



SEASON READY



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## SeasonREADY: WorkBased Methodology for Seasonal Hospitality workers



SEASON READY

TRAINING PROGRAM FOR IMPROVING TRAINING OF  
SEASONAL HOSPITALITY WORKERS

MANUAL FOR TRAINERS

May 2019

[www.seasonready.eu](http://www.seasonready.eu)



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## 1. INTRODUCTION

SeasonREADY project is about improving the performance of seasonal tourism workers and their satisfaction, as well as satisfaction of their employers. It is funded by the Erasmus+ Strategic partnership program, and implemented in Croatia, Greece and Italy. All three countries share similar problems – seasonality creates a huge demand for seasonal workers who often do not possess prior experience in hospitality and related jobs. On top of that, most small and medium size businesses that employ them do not have staff (owners, managers, supervisors) with the knowledge of how to train and manage their employees to mutual satisfaction. Our research<sup>1</sup> on the training needs of both employees and seasonal workers show that the lack of training and communication skills of managers, owners or supervisors and the lack of knowledge or experience of workers are the major obstacles for better performance of seasonal workers. Thus, the SeasonREADY project consists of: a) training the trainers – trainers defined as all people in the company that train, manage or supervise seasonal workers, b) A work-based learning approach and b) training of seasonal workers focused on knowledge, skills and competencies crucial for three major types of jobs in hospitality – housekeeping, food and beverages and front office.

This SeasonREADY **Manual for trainers** presents a universal model of work-based learning (WBL) which can be applied in different national contexts. The manual is focused on the key elements of the successful preparation and implementation of WBL adapted to address specific issues faced by seasonal staff in tourism and hospitality. It provides a guideline on training development and implementation for in-house trainers, including

- practical suggestions, examples
- 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.

This manual was developed to be **comprehensive**, yet **user friendly** with the aim to enable in-house trainers, whether they are owners, managers, supervisors or trainers of small-medium hospitality enterprises (SMHE) to design and implement their own WBL strategy. Such training strategy, developed by following this SeasonREADY manual, will provide seasonal staff with effective training and help the improvement of the quality of services and competitiveness of SMHEs.

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<sup>1</sup> The complete results of **interviews, focus groups, questionnaires conducted to assess training needs of employer and employees** are available in a dedicated document “Research Report On Local/Regional Contexts And Preconditions For Successful Introduction Of Work-Based Learning”, available at <http://www.seasonready.eu/wp-content/uploads/2018/11/SeasonReady-Research-Report.pdf> .



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For the purpose of seasonal staff training, the focus of this guide will be turned towards **learning at work**. Learning at work or workplace learning means **acquiring knowledge, skills and attitudes by doing a job** and by **reflecting on experience**.

*SeasonREADY project aims to improve training of:*

- (1) seasonal employees in hospitality sector and*
- (2) owners and in-house trainers*

*The guide will build on the concept of learning at work and will present models and techniques of **on-the-job training**.*

### What is on-the-job training?

**On-the-job training** presents a structured approach to training based on regular work situations which can, but doesn't have to be, combined with off-the-job (classroom) training. On-the-job training aims to develop **skills, knowledge** and **competences** needed for a specific job and work setting and is tailored to the requirements of an individual employer. As such training is focused on a specific job and practical execution of specific tasks, it's very effective and time-saving.

### What are the advantages of on-the-job training?

On-the-job training has many advantages for both employees/trainees and employers. Learning the job **by execution of tasks** in real workplace enables workers to develop **specific professional expertise** and **soft skills**, improve their **confidence** and support new-comer's **integration** into the team. For employers, on-the-job training presents a **cost-effective** training method which can be easily adjusted to their specific training needs. In doing so, it also has positive effects on workers' performance and overall management of employees, such as improved motivation and decrease in staff turnover.

### Who are on-the-job trainers and trainees?

Within the scope of the SeasonREADY training programs trainer is any person in charge of training (seasonal) workers. It can be an owner, manager, supervisor, coordinator or a more experienced worker. Trainees are all workers involved in training. In this project, special emphasis is on seasonal workers with little or no experience in the job for which they are hired to do. However, this training manual is useful for all types of on-the-job staff training.



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## 2. TRAINING PROGRAM

**Training** is a **planned process** to **modify attitude, knowledge or skill behaviour** through learning exercise to achieve **effective performance** in an activity.

Its purpose is to develop **abilities of the individual** and **satisfy** the current and the future **needs of the organisation**. In a nutshell, on-the-job training prepares people to **do their jobs effectively**.

### Types of on-the-job training

There are **three types** of training that we recommend for seasonal workers in tourism and hospitality.<sup>2</sup>

#### 1) Group Training



It is conducted to train a group of employees at once. Such training is usually longer and takes place out of working hours (before or after shifts, during the time reserved exclusively for training). It is ideal when there is a need to provide the same information to a group of employees.

