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WORK-BASED LEARNING FOR SEASONAL HOSPITALITY WORKERS

SEASONREADY METHODOLOGY GUIDE FOR WORK-BASED LEARNING IN THE HOSPITALITY SECTOR

EXECUTIVE SUMMARY

Intellectual Output 2

Developed by
CESIE, Italy

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the world is only one creature

The SeasonREADY **Methodology Guide for Work-Based Learning** (WBL) **in Tourism and Hospitality Sector** was developed on the results of extensive research carried out in three EU countries – **Croatia**, **Greece** and **Italy** – exploring the current situation of seasonal employment and **training needs** of seasonal staff, employers, their managers and in-house trainers.[1]

The methodology guide presents a universal model for implementation of work-based learning for **seasonal hospitality workers**. It takes into account specific issues that need to be addressed in the context of seasonal employment in hospitality and tourism such as **short time** for initial training, **increased workload** in the peak season, **inexperienced** or **untrained** seasonal workers and **non-professional** in-house trainers in SMHE[2].

The Guide is dedicated, in the first place, to **employers**, **managers**, **supervisors** and **trainers** of micro, small and medium hospitality enterprises who don't have an extensive experience and expertise in training. It intends to provide them a practical and easy to understand tool to design and implement an effective training customised to the specific needs of their business and their staff.

Firstly, the Guide presents **theoretical foundations of work-based learning**, defines related terminology and summarises the advantages of **on-the-job training**. Learning the job **by execution of work tasks** in real workplace enables workers to develop **specific professional expertise** and **soft skills**, improve **confidence** and support new-comer's **integration** into the team. For employers, it presents a **cost effective** method of training which can be easily adjusted to their specific needs and so generate positive effects on workers' performance and overall management of human resources (e.g. improved motivation, stabilisation of turnover).

In the following section, all the steps of training development process are explained following the **standard training cycle model**[3]: **Analysis**, **Design**, **Development**, **Delivery** and **Evaluation**.

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[1] The complete results of interviews, focus groups, questionnaires are available in a dedicated document *"SeasonREADY: Research Report On Local/Regional Contexts And Preconditions For Successful Introduction Of Work-Based Learning"*.
[2] SMHE – Small and Medium Hospitality Enterprises
[3] Origins of the model in Branson, R. K. at al. (1975). Interservice procedures for instructional systems development. (5 vols.)

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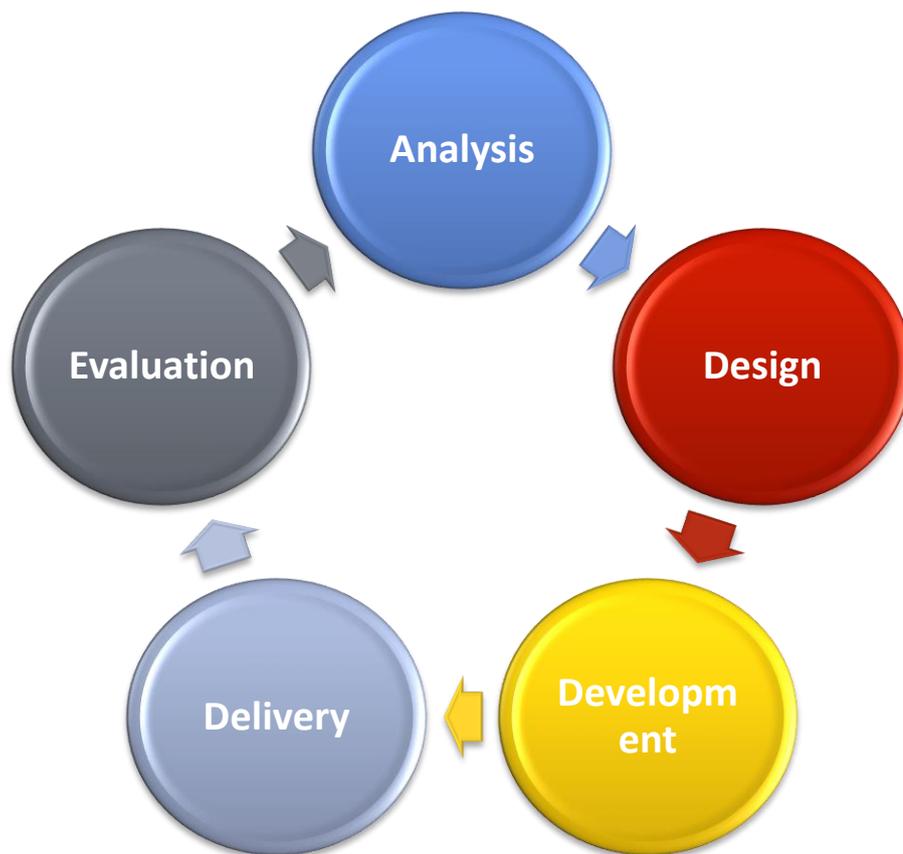Co-funded by the
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Fig. 1: Training cycle

