of the starting level and situation;
- Identification of any discrepancy, order the differences between what we would like for it to be and what it really is.

Definition of the ideal situation

Normally each inquiry is made by a group of experts about the dimensions of the desirable performances regarding the area being studied. The desirable performance implicates the minimum regarding the necessary skills for the tasks to be performed, the useful skills or the ideal skills.

The expectations of performance or objectives are defined for each dimension of performance and tested by a second group of specialists. Based on the two opinions, the desirable performances are defined.

Identification of the current situation

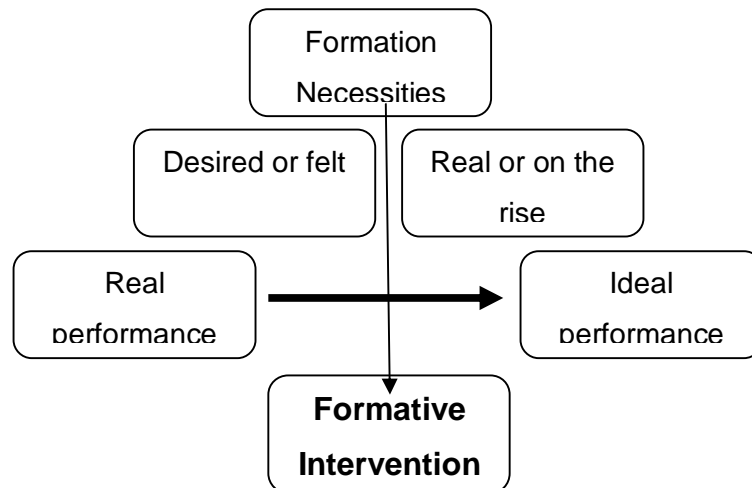
In this face it is necessary to measure the performance. The actual results of the target population are determined for each dimensions of performance. There are various techniques to collect information regarding the state of the organizational art (topic to be discussed further on).

Discrepancy identification

Necessity is identified when the measured performance is inferior to the desirable level.

Necessities are, most of the time, sorted by the dimension of the difference between the performance and the objective. Grate differences indicate greater necessities. The programing to bridge the differences should commence in the area where the discrepancy is higher.

In the discrepancy model there is no separation between the problems and the choice of solutions, since when the problems are identified solutions rise with them.



Examples of Methodologies of Development, Diagnosis and Training Necessities (DNF), regarding the discrepancy model

To make an DNF the model of discrepancy is more frequently used, that being why we shall use it throughout this paper.

Analysis of the demanded skills per workstation

Focusing on the workstation, one looks to describe with this analysis, in a systematic form, the ensemble of skills demanded per workstation, being actual or regarding its predictable evolution. The necessities of training will take place in the comparison of the level of skills of the person that occupies the place (or should occupy) this workstation, and the demands associated with the post, with the objective of improvement.

Enabling a high level description, this method, when used, in many cases has an indirect affect calling into question certain workplace habits, as such giving beyond the formation necessities the solution of practical problems connected to the workplace (such as procedures, organization)

It is usually well received by intervenient that is not directly connected to the formation, being enough for him/her to realize the great advantages of the outlay of time on this and what it can mean.

It is relativity a heavy method, its utilization is only justified to analyze the necessities of skills of workstations in which important questions and issues are basic for the organization.

Methodology of Project Planning by objectives

Being a methodology of organizational intervention it allows to call attention to eventual necessities of formation. It is easy to implement; this methodology is composed by five different phases:

The first phase is the diagnosis, which consists in a being aware of all the problems that are being felt. More specifically problems should be agglomerated by field of action (Department, section, workplace).

In the beginning a list with as much as possible problems is made (using brainstorming, guided interview etc.). This list is evaluated and the problems are divided by priorities.

The second phase, when the list is obtained, the tree of problems will be built. This tree shows the causes and the effects of the problems and how they connect to each other following casualty criteria.

That way one will obtain the diagnosis of its action field, that is, the Tree of Problems.