Group sessions are focused on providing **initial information** as well as **theoretical training**, as there are few opportunities to observe each employee executing a task and giving individual assistance and/or feedback.

Group training is also good when giving the first insight into the job or for demonstrations. Group sessions can also be useful if workers can learn from each other, for example, in case of **role-playing** activities.

Group training can be used for all three occupations of the SeasonREADY training programme (front desk, food and beverages service, housekeeping) to provide **basic information** about workplace (e. g. working hours and rules, quality standards, dress code), occupational safety and health rules and other general information such as organisational culture, guiding principles, communication with customer, conflict resolution, service standard, or similar.

<sup>2</sup> In Encyclopedia of Business available at <https://www.referenceforbusiness.com/encyclopedia/Oli-Per/On-the-Job-Training.html#ixzz58xnmDoRa>, there are more detailed explanation of the types and methods used in on-the-job training.



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### 2) One-on-one training



One-on-one training is training where an employee is trained by a single trainer (supervisor, manager, a more experienced worker). It is excellent for training seasonal staff as a worker is observed while performing a task, trainer and a worker are able to identify weak points where more training is needed and then focus of fixing them. It is excellent when workers are supposed to **perform the tasks**. Individual session enables **observation, feedback** and **guidance**.

### 3) Blended learning



Blended learning combines two or more learning methods, of which one is usually an independent learning, usually at home, at one's own pace. On-line learning, books, manuals, guides, instructions can be used for that purpose. Thus, while on-the-job training is delivered directly at the workplace, trainers should suggest additional resources for **independent learning**.

## Types of training methods

During the phase of design and development, you should make sure about the training methods and their combination. For each phase and purpose of training, different method may be suitable. A good mix of methods helps to achieve the learning objectives, overcome monotony and keep trainees engaged. Below, we suggest the most appropriate methods for training of seasonal workers in hospitality. Some examples of training activities are given.

### 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. Trainer giving a lecture should be a good speaker, able to stick to the topic and time. There should be a time reserved for the questions and answers. Trainer should be able to give responses and facilitate questions effectively. To make a lecture more effective and engaging it can be accompanied by illustrative **presentation, videos** or **sharing of experiences**. Lecture usually requires **low expenses** and **less** time, a common problem is that audience remains rather **passive**.<sup>3</sup> Such as group sessions, lectures should be rather selected for **initial** and **theoretical training**.

<sup>3</sup> 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>



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## 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. 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 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. 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 discuss 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 assess the importance of accepting other people's opinion which is the main point in solving problems.<sup>4</sup>

### Case Study: Check-in and room change

## Example

A guest arrives at the hotel after a long trip and can't wait to relax and get some sleep in his already booked deluxe room with sea view. His attitude is very nervous and impatient and he's attempting to skip the check-in formalities by postponing them to the next morning.

The receptionist apologizes and remembers the customer that she is not allowed to give him the key until the registration form has been filled out and signed.

The upset customer, annoyed, compiles the form and leaves.

After a short while he shows up completely out of breath by saying, that he found some insect in his room and demanding a room change.

The receptionist mortified tries to calm down the customer by offering him a glass of water, and

<sup>4</sup> 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](http://shodhganga.inflibnet.ac.in/bitstream/10603/75264/12/12_chapter%205.pdf)



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immediately afterwards looking for an alternative room. Unfortunately, all the other rooms with sea view were booked, in order to fix this setback, the customer was offered a royal suite and was explained that hotel staff was happy sort out things for him and is happy to help whenever he may be in need of.

By upgrading the room class without any additional cost for the customer, she offered a solution to a compelling problem ensuring the customer your willingness to handle his issues as perfectly as you can, by proving him that you care about his happiness. Pleasantly surprised, and by acknowledging the receptionists quick and effective problem-solving, he thanks the hotel employee and heads to his new room relieved.

### Questions for trainees:

- Was this solution adequate?
- Would be such a solution acceptable at your workplace? Can you think about alternatives?
- Why is it important to satisfy your guests?
- Are there any follow-up “tasks” the receptionist must do? (report it, ensure that the room is checked up by housekeepers etc.)

### 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. Preferably, role playing should be done with a **small group** of trainees. **Interaction** with others during a problem-solving exercise is important for learning to work with other’s point of view. Role playing requires larger **facilitation skills** from trainer then case study.

### Role playing

## Example

Ask your trainees to study the following situation, take up the roles of the receptionist and the client and try to resolve the situation. Subsequently, analyse the situation and possible solutions.

#### Situation: Room upgrade request

A customer requires a room of better standard that he paid for. He claims that the reason for his claim is that he prefers taking bath and his room has only a shower box.