Firstly, the readers are guided through the phase of **initial analysis** – job analysis, analysis of individual training needs and cost analysis. This supports the **transferability potential** of the Guide as the users can tailor their training strategy according to the specific needs of their workers, requirements for a specific job position or the budget available for training.

Secondly, the Guide focuses on **design and development** of training analysing **what**, **where**, **who**, **when** and **how** train. I gives instructions on how to set **SMART learning objectives**, where to do a training session and how to set a favourable learning environment, how schedule training and decide its duration, how to identify and select a good trainer and how to choose the most suitable type and **method of training**.

Setting the objectives of training:

☐ Increase **knowledge**
☐ Improve **attitudes**
☐ Build **skills** and **competence** in specific **tasks**
☐ Improve work **behaviour**, **performance**

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Use the outcomes from the initial analysis to answer these questions[4]:

- What **information** do you want trainees to learn?
- What do you want them to do with that information?
- What **skills** and **competencies** do you want them to gain or improve?
- How do you want trainees to **demonstrate** the skills?
- What **attitude** should the trainees have after the training?
- If you ask them after the training about what they learnt, how should they answer?

Once the objectives are **clear** to the trainer and other people responsible for the training, communicate them to the trainees. Learning objectives should be defined in **learner-oriented** and **performance-based** way. Meaning you should tell trainees what they will be able to do at the end of the training session. As research suggests, if the learners know what they are supposed to learn, there's a better chance they will learn it.

Methods of training included in the Guide respect the characteristics of seasonal workers' training in hospitality and tourism. The methods are rather **practice-oriented** and **easy to apply** – such as **observation and demonstration**, **roleplaying**, **job shadowing** or **buddy system**.

Training methods

For each phase and purpose of training, different method may be suitable. A good mix of methods helps achieve the learning objectives, overcome monotony and keep trainees engaged.

Lecture
Informational nature of this method is suitable when we need to convey large sum of **information** also to a big group of people. Lecture is effective at delivering **knowledge**, but can hardly transmit practical skills.[5] Lecture usually requires **low expenses** and **less** time, a common problem is that audience remains rather **passive**.[6] Such as group sessions, lectures should be rather selected for **initial** and **theoretical training**.

Demonstration
Demonstration is a **behaviour-oriented** training method. It is a simple way of practical training. The trainer will **demonstrate** the way to use some tools, and give detailed explanations while the trainee **observes** carefully. Subsequently, trainee is asked to **replicate** the operation.[7] This method supports strongly the development of **practical skills** and stimulates **comprehension** and **retention**. Furthermore it can provide trainees with a **model to follow**. The good point is that the trainee takes **less time** in learning, and can solve the

[4] Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5[online]. [Accessed on 01-09-2018] Source: https://www.msb.se/RibData/Filer/pdf/26433.pdf
[5] Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5 [online]. [Accessed on 01-09-2018] Source: https://www.msb.se/RibData/Filer/pdf/26433.pdf
[6] Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5 [online]. [Accessed on 01-09-2018] Source: https://www.msb.se/RibData/Filer/pdf/26433.pdf
[7] Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5 [online]. [Accessed on 01-09-2018] Source: https://www.msb.se/RibData/Filer/pdf/26433.pdf

encountering problem on the spot. Demonstration is more effective if performed with **smaller groups** of trainees or **individually**. Trainer's **feedback** must follow immediately after the practice.