The third phase, the Tree of Objectives is built. From the tree of problems another tree symmetric to this one will be elaborated, making the problems correspond to the objectives from whom they derivate. To solve a problem you have to address with a SMART objective to a certain cause.

Next, in the fourth phase, with the problem diagnosis made, as well as the definition of objectives accomplished, the next step is to initiate the research of measures that will conduct to the solutions of the problems. In this way the objectives that were defined can be obtained by implementing the plan of measures identified during the research. These measures and their contributions to the resolution of problems will be outlined in a Board of Measures.

In a fifth and final phase, after identifying the measures, the board will need to be filled and that will allow you to visualize the results and objectives to be accomplished with your project. To this measures the costs and benefits can be attached. Here we come across the Final Plan of the Project.

Immediately it stands out that this is a method that is versatile in its application since it is possible to be used to the organization as a whole or just to one specific department. It has a very schematic organization, with reduced level of complexity, its perspective in terms of objectives allows to guide the organization to the future. Although this method does have a positive associating, the disadvantage is that it can't be applied for the everyday problems, it is more suitable for changes that address to the whole department or organization.

But still, although the constructing of the tree of objectives has a perspective of a future evolution, these objectives are usually short term.

Bottom line it's a good method for relevant levels of commitment and organizational performance in a mid-term time frame but it is too complex for the resolution of current problems.

Study of the necessities by the analysis of performance

Allowing to confront the desired performance with the real performance obtained, this way detecting eventual needs of training, the analysis of performance now shows itself as a possible alternative to implement in a DNF process.

To pursue it a quantitative analysis in regards to performance is made, through physical organizational indicators (euros, number of parts...), and that way looking for the increase of productivity in work through training in the critical areas.

This method is adequate and effective for the resolution of problems that are felt in short-term. The results of the application of this method are significant, being determined that in certain situation gains up to 30%-40% were made.

Another advantage of this method consists in the information regarding the return of the investment made in training, since it allows very easily a comparison between the results obtain by training and the cost of the training.

Underline limitations refers to the fact that searching for short-term results may not guaranty the acquisition of basic knowledge that, by itself, ensure continuity.

Mixed Method

Based on the goal objectives to be obtained through the training, we selected the sources of information that can provide us with the data we need for the characterization of the current situation. Based on the objectives diagnosed in current situation, a plan of action is defined, and it may or may not include training. Based on strong points of the various methods we can create our own approach of diagnosis and, in this way, check the necessities of training of the studied entity.

Methodologies and techniques to gather information

Methodologies of information gathering for the DNF

The attainment of information to be utilized in the construction of the necessities diagnosis can be gathered through qualitative and quantitative methodologies.

The qualitative methodologies, specially **interviewing** and **observing** are, usually, applied in the exploratory phase, as well in a posterior phase of evaluation of the information. It has the advantages of the profoundness and the richness of the data collected, allowing this way to a greater clarification of concepts and reciprocated participation of the employees that interact with the activity of the sector researched.

The quantitative methodologies, mainly the **surveys**, applicable especially in the descriptive phase and in casual determination, allow the apprehension of pardons and of basic relations in a certain sector.

As base it consists in the application of certain analytic instruments to a group of subjects and a comparative analysis.

A good DNF methodology must have in view:

- Inducting factors of the necessity of training;
- Involvement of various actors in the domain of training;
- Adaption to the objections of the training;
- The relation between cost-benefit

Information collection techniques

We present a brief descriptive analysis of the information gathering techniques and some of the limitations of each technique.

Field Observation

It is a process frequently used in organizations for the diagnosis of the necessities of training.

There are, none the less, a few limitations, especially regarding the possible bias of the observer: its subjective intentionality, its interpretation of reality, not necessarily tendentious, and the prior experience.

Analysis (and description) of functions

The analysis and description of functions consist in a detailed registry of characteristics and of the way in which a group of activities (function) is being accomplished.

The analysis of functions is a source of information useful for the training, at two levels: diagnosis of necessities and elaboration of training programs, initial or for improvement.

