TouriSMEComp

Curriculum for a Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers

Project

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

Curriculum for a Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers

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

Leader of the activity: **Supera, Croatia**

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1. INTRODUCTION

This curriculum was elaborated in the project "Self-Responsible Learning of Key Competences in Tourism SME- a Mean to improve Competitiveness and Employment- TouriSMEComp- 2014-1-RO01-KA202-002766" financed by ERASMUS+. The leader of this activity was Supera. All the partners contributed to the elaboration of this intellectual output.

1.1. Scope

To develop a 5 day course to introduce to the application of the products handbook for coaches, guideline for managers and material for employees elaborated by the partners in the project „Self-Responsible Learning of Key Competences in Tourism SME - a Mean to improve Competitiveness and Employment" financed under ERASMUS+, in order to qualify future coaches of the concept of self-responsible learning at the workplace and to apply the concept competently. The 5 days course is completed with 40 hours of online learning assignments.

I.2. Aims & Objectives

The aim is to help the consultants to facilitate the learning in the tourism businesses and the managers in tourism to develop a learning system in order to develop the key competences of the workers, contributing to the rise of the satisfaction of the customers and the productivity of the work. The objectives of the course are to improve the level of key competencies of employees in TSME as the foundation of the acquisition of professional skills and there by improve their employability as well as the competitivety of TSME.

I.3. Methodology for developing the curriculum

The curriculum is based on the handbooks and training materials and all the experience gained through implementing the project and on the competences and experience of the leader of the IO5 and of the partners involved in developing the curriculum. During the implementation of the project the

training activities with the consultants and with the tourism managers helped to find the best way for synthesizing the curriculum in order to be a useful tool not only for tourism sector. The mapping techniques and pedagogical development methods were used.

I.4. Courses of Studies:

This course have 5 modules:

Module 1 – Concept of self – learning and its benefits for adults learning

Module 2 – Adults learning styles and learning cycle

Module 3- Facilitation of self-learning (concept, types of facilitators)

Module 4 – Methods for facilitating self-learning

Module 5- Key competences to be developed through self-learning for the employees in Tourism SME and individual competences profiles

I.5. Materials and Literature:

All the materials elaborated in the project "Self-Responsible Learning of Key Competences in Tourism SME- a Mean to improve Competitiveness and Employment- TouriSMEComp" are available for the trainers and trainees. The materials are:

IO 1 *Requirement Analysis Synthesis Report : From Second Choice to Second Chance – Learning Opportunities in TourismSME*

IO 2 *Building Key Competencies for Life Long Learning in TouriSME-Handbook for Consultants*

IO3 *Coach your Staff – Building your Employees Key Competencies by Stimulating Self-Learning- Handbook for Managers*

IO4 *Key Competences for Tourism Workers*- Hanbook for employess

2. COURSE SYLLABUS

2.1. Module 1: Concept of self – learning and its benefits for adults learning

Course Title: Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers	Module 1: Concept of self – learning and its benefits for adults learning
Preregiusits	None
Module Objectives	The overall objectives of this module are acquisition of knowledge and skills that students will be able to: • acquire knowledge within the central subject areas of the programme, • understand and reflect on the central disciplinary areas of the programme and identify issues, • assess and choose among methods within the subject areas of the programme, • and to communicate and apply knowledge with both peers and non-specialists. By doing this, they will improve the level of key competencies of employees in TSME as the foundation of the acquisition of professional skills and there by improve their employability as well as the competitivety of TSME.
Module Structure	The main themes of the module are: • The nature of adult's learner • Different techniques to stimulate learning at workplace • The barriers of workplace learning • The role of a manager in lifelong learning
Learning Outcomes and Competences	1. The students will recognize benefits of workplace learning, and be able to list six factors that are important to qualify learning in the workplace (Ellström (2001). 2. They will be able to describe and give main idea about framework for adults learning, 3. They will be able to to discuss and explain key characteristic of adults learning. 4. They will acquire some tips how to motivate adult learners, and be able to interpret some barriers on learning in Organisations. 5. They will know reasons why employees resist change in the