Case study

Case study is another **behavioural** method of training focused on **problem analysis** and **solving**. It requires active involvement of trainees, gives opportunity to **apply knowledge** and **acquire new skills**. Trainees are given a description of a situation and asked to come to a decision or solve a problem concerning the situation.[8] This can be done in small groups, pairs or individually. Subsequently, trainer needs to provide an ideal **solution** to the problem but be open to assess and discus original solutions proposed by trainee. Case study is particularly useful if the cases reflect **real work situations** and daily concerns.

The good point is that the trainees can learn the way to **analyse and solve problems** from the actual case. Moreover, the trainees will be trained to assent the importance of accepting other people's opinion which is the main point in solving problems.[9]

Role playing

Role playing can easily go along with case study, indeed, it can be a subsequent step.
Trainees are assigned to act out **problem-solving** situations similar to those they will encounter in their workplace. It gives an opportunity to **practice skills** and **experience real interaction**. Trainer can **observe**, provide **feedback** and **correct** trainee's behaviour and attitude immediately.[10] Role playing requires larger **facilitation skills** from trainer then case study.

Individual on-the-job training methods

Seasonal workers are usually thrown into the busiest time of the year and expected to perform at the highest level. At the same time they are aware of not being a permanent part of the team which affects negatively their engagement and motivation to learn and perform.[11] **Individual support** can help them get on the board successfully and learn their job in a short time.

Job shadowing

Job shadowing means working **side-by-side** a more experienced colleague and is one of most commonly used methods of training is SMHEs.[12] The core of this method lies in learning how to do a job by **spending time** with someone who is doing it.[13] In simple job shadowing, it's the

[8] Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5 [online]. [Accessed on 01-09-2018] Source: https://www.msb.se/RibData/Filer/pdf/26433.pdf

[9] Training and Development Practices in Hotel Industry [online]. [Accessed on 01-09-2018] Source: http://shodhganga.inflibnet.ac.in/bitstream/10603/75264/12/12_chapter%205.pdf

[10] Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5 [online]. [Accessed on 01-09-2018] Source: https://www.msb.se/RibData/Filer/pdf/26433.pdf

[11] Andriotis, N. (2017): *Training Your Seasonal Employees: The Tips and Tricks* at Afrontlearning.com. online]. [Accessed on 27-09-2018] Source: https://www.efrontlearning.com/blog/2017/08/tips-seasonal-employees-training.html

[12] SeasonREADY focus groups

[13] Businessdictionary.com: *Job shadowing* [online]. [Accessed on 06-03-2018] Source: http://www.businessdictionary.com/definition/job-shadowing.html

trainer, **owner**, **manager** or **superior staff** who delivers the training. Job shadowing is not a training method in the strict sense because the learning is rather **unstructured** and **informal**.

However, job shadowing is very **simple** and doesn't require any special training skill, material and resources. The trainee, by **observing** and **repeating**, learns the **job relevant** processes and operation in **real work setting.** Spending a lot of time with an experienced worker, trainees also learn many **practical shortcuts**, gain better understanding of common troubles and learn how to resolve them. A significant disadvantage is that the experienced worker may "waste" time explaining their job to the trainee which may lead to decrease of productivity and frustration on both sides.

Furthermore, complex tasks can be difficult to understand if only shown and not explained well. For that reason, job shadowing should be preferably applied in the **further phases** of training when trainees need to **practice** the knowledge and skills they acquired in training.
For **example**, after a lecture on cleaning procedure, equipment and products, a trainee in housekeeping cleans a hotel room together with a senior staff.