Questionnaires

Questionnaires allow to check the opinions, necessities and/or expectations of the individuals surveyed in an easy and flexible way (in regards to the way it is applied). It can be filled in individually (auto applied), or it can be applied by and interviewer that fills in the questionnaire during the interview. Noteworthy that in this case the interviewer is restricted to the questions asked in the questionnaire, not adding any other type of question.

Interviews

The opinions, necessities and expectations of individuals can also be collected through interviews. It's a method widely used because its simplicity and can also be very effective. It is necessary to follow a few rules of question elaboration and of personal inquiry. Direct auscultation of people involved in the processes, in the areas in which they feel/know problematic or simply in the exercise of their organizational roles, provides important information in the play of their roles in the organization, provides important information and directly from the source about the difficulty felt in these contexts.

From these information's the necessities of training are defined or the need to question a more generalized population than the first targeted is defined.

In this matter different kinds of approaches can be highlighted:

- Individual interviews to a randomly chosen population from quotas (category, age group, etc.) or random tables.
- Personal interviews of each element of a particular population;
- Group interviews;
- Interviews with opinion leaders.

Group Interviews

This technique, integrated in the interviews, aims to accomplish interviews with individuals indicated by their representative, rise the importance of the areas where the necessities had to be diagnosed.

Internal control documents

Depending on the degree of professionalization of the organizations and the legal system of the country, it exists a higher or smaller number of documents for internal control that can be used for the diagnosis phase. For example:

- The level of physical production (fluctuation productivity reports, costs of production reports and consumption of raw-material);
- the level of productivity on the job (occurrence reports and disciplinary problems, rate of absents, accidents reports, evaluation of the reach of objectives);
- Level of quality of services provided (control and quality reports, justification of delivery delays, failure to follow chronograms, costumer complaints, costs of non-quality)
- Level of strategy of expansion of the organization (research projects and development, new product introduction, services or equipment; creating jobs; creating new departments);
- Organization level (promotion, turnover indexes; changes in work norms).

These indicators should be analyzed together with other data so that a correct diagnosis of necessities can be done. An isolated reading and usage could generate incomplete analysis and conduct to results that are incomplete and presents only a part of the real needs of the organization.

Strategic Documents

These documents present information gathered after a carefully analysis of each department and it is stored in the reports elaborated by the various departments of the organization.

This analysis of strategic documents allows to predict necessities of training for the activity of each sector, the needs for the adaptation to new demands or evolutions, as well as an analysis of strategic documents produced in the organization that indicate needs of adaptation to new development plans.

Evaluation and performance

The documents of performance evaluation, complements a space for the identification of the needs of training. In this space the evaluator indicates, in accordance with the person being assessed, the type/area of training to attend for obtaining an improvement in performance.

The concerns evident in these documents are directed, normally, only to more critical production problems and performance problems, forgetting, most of the time, the expectations of the individuals.

Others

There are other techniques of gathering information in order to obtain the necessary data that will help the organizations to make their diagnosis of the training necessities specific to certain contexts. However, these handbook include the more frequently used techniques and is cited in the bibliography of the Professional Formation in an organizational context.

3.2. Career path of the employee

The career path, is an ensemble of goals and steps that will make one reach a specific professional objective in the long-term. The career path serves as a guidance for personal and professional growth. It allows the individual reach more important positions, more stable in the work environment. The fulfilment of the plan demands persistency, discipline and patience, since it does involve many obstacles.

A good career path, is one that allows the programing of time necessary for certain objectives to be reached, allows the professional to evaluate his knowledge and skills, and is in accordance with the possible projects for the development of the company.

The professional and the Company

A career planning presents benefits not only for the professional, but for the company as well. With a good career plan, the professional will know how long it will take to climb a few steps that he aims to achieve; he will be aware of projects and skills that he should develop; he will economize time, money and energy with unviable ideas; will achieve his objectives in a clearer and organized manner. For the company, the planning will decrease the turnover and the hiring of employees; decrease the risks since the actions have been studied and planned; will increase the quality of services provided; will create a healthy competitive climate between employees and will bring financial advantages.