The receptionist offers an upgrade to a suite for an addition charge of 50 Euro for night. The client insists on changing the room free of charge.



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### Task for trainees:

Think about this situation in the context of your workplace. Come up with an adequate solution. Explain why this solution is the best.

### Recommendations for a successful resolution:

The first thing to do in these circumstances is a sincere **apology**. "I'm sorry" is a mandatory response in these situations, even if it isn't your fault.

Secondly, **empathize** with the customer. Even a small phrases like, "I understand how upsetting that must have been," can have an impact on getting the customer to realize that you're on their team in this pursuit to make things right.

Thirdly, be always **prepared to help**. Placing a replacement order likely takes you very little time, but that fix doesn't always address the underlying problem of the customer's frustration and unhappiness, but it helps.

Finally, skilled hotel staff must master the art of **delivering the "no"**. Never reject a guest straight away, even if it's clearly impossible, even if you know that you can't accede to a request, show sincerity in making their request happen.

Saying for example: "Hold on, let me check the availability/speak with my manager to see if that can be done". Even if you come back with "I'm afraid all our rooms are fully booked now and we won't be able to arrange for that", it'll appease the guest that you at least tried<sup>5</sup>.

### 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.<sup>6</sup> **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.<sup>7</sup> The core of this method lies in learning how to do a job by **spending time** with someone who is doing it.<sup>8</sup> In simple job shadowing, it's the **trainer, owner, manager or superior staff** who delivers the training. Job shadowing is not a training

<sup>5</sup> FastJobs.com (2016): *5 Difficult Situations While Working In A Hotel And How To Handle Them* [online]. [Accessed on 27-09-2018] Source: <https://blog.fastjobs.sg/5-difficult-situations-while-working-in-a-hotel-and-how-to-handle-them>

<sup>6</sup> <https://www.efrontlearning.com/blog/2017/08/tips-seasonal-employees-training.html>

<sup>7</sup> SeasonREADY focus groups.

<sup>8</sup> *Job shadowing*. Business Dictionary [online]. [Accessed on 06-03-2018] Source: <http://www.businessdictionary.com/definition/job-shadowing.html>



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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 his/her 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 him/her 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.<sup>9</sup> Buddy is supposed to show newcomer around the workplace, introduce him/her to his/her colleagues, and direct he/she to where she/he will be working. Explain the daily procedures, show equipment or systems he/she 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. 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. Employer also needs to invest some time in advance to train the buddy and make sure they understand and take seriously their role. Mind that buddy is **not responsible for** trainee/newcomer's professional development or performance. That is the job of **mentor, coach and manager**.

The difference between buddy, mentor and coach:

- Mentor should assist the individual with their development, both personally and professionally.

<sup>9</sup> 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](https://www.hr.com/en/communities/training_and_development/designing-a-buddy-program_eacwm5gu.html)



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- Coach should increase the individual's job-related skills and performance.
- Buddy is solely involved with providing an access to operationally necessary information.<sup>10</sup>

### Coaching and mentoring

After an initial training, trainer's support shouldn't fade away. 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.*

In case of seasonal staff, these **elements of individual support** can be applied:

- One-to-one feedback sessions
- Individual consultations
- Group discussions – managed weekly experiences sharing
- Brown bag lunch – training/consultation in informal setting
- Coaching/mentoring approach can be adopted also in combination with self-managed learning, for example self-studying followed by an individual/group meeting with trainer in order to discuss the material and answer eventual questions.

#### Example: Four Steps on-the-job training model<sup>11</sup>

One of the first structured on-the-job training programmes was launched during World War I in the shipbuilding industry by Charles R. Allen.

##### Step 1: Preparation

- Show workers what they are required to do.

<sup>10</sup> 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](https://www.hr.com/en/communities/training_and_development/designing-a-buddy-program_eacwm5gu.html)

<sup>11</sup> On-The-Job Training. *Reference For Business* [online]. [Accessed on 06-03-2018] Source: <http://www.referenceforbusiness.com/encyclopedia/Oli-Per/On-the-Job-Training.html#ixzz58xnmdoRa>



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- Show trainees the **optimum result** of a task.
- Break the procedure down into **simple steps** and show them how to take all the **steps** correctly.

### Step 2: Presentation

- Tell workers **what** they are required to do and **why** they are required to do it.
- Explain trainees what they are supposed to do in **single steps**.

### Step 3: Application

- Let workers **perform** the required tasks **autonomously**.
- Give **them** enough time to replicate the task.
- Observe** carefully without interfering (if not necessary).

### Step 4: Inspection

- Provide constructive **feedback** informing trainee of what they have done **right** and what they have done **wrong**.
- Guide them to **adjust their performance** and let them try again.

## Training materials

Training material can be original (developed by the trainer), adapted (existing material adapted to the needs of a workplace) or fully taken over, such as textbooks, on-line learning materials or similar.