Buddy system
Buddy system is another **one-to-one** method of **on-the-job** training and it can be very effective in seasonal staff training. It consists in **pairing a seasonal worker with a permanent staff member** who will accompany them during the on-boarding period. The main objective of buddy system is to provide the new employee with a **point of contact** for general queries regarding day-to-day operational issues.[14]

Buddy is supposed to show newcomer around the workplace, introduce them to their colleagues, and direct them to where they will be working. Explain the daily **procedures**, show **equipment** or **systems** they need to use at work. Thanks to a buddy, trainee will easily learn what's "normal" in the organisation, what's "right" and "wrong" and what's expected of them.

Since the relationship of buddy and newcomer is rather **peer-to-peer**, the buddy should be a person employed at the **same position** and at the **same level** of the organisational hierarchy. The buddy isn't supposed to be a trained trainer or an expert. The person, however, should possess solid **interpersonal skills** and have good understanding and **commitment** to the company and its values.[15] Moreover, when choosing the worker to be assigned with a trainee, keep in mind that many of **bad work attitudes** may be transferred by "buddying".

It follows that buddy system can **save** employers and trainers a lot of **time** as they don't have to explain newcomer all the basics. However, the process needs to be **supervised** and **combined** with technical-oriented training to be successful.

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[14] HR.com - Making HR Professionals Smarter (2001): *Designing a Buddy Program* [online]. [Accessed on 10-09-2018] Source: https://www.hr.com/en/communities/training_and_development/designing-a-buddy-program_eacwm5gu.html
[15] HR.com - Making HR Professionals Smarter (2001): *Designing a Buddy Program* [online]. [Accessed on 10-09-2018] Source: https://www.hr.com/en/communities/training_and_development/designing-a-buddy-program_eacwm5gu.html

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Coaching and mentoring

In case of seasonal workers, trainers or managers can't provide a full coaching or mentoring but we can draw an inspiration from these approaches to provide employees with some **individual support**. The individual-oriented approach supports significantly the development of **interpersonal competencies**, stimulates **commitment** and **motivation**.

Coaching focuses on the individual's needs and accomplishments providing encouraging feedback and suggestions to improve performance.
Mentoring means that a more experienced individual (the mentor) acts as an advisor, counsellor, or guide to a junior or trainee.

After having analysed training design and development, the Guide deals with training **delivery**. If focuses especially on scheduling and organising of training implementation proposing the ways how to structure tasks in single steps and how to identify specific knowledge, skills and attitudes required. It also offers a concrete plan for delivery of practice-oriented learning.
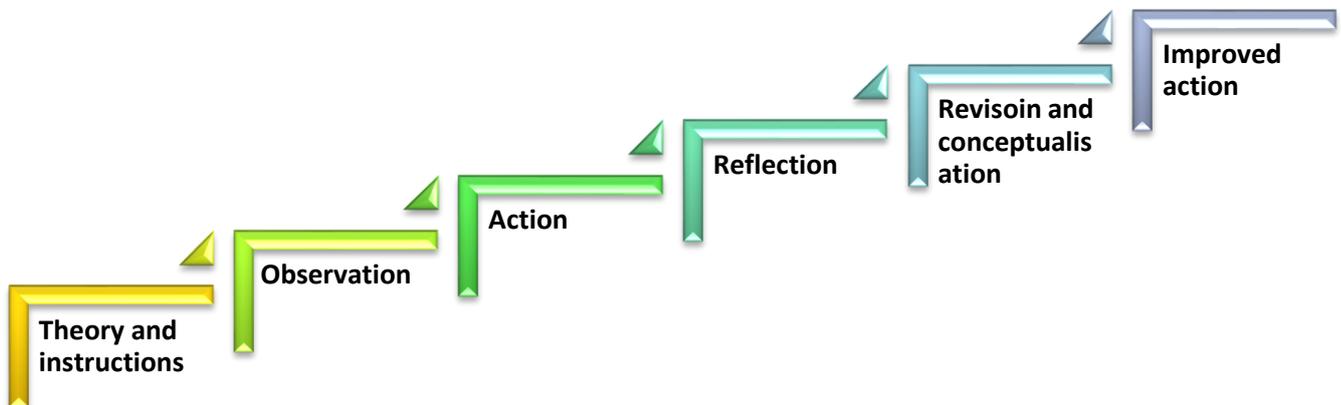

Fig. 5: Delivery of practice-oriented learning progress

The last phase in the training cycle is **evaluation**. The Guide offers tools for internal evaluation including evaluation of trainees as well as evaluation of the entire training programme. Finally, it emphasises that training development goes in cycle, meaning that it's never completely finished. **Final evaluation** is always an **input** for another initial training needs analysis.