The professional that wishes to leverage his career through a career plan should let the company know of his intentions, needing to present them to the responsible person or sector, normally the human resources, that will guide and follow the performance of this employee.

Elaborating a Career Plan

The Career Plan should be done keeping in mind the intentions of the employee and the needs of the company. It should function as a root, a path to be followed to the so awaited and wanted professional destiny. For elaborating ca career plan it is necessary:

- Identify the necessities and interests of the employee and the company;
- Draw and direct objectives;
- Establish a time frame for the achievement of objectives;
- Present the necessary skills;

- Execute steps;
- Have a critical eye;
- Draw strategies and measures to overcome the obstacles;
- Be in conformance with the labor market;
- Accompany and appoint the obtained results.

A good professional, besides the Career Plan, should always look to improve his curriculum vitae, actualizing it, reading, participating in lectures, courses and relating with everyone in the work place and with other professionals, more experienced.

The career plan, just by itself, doesn't mean the professional will reach his goals, because, before planning, it is necessary to know if the company allows these changes in hierarchical positions through a promotion policy.

There are 10 essential questions to be asked when elaborating a Career Plan:

1. Do I do what I love?

This should be the starting point. The range of options is wide when it comes to choosing a career that is possible to be well paid in the more diverse activities.

2. What are my strong and weak points and what is their impact in my professional life until now?

Have a clear notion of one's abilities and deficiencies is another fundamental point and that should cement the professional path to be followed. A barman that aims to be boss of the bar should have a profound knowledge of drinks. He should also be capable of identifying the external factors that could construct possible threats to this progress in his career.

3. Where do I want to stand?

The two previous responses allowed the professional to start drawing his career path. Perform the steps and positions you want until you get to your final objective. No need in wanting everything too soon because a well-made plan presupposes objectives to be accomplished in a mid-long-term.

4. What is the nature of the activities I want to play?

The activities should be connected to the established goals. No need in playing out activities that do not contribute to your objective.

For those who wish to assume a place in the board of the organization, investing in people management activities will get them close to their goal.

5. How do I want to divide my time between my professional activities and my personal life?

Another essential point in order to avoid future frustration is to take into consideration the balance between one's personal life and professional life.

6. How do I picture myself financially?

The routine and demands of leadership positions can be very rendering; the salary is an important compensation factor. But a more technical career can bring more free time for the family but can be less advantageous in terms of salary.

The chosen market also ways in. The more specific is the market the more likely it is to be better paid, the less specific it is, the more the professional needs to be specialist in order to be paid more.

7. In what time of climate do I want to work in?

The organizational environment counts a lot for the satisfaction or dissatisfaction of the professionals. A person may not be able to make the necessary deliveries working under extreme pressure in a highly competitive workplace. But other people may work well under this environment.

8. Am I updated with the current demands of the activity I want to play?

Improving constantly the skills is one of the golden rules for those that seek to rise the professional ladder. That being, check and make sure you're up to date with news in your area of activity.

9. What tools are necessary to reach my goals?

Software, languages, trainings, soft skills. What should be done from now on? What is the top priority? A career plan brings your development. Include enough time so you can learn the necessary tools from your agenda.

10. How can I use networking to my advantage in order to reach my goals?

To know and to maintain a professional relationship with the right people can shorten the distance to your goal(s).

Remember that a collection of visit cards doesn't mean you're doing networking. It is necessary to maintain a close relationship and not contact another person just to ask things.

There was a time when the labor market would value almost only and exclusively the technical and professional skills. Meanwhile things have changed and being good technically is not good enough. Now the market looks for professionals with social and behavioral skills know as **Soft Skills**.

Soft Skills are nothing more than attitudes and behaviors that facilitate **interaction with others**, better **professional performance** and **increases career prospects**.

That being said, here are highlighted seven skills considered essential in the present time:

1. Positive attitude

The market place values professionals with a positive attitude because more than causing a good impression on others due to their energy, joy and enthusiasm that characterize them, they are more productive and effective because they put their potential and others potential in achieving goals.