	workplace, and been able to describe some reasons for people resistance to change. 6. Also, they will recognise role of a manager in lifelong learning. 7. Students will be able to handle different situations and different employees.
Textbook and /or References	• Handbook for consultants • Handbook for managers • Brookfield, S.D. (1991). Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices. 2nd edition. Jossey-Bass. • Chu, K.H.L. and Murrmann, S. K. (2006). Development and validation of the hospitality emotional labor scale. *Tourism Management*, 27(6), 1181-1191. • Kusluvan, S., Kusluvan, Z., Ilhan, I., & Buyruk, L. (2010). The human dimension a review of human resources management issues in the tourism and hospitality industry. *Cornell Hospitality Quarterly*, *51*(2), 171-214. • Senge. P. (2014). The Fifth Discipline: The Art And Practice Of The Learning Organization. Currency Doubleday. USA

Assessment Criteria		*If any,mark as (X)*	**Percent (%)**
	Midterm Exams	X	
	Quizzes		
	Homework's		
	Term Paper		
	Other		
	Final Exam	X	

Days	**1 day**
Total number of hours	**8 hours**
Certificate	Upon completion of the final exam of Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers programme, a certificate is issued to the student.

2.2. Module 2. Adults learning styles and learning cycle

Course Title: Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers	Module 2. Adults learning styles and learning cycle
Prerequisits	None
Module Objectives	The objectives of this module are to improve an understanding of different approaches to organizing adult learning experiences, and to recognize tools for assessing and understanding learning styles, some of which are more complex than others.
Module Structure	The main themes discussed in this module are: • The importance of adult learning • How to analyze adult learning styles • How to evaluate learning motivation of adults • How to apply and create some exercises to help adult learning
Learning Outcomes and Competences	1. Will learn how to teach an adult learner in workplace 2. Will learn the adult learning styles in workplace 3. Will learn the models of learning of adult in workplace 4. Will learn learning cycles in workplace 5. Will learn learning strategies in workplace 6. Will learn learning styles and coaching 7. Will learn how to motivate the adult learner in workplace 8. Will progress the competences of understand of adult learner 9. Will progress the competences of using some exercises in workplace for adult learner 10. Will progress the competences of communication with adult learner 11. Will progress the competences of awareness of adult learning

Textbook and /or References	Chapter 1.2 in IO3 Chapter page 24 to 41 in IO3		
Assessment Criteria		*If any,mark as (X)*	**Perc ent (%)**
	Midterm Exams	X	30
	Quizzes	X	30
	Homework's		
	Term Paper		
	Other		
	Final Exam	X	40
Days	**1 day**		
Total number of hours	**8 hours**		
Certificate	Upon completion of the final exam of Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers programme, a certificate is issued to the student.		

2.3. Module 3: Facilitation of self-learning (concept, types of facilitators)

Course Title: Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers	Module 3: Facilitation of self-learning (concept, types of facilitators)
Prerequisits	None
Module Objectives	The objectives of the module are to: - improve the level of knowledge of the trainees regarding the facilitation - improve the level of self-learning competencies of the trainees as facilitators
Module structure	The main themes that will be covered during training will refer to: • General concept of facilitation and the concept of facilitation of self-learning at workplace • Types of facilitators: coach, mentor and consultant. Differences between the roles of each type • Appreciative inquiry as general approach for supporting self-learning at workplace • Practical ways for facilitate learning
Learning Outcomes and Competences	At the end of this module of training course the participants will be able to: 1. Understand the importance of the facilitation of learning, the concept of facilitation, the concept of facilitation of self-learning at workplace; 2. Understand and remember the characteristics of an effective facilitator; 3. Understand the role of the facilitator as coach, mentor and consultant in the process of self-learning at workplace; identify the differences between coach/ mentor/ consultant in the facilitation process; 4. Identify the suitable role for a certain situation for facilitating learning and apply the knowledge about facilitation in a real environment; 5. Analyse the different situations at the workplace and identify the learning needs of the company and of the employees; 6. Apply appreciative inquiry as general approach for supporting