The SeasonREADY program includes seasonal workers tailor made training material for front office, food and beverages service and housekeeping, that can be used for group, one-on-one and individual training. This material is available for download on the SeasonREADY project site (<http://www.seasonready.eu>).



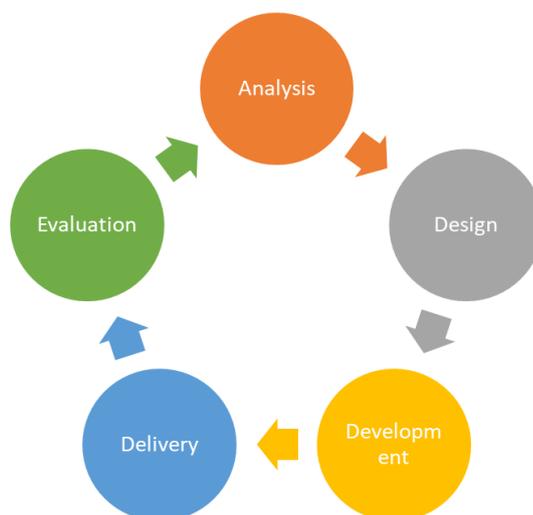
## 3. TRAINING PROGRAM DEVELOPMENT

Training development consists of **five interconnected steps**:

- 1) **Analysis,**
- 2) **Design,**
- 3) **Development,**
- 4) **Delivery and**
- 5) **Evaluation<sup>12</sup>**

Training development goes in cycle, meaning that it's never completely finished. **Final evaluation** is always an **input** for another initial training needs analysis.

**Figure 1: Training cycle**



### STEP 1: Analysis

Training process start with the **assessment of training needs**. This assessment might be based on the analysis of the **organisation, jobs, tasks, personnel** and other **resources**. The initial analysis of **training needs** should result in definition of **training objectives<sup>13</sup>**. **Job analysis** is fundamental to understand the **job** for which training is developed and define relevant **knowledge, skills** and **attitudes** that employees need to acquire. It usually starts by studying the **job description** that contains detailed information about tasks and requirements for the job.

**Individual training needs** then need to be identified by comparing the skills needed for the job based on the job analysis and current skills of the employee. In this way, trainers can **identify the gaps** and adjust the training accordingly.

<sup>12</sup> For more details and examples see the SeasonReady Methodology Guide for Work-based Learning in the Hospitality Sector, available at <http://www.seasonready.eu/wp-content/uploads/2018/12/SeasonReady-IO2-Methodology-Guide.pdf>.

<sup>13</sup> See Methodology Guide for Work-based Learning in the Hospitality Sector, p. 11 – 14.



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**Costs analysis** is also advisable. Training comes at the costs of time, human resources and money. Importantly, if training is well targeted, costs can be easily outweighed by the benefits associated with having well-trained staff. Thus, training **benefits** everyone – **trainee, enterprise and guests**.

## STEP 2/3: Design and development

Training design basically outlines:

- A) **what**,
- B) **where**,
- C) **when**,
- D) **how** and
- E) **who**.

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**WHAT** This mean to define learning objectives based on the analysis conducted in Step 1.

Learning objectives state the expected **competence, knowledge, skill, behaviour** and **attitude** of employee in training.

Once the objectives are **clear** to the trainer and other people responsible for the training, they need to be communicated to the employees.

Trainers should be able to tell trainees what they will be able to do at the end of the training. It is extremely important because when the learners know what they are supposed to learn, there's a better chance they will learn it.

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**WHERE** It means figuring out where the training will take place.

A **list of possible locations** where the training will happen for each trainee or a group of trainees can be compiled. Location choice should follow the standard working day (e. g. bar, kitchen, reception etc.), but include a peaceful place for initial training introduction and then a feedback collection (e.g. a meeting room, office).

Locations should foster **learning**. It is advised that working/learning environment is examined for distractions, malfunctioning ergonomics, confusing directions or technological obstacles. All possible external barriers to learning should be eliminated.

Finally, it should be ensured that the training venues are available in the time of training and that all trainees fit in.

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### WHEN **It means defining the time and duration of training.**

Training of seasonal workers should take place **before the peak season starts, so staff recruitments and hiring should be completed well in advance, probably a couple of months, depending on the availability of work force.**

This time should be used for training and employer needs to make sure that workers will have enough time to learn the job. If the season goes as well as you have predicted, there will not be enough time or opportunities for staff training.

On the job training can also be combined with individual learning, so staff can be provided with learning materials such as work and safety guides, interesting videos showcasing typical situations in hospitality, or similar.