2. Resilience

This skill is one of the most appreciated qualities in professionals in today's days, precisely because the resilient person keeps focus in solutions when obstacles or problems rise and is capable of handling failure and finding a strategy to win, and he is always motivated.

3. Problem Solving

Organizations need professionals that are capable of understanding problems, coming with creative solutions, efficient and effective, planning and implementing strategies, resolving effectively problems and validating the results obtained, learning the lessons for the future, always with a perspective of continues improvement.

4. Time management

Nowadays, when everything seems to go at the light speed, time management becomes a key skill for today's labor force. That being said, professionals who can define goals, establish priorities, time planning and organizing work always keeping in mind the wanted results, are highly valued.

5. Communication capacity

It is valued professionals with good communication skills because they can easily make new contacts, establish and maintain positive relations and fruitful with anyone around them, influence more easily others and sell better his ideas, projects, products and services.

6. Team Work

In popular sayings "The more the merrier" and in work market this makes a lot of sense. To do things in the way to produce a global positive result it is necessary to

know how to work in teams. That's why today's professionals need to have team spirit and mutual help and to know how to contribute for aiming a common, productive result.

7. Learning potential

The world of business is very dynamic, so there's is no compassion for professionals who are stagnant. On the contrary, it values people who always want to know more, who seek opportunities to learn something new, who learn from mistakes they made and are willing to grow step by step, every day.

3.3. Learning plan

A Learning Plan is an instrument of HR management. It includes a series of actions that ultimately intend to improve the skills of the employees that will allow the company to accomplish its objectives and set more ambitious ones. From the point of view of the trainee, a learning plan can be the consolidation base and the progression in the professional career.

Based on the elements collected with the DNF the Planning phase is initiated in order to define an organized solution plan and truly useful.

Respond to a check-list like the one that follows to evaluate if the learning/training processes that you normally work with are complete.

After answering, please consult the information that we provide in this chapter and confirm how to improve the aspects you identified as less achieved.

Planning Activities	Never/rarely uses or considers	Performs/Considers sometimes	Usually considers/performs	Always considers/performs
1. Defines the intentionality's in terms of: -Organizational Objectives -Professional behaviors in the work place				
2. Elaborates documents that summarize the data necessary for the operation of the formation (Formation Plan)?				
3. Includes in this document: -The objectives -Areas of training -Recipients				

-Models of training -Means necessary -Generic chronograms				
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4. Guideline for the managers in tourism