	self-learning at workplace; 7. Prepare a plan for applying the self-learning process in the company; 8. Apply practical ways for facilitating self-learning at workplace; 9. Create study cases/ exercises for facilitating self-learning at workplace; 10. Evaluate the results of the self-learning programme at workplace.		
Textbook and /or References	IO2 Chapter 2.3 Relevance of Learning for TouriSME and their employees IO2 Chapter 2.4.1 Workplace learning- the adequate method of learning in tourism SME IO2 Chapter 2.4.3 Facilitated, systematic Learning in the workplace IO2 Chapter 2.5.1 Facilitation of Learning IO2 Chapter 2.5.2 Consultant/ Facilitator IO2 Chapter 2.5.4 Appreciative Inquiry as Consultancy Approach IO2 Chapter 2.20 How managers can work with Individual Development Plans IO2 Chapter 2.23 General Model of Facilitating Learning at Workplace IO2 Chapter 2.24 Analysing Current Learning Practices in the TouriSME IO2 Chapter 2.25 Building KCLLL in TouriSME IO2 Chapter 2.26 3 Reflection on a Learning System IO3 Chapter 1.2 Pedagogical Profile of the Facilitator IO3 Chapter 1.2 Role of the Manager as Facilitator of Workplace Learning IO3 Chapter 1.3 Individual Competence Profile to be Developed through Workplace Learning IO3 Chapter 3 Self-learning package IO3 Chapter Guideline for the Managers in Tourism		
Assessment Criteria		*If any,mark as (X)*	**Perc ent (%)**
	Midterm Exams		
	Quizzes	x	60
	Homework's		
	Term Paper		

	Other		
	Final Exam	x	40
Days	**1 day in class**		
Total number of hours	**6 hours in class+ 2 hours practical application**		
Certificate	Upon completion of the final exam of Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers programme, a certificate is issued to the student.		

2.4. Module 4: Methods for facilitating self-learning

Course Title: Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers	**Module 4: Methods for facilitating self-learning**
Prerequisits	None
Module Objectives	The objective of the module is to: • improve the level of knowledge of the trainees regarding different methods of facilitating self-learning • improve the practical use of the self-learning methods in the daily workplace learning in hotel and restaurant industry
Module structure	The main themes that will be covered during training will refer to: • Typology: types of methods for facilitating self-learning • Selection: selecting the right method depending on the type of the workplace/ worker that hast to be trained/ key competence that has to be improved • Adaptation: adapting the chosen methods to the regional/cultural/practical characteristics of the workplace
Learning Outcomes and Competence	At the end of this module of training course the participants will be able to: 1. Understand the different methods for facilitating self-

s	learning in the hotel and restaurant domain.		
	2. Explain the methods to a third party (manager, employee)		
	3. Observe the specific situation at the workplace and		
	4. Identify the right methods of self-learning (taking into consideration the key competence that has to be developed and the job description of the employee)		
	5. Adapt the method to the specific situation (taking into consideration the company´s profile regional and cultural characteristics)		
	6. Apply the methods in role play		
	7. Evaluate by using appreciative inquiry, repeat and improve		
Textbook and /or References	IO2 Chapter 2.4.1 Workplace learning- the adequate method of learning in tourism SME IO2 Chapter 2.4.3 Facilitated, systematic Learning in the workplace IO2 Chapter 2.5.4 Appreciative Inquiry as Consultancy Approach IO2 Chapter 2.23 General Model of Facilitating Learning at Workplace IO3 Chapter 1.3 Individual Competence Profile to be Developed through Workplace Learning IO3 Chapter 2. Methods for facilitating workplace learning IO3 Chapter 3. Self-learning package IO4 Training Material for employees		

		If any,mark as (X)	**Percent (%)**
Assessment Criteria			
	Midterm Exams		
	Quizzes (Questions regarding the methods)	x	40
	Homework		
	Term Paper		
	Other		
	Final Exam (practical exercise role play)	x	60

Days	1 day in class
Total number of hours	7 hours in class training and 1 hour practical exercise.
Certificate	Upon completion of the final exam of Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers programme, a certificate is issued to the student.