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### HOW **At this step training methods are selected.**

Deciding how to train is a very important step of training design and development. There is a wide variety of training methods each suitable for different purpose and context. For training of seasonal staff, it is recommended to use group and one-on-one learning. Blended learning should be used sparsely, with no more than a couple of hours of individual learning.

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### WHO **Finally, it should be precisely defined who is the person that will conduct training.**

Training could be done by existing staff or by a professional trainer. The SeasonREADY program is designed with in-house trainers in mind, such as managers, supervisors, more experienced workers – all good at their jobs, but not necessarily in teaching and training. Therefore, employers need to identify:

- who the trainers will be,
- what are their training needs, and
- provide training and additional support for trainers (knowledge, time, resources, reduction of regular workload or similar).

People entrusted with training should be selected and trained carefully because the quality of on-the-job training is strongly dependent on the quality of trainer. Poor trainer may confuse and stress trainees without achieving desired learning outcomes and the training will be counter-productive for both trainee and employer.

The key traits of an ideal trainer are summarised in Box 1. It can be used as a check list when selecting a new trainer or allocating the existing staff for training of seasonal workers, but also as a tool to identify learning needs of the trainer.

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## Box 1: Trainer qualities

### Qualities of an excellent trainer: \*

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

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A final outcome of the design and development phase of training program is a **training plan** – this plan summarise the topic and sub-topics, methods, objective, time/duration and trainer in charge. It could be done for a half or full day of training (i.e. for training the trainers), or for a longer training of seasonal staff. The key is to keep it simple, straightforward, realistic and aligned to the training need of workers.

According the specific needs, the training plan can contain more or less columns and lines. For instance, if there is only one trainer, there is no need to write it down for each session. Alternatively, columns can be added for other people to be involved, location of the session or resources needed.



## Example of a seasonal workers training plan

**Topic:** Training for seasonal housekeeping staff in a hotel

**Season:** May – September

**Duration:** April 1<sup>st</sup> – 15<sup>th</sup>



Date	Duration	Topic	Content <sup>14</sup>	Methods	Objective	Trainer
1 <sup>st</sup> April	9:00-12:00	Introduction	Welcome Presentation of the staff Presentation of the hotel and of the training programme	Lecture	To meet with co-workers and managers To understand different roles in the organisational structure To understand the history and mission of the hotel To understand the training ahead	Mr Greet
1 <sup>st</sup> April	13:00-17:00	Uniforms and personal grooming	Receive uniforms Explain the purposes: protection and appearance Explain the use of different uniform Dress code and personal grooming	Lecture with visual demonstration	To receive whole set of uniform in correct size To understand its purpose and use To understand clearly the rules of clothing and grooming at work	Mrs Bow
2 <sup>nd</sup> April	9:00-12:00	Cleaning Equipment	Trolley, mops, vacuum, brushes, brooms, equipment - where to find them, how to use and maintain them	Group (Conf.room1) Demonstration-observation	To gain the knowledge of the whole equipment To understand how to use it, where to store it and how to take care of it	Mr Hoover
2 <sup>nd</sup> April	13:00-17:00	Products/ Cleaning Chemicals	Correct product application Awareness of health and safety Product knowledge and correct use	Group (Conf.room1) Demonstration-observation	To gain the knowledge of products To be able use them properly To be able ensure safety of themselves and guests	Mrs Clean
...	...	...	...	...	...	...
15 <sup>th</sup> April	9:00-12:00	Independent work supervised – room 322	Apply standard cleaning procedure Feedback from supervising staff Eventual correction in performance	Job shadowing	To be able to autonomously carry out the standard housekeeping procedure	Mrs Clean

<sup>14</sup> Based on Poloandtweed.com (2018): Training Programme for Housekeeping Staff. Source: <https://poloandtweed.com/blog/training-programme-for-housekeeping-staff>



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## STEP 4: Delivery

Training delivery means **interaction with trainees** according to the training program. It is dependent on the quality of **initial analysis**, training **design**, **developed content** and the **trainer**. If the previous steps were applied and the trainer is qualified, the training delivery will be much easier. Training delivery is usually divided in several sessions with each session having a clear structure specified in the training plan:

- Training topic
- Audience
- Type of training
- Method of training
- Training objectives
- Time
- Place
- Training resources

It is of the utmost important to:

- Give basic information about the training session to trainees and
- Inform other staff whose work might be affected by training, objective, duration and number of people involved.

Focus on clarity and structure of what you say and show when training people. Avoid jumping from one topic to another and don't waste time going into particulars when not necessary. The clearer and more meaningful it is, the higher the probability trainees will remember it.

Finally, remember that you are working with people that are new to your company, new to the job and new to your town or village. They are worried about job, about fitting in and about family and friends left behind. In Box 2. is what the seasonal workers would like you to know, based on the extensive research on their training needs conducted for the purpose of designing the SeasonREADY training program.