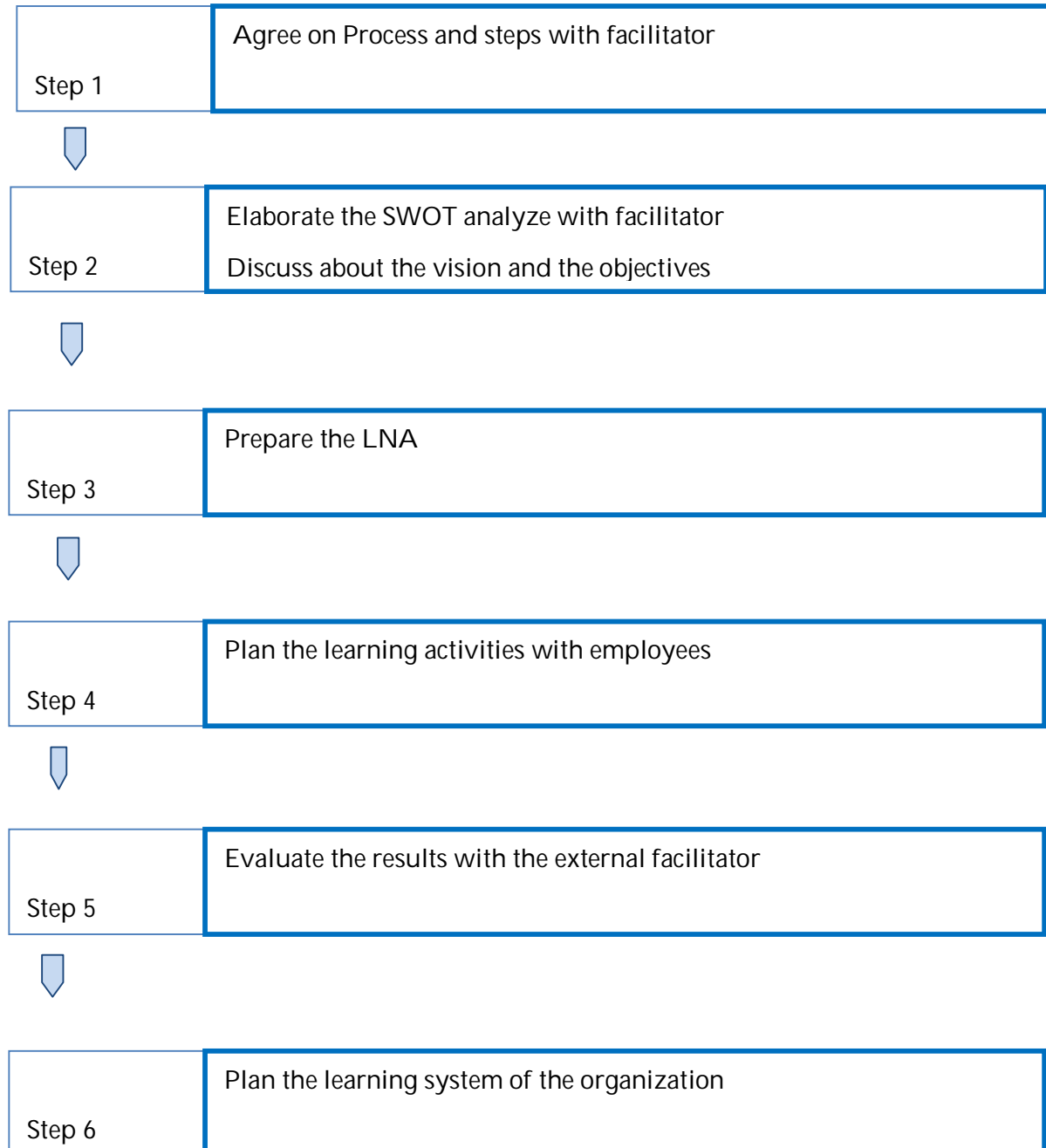
In the previous chapters you found out the theoretical background and examples that can illustrate different methods that you can use in analyzing the real situation of the key competences of your employees, to plan the development of the employees according to your business strategy and plans and how to teach different types of adult learners.

Through the project, the proposed structure of the internal facilitating process contains the 6 steps presented below.

With the assistance of the facilitators, you may follow the 6 steps:

4.1 The logical framework for tourism managers

Getting Started



At the end of the process the managers from tourism could have a learning system implemented in the organization. This learning system will allow the managers to assist the employees in developing the key competences considered the most desirable for the future of the business.

In the following pages you can find fishes that will be used to identify the learning needs and for evaluating the key competences of the employees.



4.2. Fiche for identifying the learning needs *

Symptomes / undesirable aspects	Posible causes	Departament/ team responsible	Learning needs analyses			Propose training solution	The date for revising the results/ Responsible
			Desired result	Jobs involved	Solution		
Considerable number of complaints regarding the services for the breakfast	The attitude of the employees (they are not helpfull)	1. Waiters	Decrease the complaint number with 70%	All the waiters at breakfast	Development of the mother tongue coomunication skills and foreign languages communication skills	The receptionist will identify the problems at the breakfast by direct observation The waiters will receive and learn a set of usual expresions in mother tongue and in English The receptionist will discuss with the supervisor the indentified problems and	29 September 2016 / Receptionist G.M.
	Not enough number of portions	2. Chef		The chef for the breakfast	Development of soft social and civic skills Development of the competence for		

					<i>using the computer at work in order to use Excell for calculating the necessary materials for food</i>	<i>together will plan the implementation of the solutions</i> <i>The logistic department manager will train the chef Excell in a meeting for at least 2 hours</i>	
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* adapted from the project Social SME doc 63320