2.5. Module 5 - Key competences to be developed through self-learning for the employees in Tourism SME and individual competences profiles

Course Title: Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers	Module 5 - Key competences to be developed through self-learning for the employees in Tourism SME and individual competences profiles
Prerequisits	None
Module Objectives	The overall objectives of the course are acquisition of knowledge and skills that students will be able to: - acquire knowledge about the Key competences to be developed through self-learning for the employees in Tourism SME and individual competences profiles; - understand and reflect on each Key competences of the program and identify the needs of each one; - assess and choose among methods within Key competences of the program; - and to communicate and apply knowledge, about the Key competences, with both peers and non-specialists. By doing this, they will improve the level of key competencies of employees in TSME as the foundation of the acquisition of professional skills and there by improve their employability as

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	well as the competitively of TSME.
Module Structure	The main themes of the module are: • The importance of Key competences in Tourism • The nature of the metodological transmited information in adult learners. • The role of a colaborator in lifelong learning

Learning Outcomes and Competences	**To improve the competence to facilitate the aquiering of the 8 key competences:**
	
	1. Communications in mother tongue
	
	   - consolidate competences in the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (in the fields of listening, speaking, reading and writing);
	
	   - to interact linguistically in a correct and creative way in all contexts of social and cultural life.
	
	2. Communication in foreign languages
	
	   - For communication in foreign languages, the basic skills are generally the same as for communication in the mother tongue.
	
	3. Counting and calculating skills a science
	
	   - Ability to develop and apply mathematical thinking in solving various problems of everyday life, with an emphasis on process, activity and knowledge.
	
	4. Using computer at work
	
	   - being confident and critical use of information society technologies (IST) for work, leisure and communication;
	
	   - use of computers to retrieve, assess, store, produce, present and exchange information and to communicate and participate in Internet cooperation networks;
	
	   - search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing real from virtual while recognizing the links;
	
	   - use tools to produce, present and understand complex information and to access, search and use internet-based

services.

5. Learning to learn

- prepare students for a lifetime of learning;

- pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and vice versa;

- awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully;

- gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance;

- build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training.

6. Social and Civic Competences

- devoted social and civic skills that will help to strengthen employee's skills like:

- communicate;

- manage information;

- think and solve problems;

- be responsible;

- be adaptable;

- work with others.

7. Sense of initiative and entrepreneurship

- be able of individuals to turn ideas into actions;

- be able of plan and manage projects to achieve goals;

- Be able of be initiative, pro-activity, independence and innovation in personal and social life as much as at work.

8. Cultural awareness and expression

- abilities required to recognize the value of works of art and self-expression produced through diverse media drawing from one's inborn capabilities;

- construct by an awareness of local, national, European

	as well as global cultural heritage and its place in the world. It requires a basic level of knowledge of major cultural works including those in popular contemporary culture. - construct by an awareness of local, national, European as well as global cultural heritage and its place in the world. It requires a basic level of knowledge of major cultural works including those in popular contemporary culture.		
Textbook and /or References	IO 2 Building Key Competencies for Life Long Learning in TouriSME-Handbook for Consultants IO3 Coach your Staff – Building your Employees Key Competencies by Stimulating Self-Learning- Handbook for Managers IO4 Key Competences for Tourism Workers		

Assessment Criteria		**If any,mark as (X)**	**Perc ent (%)**
	Midterm Exams	X	
	Quizzes		
	Homework's		
	Term Paper		
	Other		
	Final Exam	X	

Days	**1 day**
Total number of hours	**8 hours**
Certificate	Upon completion of the final exam of Blended Learning Course „Self-Learning in Tourism SME" for Coaches and Trainers programme, a certificate is issued to the student.