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### Box 2: SEASONAL WORKERS TO IN-HOUSE TRAINERS

Dear boss,

here are few things that I would like you to know.

When showing me my job, please have in mind that some things might be simple to you because you have done it so many times, or you have worked here for so long. Just because they are rudimentary skills, it does not mean that they are simple to learn. I am new here, and new to the job. There are so many things I need to learn – staff names, procedures, the way you like to do the work around here – all at once. Please be patient, repeat as many times as necessary, see where problem might be and help me solve it. Just because I do not get it at first, I am no stupid. Maybe the job is much more complicated than you think. I will always try to do my best. Please, respect me and never make me feel stupid, small or invaluable. I will be happy, as will be the guests that I serve and take care of. If you demeanour me, I will feel insecure and frustrated and unable to do my best.

Sincerely yours,  
Seasonal new-comer

### *Structuring training session*

One of the easiest ways in structuring training is to focus on one task at time, defining the competency needed, breaking it in steps and figuring out the knowledge, skills and attitudes required for each step. Examine the example in Box 3.

### Box 3: Example of a task breakdown into single steps and respective knowledge, skills and attitude

#### Task: Checking in a hotel guest<sup>15</sup>

##### Step 1: Greeting

- Task
- Knowledge
- Skill
- Attitude

##### Step 2: Find the guest in booking system

- Task
- Knowledge
- Skill
- Attitude

##### Step 3: Register the guest

- Task
- Knowledge
- Skill
- Attitude

<sup>15</sup> Steps inspired by Hospitality-school.com (2011): Step by step guest registration at front desk, source: <http://www.hospitality-school.com/guest-registration-front-desk-sop>



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### Step 1: Greeting

Task			
When you see the guest coming in, open the main entrance by using switch beside the front desk. Greet with a smile and say: "Good morning/afternoon/evening (according to the right time of the day) Mr./Mrs. Patron (guest name if you know) or sir/ma'am welcome to Hotel Zivogosce. If the guest's name is not known, ask the guest for their name by saying: "May I have your name please"?"			
Knowledge	Skills	Attitude	Competency
<ul style="list-style-type: none"> <li>Intermediate knowledge of English</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Self-presentation</li> <li>Operation with door opening system</li> </ul>	<ul style="list-style-type: none"> <li>Welcoming and friendly attitude</li> </ul>	<ul style="list-style-type: none"> <li>Be able to greet clients immediately in friendly and fluent way.</li> </ul>

### Step 2: Find the guest in booking system

Task			
Check current day's check-in list for the guest's name and retrieve the guest folder. Open guest file in ABC system and review file. Retrieve the Guest Registration Card and key.			
Knowledge	Skills	Attitude	Competency
<ul style="list-style-type: none"> <li>Knowledge of the reservation system</li> </ul>	<ul style="list-style-type: none"> <li>Ability to operate with the system quickly and precisely</li> <li>Ability to resolve simple technical problems in the system</li> </ul>	<ul style="list-style-type: none"> <li>Focusing on the operation while maintaining contact with the client</li> </ul>	<ul style="list-style-type: none"> <li>Be able to find and administrate efficiently guests' reservations in booking system</li> </ul>

### Step 3: Register the guest

Task			
Present the guest registration card and lease agreement. Show guest where to sign or fill-in requiring information by saying: "Mr. Mandzukic, please check the information and complete these areas and sign here. Do not interrupt guest while they are filling the forms. When receiving completed form, say: "Thank you Mr. Mandzukic. Check that all necessary areas of name, passport number, address and signature are completed accordingly.			
Knowledge	Skills	Attitude	Competency
<ul style="list-style-type: none"> <li>Knowledge of the forms and agreements</li> <li>Knowledge of the documentation needed</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Ability to complete the forms as required</li> <li>Technical skills</li> </ul>	<ul style="list-style-type: none"> <li>Patient and helpful</li> </ul>	<ul style="list-style-type: none"> <li>To be able to register new guests and administrate their arrival efficiently and precisely.</li> </ul>