There are various tools for checking attainment of learning objectives such as **written** or **oral tests**, **observation checklists** or performance results.[16] In specific circumstances of seasonal staff training, trainers need to look for the most feasible methods of assessment. This can include:

- **asking** questions
- requesting real or simulated **demonstrations** followed by **observation checklist**
- assigning and reviewing **exercises**
- assigning **problems** and **cases** and evaluating solutions offered by trainee
- self-assessment
- **peer-to-peer assessment** and correction

Because the quality of on-the-job training is strongly dependent on the quality of trainer, the Guide includes a section "Training Skills for In-House Trainers in Hospitality Sector" which summarises the key assets a successful trainer should have such as knowledge of the business **field**, knowledge of the **profession** and the **workplace, communication, motivational, interpersonal and managerial skills.**

An excellent trainer:
- has strong technical skills: knowledge of the **field** and the **workplace**
- is highly skilled at the **profession** and **specific job**
- has strong **training skills**
- has excellent **communication skills**
- is able to give **constructive feedback**
- has **facilitating skills**
- has **management** and **leadership skills**
- has good **inter-personal skills**
- has **motivational skills**
- has a good understanding of **how people learn**
- know how to **plan**, **design**, **develop** and **deliver training**
- know how to **set learning objectives**
- has a good knowledge of **training methodologies** and knows how to apply them
- has the ability to **transfer knowledge**
- is able to **evaluate** trainees skills and performance

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[16] Keeps, E. J., Stolovitch H. D. (2002): *Telling Ain't Training* – Chapter 6: A Five-Step Model For Creating Terrific Training Session. ASTD Press. ISBN 1-56286-328-2

The Guide also provides a brief introduction to the **understanding of how adults learn** which is fundamental for being able to transfer knowledge and facilitate learning.

> We only remember **10%** of what we **read.**
>
> We only remember **20%** of what we **hear.**
>
> We only remember **30%** of what we **see**.
>
> We only remember **50%** of what we **see and hear.**
>
> We remember **70%** of what we **discuss**.
>
> We remember **80%** of what we **experience**.[17]
>
> People retain approximately **10%** of what they **see** (visual), **30 - 40%** of what they **see and hear** (combination of visual and auditory) and **90%** of what they **see, hear and do** (visual, auditory and kinaesthetic).[18]

Each chapter of the Guide incorporates **practical suggestions**, **examples** and **tips** to facilitate the process of in-house training, **assessment and self-assessment tools** and **exercises** for trainers and managers to help them improve their skills.

> In order to ensure effective training, the trainer needs to apply all their skills and expertise. These are the main points to keep in mind when training seasonal workers:
> ☐ Focus on **developing skills**, not just knowledge
> ☐ **Explain** and **demonstrate** tasks **clearly**
> ☐ Do the **practical** training at as **real setting** as possible
> ☐ Give trainees **time** to digest new information
> ☐ Give trainees sufficient **time to practice** the task
> ☐ Provide **feedback immediately**
> ☐ Make the learning process **active**
> ☐ At the end of each session **summarise key points** and underline the core message
> ☐ Mind the rules of **effective communication**
> ☐ Encourage and **motivate** your trainees
> ☐ Employ your **interpersonal** skills

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[17] Chi, M. T. H., Bassok, M., Lewis, M. W., Reimann, P. and Glaser, R. (1989): Self-explanations: How students study and use examples in learning to solve problems. *Cognitive Science*, 13, p. 145-182.
[18] National Highway Institute (2018): *Principles of Adult Learning & Instructional Systems Design*. NHI Instructor Development Course. [online]. [Accessed on 01-09-2018] Source: https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf

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