4.3. Fiche for identifying the key competences of the employee



Erasmus+



Please fill in the following table with the key competences. Please take into consideration the specificity of the company and also the particularities of each job:

Asses the importance of the following key competences for fulfillment of the jobs tasks in your company						Asses the level of the key competence of the employee					The need for training in this field is:
Communication skills in <u>mother</u> language	Very important	Quite important	Somewhat important	Not very important	Not important	Very significant	Quite significant	Somewhat significant	Not very significant	Not significant	<input type="checkbox"/> Very urgent <input type="checkbox"/> Urgent <input type="checkbox"/> Somewhat urgent <input type="checkbox"/> Not very urgent <input type="checkbox"/> Not urgent
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading/understanding written instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication with customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication skills in <u>foreign</u> language	Very important	Quite important	Somewhat important	Not very important	Not important	Very significant	Quite significant	Somewhat significant	Not very significant	Not significant	<input type="checkbox"/> Very urgent <input type="checkbox"/> Urgent <input type="checkbox"/> Somewhat urgent <input type="checkbox"/> Not very urgent <input type="checkbox"/> Not urgent
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading/understanding written instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication with customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Counting and	Very	Quite	Somewhat	Not very	Not	Very	Quite	Somewhat	Not very	Not	<input type="checkbox"/> Very

Calculating	important	important	important	important	important	significant	significant	significant	significant	significant	urgent
Basic (calculating and checking bills, supplies etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Urgent <input type="checkbox"/> Somewhat urgent
Advanced (Rule of three, creating Excel Sheets etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not very urgent <input type="checkbox"/> Not urgent
Using Computer at Work	Very important	Quite important	Somewhat important	Not very important	Not important	Very significant	Quite significant	Somewhat significant	Not very significant	Not significant	<input type="checkbox"/> Very urgent <input type="checkbox"/> Urgent
Basic (reading, printing, E-Mail, retrieving information, input information to templates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Somewhat urgent <input type="checkbox"/> Not very urgent
Advanced (installing programmes, Security, putting info online, producing complex documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not urgent
Learning to learn	Very important	Quite important	Somewhat important	Not very important	Not important	Very significant	Quite significant	Somewhat significant	Not very significant	Not significant	<input type="checkbox"/> Very urgent <input type="checkbox"/> Urgent
To have ambition and willingness to learn more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Somewhat urgent <input type="checkbox"/> Not very
Methods of self-regulated learning (learning with colleagues, reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

job-related literature etc.)											urgent <input type="checkbox"/> Not urgent
To have the capacity to establish and follow learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social and Civic Skills	Very important	Quite important	Somewhat important	Not very important	Not important	Very significant	Quite significant	Somewhat significant	Not very significant	Not significant	<input type="checkbox"/> Very urgent <input type="checkbox"/> Urgent <input type="checkbox"/> Somewhat urgent <input type="checkbox"/> Not very urgent <input type="checkbox"/> Not urgent
General dexterity (ability to cope with new and unexpected situations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
General “soft skills” as good manners, ability to show a positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sense of Initiative and Entrepreneurship	Very important	Quite important	Somewhat important	Not very important	Not important	Very significant	Quite significant	Somewhat significant	Not very significant	Not significant	<input type="checkbox"/> Very urgent <input type="checkbox"/> Urgent <input type="checkbox"/> Somewhat urgent <input type="checkbox"/> Not very urgent <input type="checkbox"/> Not urgent
General “pro-active” attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Acting “entrepreneurial” i.e. treating every customer as if it was the employees own business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cultural Awareness	Very important	Quite important	Somewhat important	Not very important	Not important	Very significant	Quite significant	Somewhat significant	Not very significant	Not significant	<input type="checkbox"/> Very urgent <input type="checkbox"/> Urgent
Ability to interact with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

and address the needs of customers from different cultural backgrounds											<input type="checkbox"/> Somewhat urgent <input type="checkbox"/> Not very urgent <input type="checkbox"/> Not urgent
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