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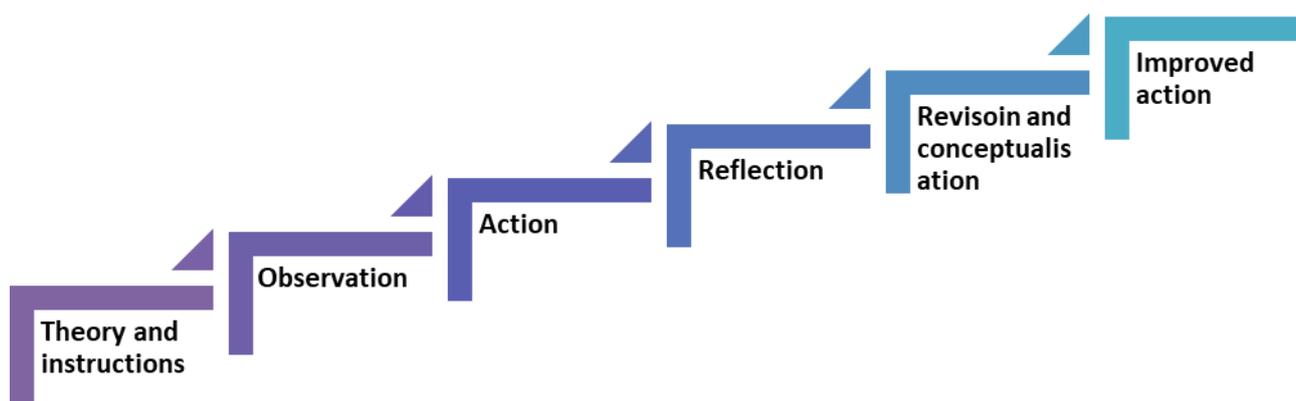
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	(registry, printing)		
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*Knowledge, skills and attitudes often overlap and repeat. After analysing the whole task, you will be able to create a complete and structured list of them. This will help you provide employees with comprehensive training covering all the aspects of their work.*

When training for a new task or teaching a new skill, follow the training delivery process as showed in the figure 1 below, start from more **passive forms** of training to more **active** ones followed by constructive **feedback** and **adjusted action**.

**Figure 1: Delivery of practice-oriented learning progress**



To make sure that everything is covered, a simple summary tool can be used, such as a list of things to do. Below in Box 4 is an example of “do to list”<sup>16</sup>.

<sup>16</sup> Inspired by Keeps, E. J., Stolovitch H. D. (2002): *Telling Ain't Training* – Chapter 6: A Five-Step Model for Creating Terrific Training Session. ASTD Press.



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### Box 4: Training “to do list” template

**Training title: How to clean and inspect hotel room bathroom**

**Training objectives: Trainees will be able to clean and inspect hotel room bathroom independently**

**Specific objectives:**

- learn the procedure of cleaning and inspecting
- know all the products and equipment needed
- be able to accomplish all steps in excellent quality and in good time
- be able to clean and inspect a hotel room in half an hour depending from the rooms seize
- be able to report

Do	Say	Resources	Time
<b>Present the purpose of the training</b>	This aim of this session is...		10 minutes
<b>Show how to change the towels and wash cloths</b>	Explain meaning of towels on the floor, explain which towel is placed where in the bathroom.	Clean towels of all sizes.	10 minutes
<b>Demonstrate the steps of cleaning a bathroom, let them try the washing</b>	Start with cleaning the shower and sink	Cleaning products, washing cloths	15 minutes
<b>Demonstrate vacuum cleaning and wiping</b>	Explain how vacuum cleaner works, explain the products to be used	Cleaning products for wiping, vacuum cleaner	15 minutes
<b>Put together all the equipment and products before concluding</b>	Emphasise the need of double check that all is clean and then report room as ready for arrivals	Trolley, reporting templates	10 minutes



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### STEP 5: Evaluate

Even though evaluation is presented as the last step of the training cycle, it should take place throughout each phase of training. It allows determining what needs to be changed in the training plan and delivery so that a training session or programme become most effective. Evaluation includes evaluation of trainees and their learning progress as well as evaluation of entire training programme. Evaluation also needs planning, systematic observation and tracking of progress.

#### Trainees' evaluation

Evaluation of seasonal workers in training is needed in order to estimate the achievement of learning objectives and the overall impact of training. It is advisable to do evaluation at the end of each training session. It can be done through a **conversation with a worker (interview), discussion** or a **questionnaire**. If trainees are assessed right after the training session, they have a better chance of learning and internalising new competencies.

There are various tools for checking attainment of learning objectives such as **written** or **oral tests, observation checklists** or performance results.<sup>17</sup> 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 trainees
- self-assessment
- peer-to-peer assessment** and correction

Trainees' success doesn't depend only on the level to which the learning objectives were achieved, but also on their **self-satisfaction, self-confidence** and **motivation**.

Below, in Box 5 is an example of evaluation tool – **observation checklist** – covering the first two steps of task “Waiting a table”.

<sup>17</sup> Keeps, E. J., Stolovitch H. D. (2002): *Telling Ain't Training* – Chapter 6: A Five-Step Model for Creating Terrific Training Session. ASTD Press.



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### Box 5: Example of evaluation

#### Evaluation tool: **Observation checklist**

Ask a trainee to simulate waiting a table. If possible, ask another person to play the customer, ask questions about the products to test the trainees' knowledge and communication skills.

#### Task: **Waiting a table**

##### Step 1: Greeting and ordering

- Greet the guest within two minutes of seating.
- Hand them the menu and present daily specials.
- Offer the best drinks the restaurant offers.
- Write down their beverage order.
- Ask if they need suggestions regarding the menu.
- Give them time to choose meals.
- Check back within 5 minutes and bring their beverages.
- Write down their meal order.
- Ask about special requirements (e. g. how they wish their stake to be prepared).
- Thank them for their order.

##### During the whole process:

- Smile
- Maintain eye contact, look at the guests when talking to them
- Listen actively
- Interact politely
- Respond to the guests' questions and needs
- Demonstrate knowledge of products

##### Did the trainee cover all steps in the right order and in time?

### Trainees' self-assessment questionnaire

To understand whether the seasonal workers in training are satisfied with their progress, they could be asked to complete a questionnaire anonymously. Below is an example.



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### **Your satisfaction with training**

We would like to know how satisfied are you with the training provided so that can improve. You will find here a list of statements to which you can agree or disagree. There are no right or wrong answer.

Upon completion, please put the completed questionnaire in the envelope provided and seal it. In this way we make sure that your responses are completely anonymous – no one, including trainers, supervisors or managers – will know who has answered what.

To respond to statements, mark your level of agreement or disagreement, by circling the appropriate number or n/a if not applicable, where

- 1 – Disagree
- 2 – Somewhat disagree
- 3 – Somewhat agree
- 4 – Agree

Satisfaction with the training	Disagree	Somewh at disagree	Somewh at agree	Agree Not applicab	
	1	2	3	4	n/a
You found the training useful	1	2	3	4	n/a
You gained new knowledge	1	2	3	4	n/a
You learnt new skills	1	2	3	4	n/a
Your work performance improved after training	1	2	3	4	n/a
Your work-related stress decreased	1	2	3	4	n/a
The difficulty of training was appropriate (not too difficult or too easy)	1	2	3	4	n/a
Your training expectations were met	1	2	3	4	n/a
The trainer was well prepared and had adequate expertise	1	2	3	4	n/a
The training setting was adequate	1	2	3	4	n/a
You were given enough time to remember and retain new information	1	2	3	4	n/a
You were given enough time to practice	1	2	3	4	n/a
You were able to reflect on your learning	1	2	3	4	n/a
You had the opportunity to identify your limits and report them to trainer	1	2	3	4	n/a



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The methods used enabled you to take an active part in the training	1	2	3	4	n/a
You felt engaged in training	1	2	3	4	n/a
The training course encouraged exchange of information and expression of ideas successfully	1	2	3	4	n/a
<i>Score (for office use only, do not complete)</i>					
<b>Self-confidence</b>	1	2	3	4	n/a
You consider yourself a professional	1	2	3	4	n/a
You feel to be taken seriously at work	1	2	3	4	n/a
You feel adequately prepared to carry out your daily tasks	1	2	3	4	n/a
You feel adequately prepared to deal with difficult situations that may occur in your job	1	2	3	4	n/a
You feel confident in interaction with your colleagues	1	2	3	4	n/a
You feel confident in interaction with your supervisor/trainer	1	2	3	4	n/a
You feel confident in interaction with clients	1	2	3	4	n/a
You take initiative on your own	1	2	3	4	n/a
You can make adequate decisions without consulting with supervisors	1	2	3	4	n/a
You accept constructive feedback	1	2	3	4	n/a
You reflect on your shortcomings and take action to improve	1	2	3	4	n/a
You are aware of your strengths	1	2	3	4	n/a
You can stand for your professional values	1	2	3	4	n/a
You believe in your abilities and competencies	1	2	3	4	n/a
<i>Score (for office use only, do not complete)</i>					

<b>Motivation</b>	1	2	3	4	n/s
You often feel satisfied at the end of workday	1	2	3	4	n/a
You are enthusiastic to take over new responsibilities	1	2	3	4	n/a
You are keen on learning new things to improve your performance	1	2	3	4	n/a
You seek feedback	1	2	3	4	n/a
You search for new learning opportunities	1	2	3	4	n/a
You enjoy sharing your experience with your colleagues	1	2	3	4	n/a
You feel encouraged to apply new skills in your job	1	2	3	4	n/a
Your supervisor/trainer praises application of skills learnt in	1	2	3	4	n/a



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training					
You like to participate in decision-making	1	2	3	4	n/a
You prefer to work autonomously	1	2	3	4	n/a
You set career-related goals for yourself	1	2	3	4	n/a
You can name a recent achievement you're proud of	1	2	3	4	n/a
You care about your relationships at workplace	1	2	3	4	n/a
You actively seek for recognition	1	2	3	4	n/a
<i>Score (for office use only, do not complete)</i>					
<b>Total score</b> (for office use only, do not complete)					

## 4. CONCLUSION

In order to ensure effective training, the trainers need 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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