NORDIC-BALTIC TOURISM LEARNING – NORDTOURNET-2

TRAINING COURSE DESCRIPTIONS

PROJECT NO. NPAD-2017/10129

WP3: DESCRIPTION OF TRAINING COURSE AND PREPARATION OF E-PUBLICATION

Training course descriptions 2019

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INTRODUCTION

This document contains descriptions of training courses for tourism entrepreneurs, working in remote areas under circumstances of seasonal tourism.

5 organisations from 4 countries (Leading partner: Education, Research & Consultancy Center from Lithuania, Klaipeda State University of Applied Sciences (KVK) from Lithuania, Mobilizing Expertise from Sweden, Loodi Manor Nature Center from Estonia and Salpalinjan Hovi from Finland) conducted qualitative research and interviewed local entrepreneurs with the aim to find answers to questions: if entrepreneurs and adults, dealing with tourism, have possibility to receive formal or non-formal education by living in village or small town, are they satisfied with education services they got, what teaching methods they liked the most, what are their needs for training and improving themselves, what training course they would like to attend, what knowledge they lack, what difficulties they face by running business in geographically isolated place.

During project we used to have two or three days' partners meetings. The host partner held 1-day public training/seminar for wide audience in the field of tourism. Participants were 6-10 tourism entrepreneurs or people interested in starting tourism business and project partners.

Host partner in Lithuania, Estonia, Finland and Sweden demonstrated teaching methods, which involved entrepreneurs into learning process. The host used its old teaching methods, but applied specifically for teaching of tourism entrepreneurs, or tried new ones and training session was like an experiment. After training entrepreneurs and partners evaluated the event, including teaching methods used.

Based on qualitative research results and feedback from training in partners countries, all project partners prepared course descriptions suitable for entrepreneurs, operating in tourism. Also this document can be very useful for adult educators, because course descriptions contain summaries of theoretical lessons, literature used, examples of practical and individual tasks, learning outcomes, exhaustive descriptions of teaching methods, materials, tools, means and equipment necessary for the course, instructions for adult teacher.

Responsible partner - Klaipeda State University of Applied Sciences (KVK) from Lithuania.

KVK prepared united template for description of content of training course, made consultancy for partners on preparation of descriptions and collected descriptions from all partner institutions.

The title of training course	**TOURISM BUSINESS DEVELOPMENT IDEAS FOR REMOTE AREAS** Remote areas' tourism potential and business opportunities mapped territorially
The aim of training course	The purpose of the course is: - **To create new business activities in the remote regions related to tourism** by exploring the opportunities that the region has yet to find - **To increase collaboration** between tourism entrepreneurs in the region - **To ease the process** of developing tourism service packages for entrepreneurs to further support the collaboration between them - **To create a network and framework** between municipal agents, state and other officials, local entrepreneurs and residents interested in entrepreneurship and other actors.
The requirements / recommendations for adult learner willing to attend the course	**Educational background:** This course is for adults who are interested to start a new business or are already active in tourism business. Participants are required to have previous knowledge or expertise from their own field. In addition, they should be open to learn more and be prepared to work with other entrepreneurs and authorities in the region.
	Initial knowledge: Participant should be an entrepreneur, or they must have a high interest in tourism and entrepreneurship. Participating municipal agents and other officials should aim to develop vitality in remote areas and be willing to organize training, assisting in setting up a business and providing other frameworks for development.
Duration *(not less than 16 academic hours of direct contact with adult learner)*	16 academic hours

The outline of the programme of training course	
Main themes	**Sub-themes**
1. Global trends and key opportunities on touristic and recreational interest in the regions	1.1. The development of tourism and the current interests of tourists. 1.2. The trends that bring tourists to remote areas and demanded services. 1.3. An overview of the current tourism business on the target area. 1.4. Outside view of the local tourism situation.

2. Examine the region's potential tourism attractions	2.1. Identify all the opportunities offered by the region for the tourism business and innovate new ideas 2.2. Analyzing ideas and developing product packages from them 2.3. Identifying existing resources and expertise. Interests of current entrepreneurs and resources that need improvement
3. Productization	3.1. Productization in tourism service packages 3.2. Innovating new concepts for services from the ideas inspired by the course 3.3. Networking 3.4. Where to get help and advice, when starting a business

Theoretical material *(Abstract and notes on theoretical material)*

TOURISM BUSINESS DEVELOPMENT IDEAS FOR REMOTE AREAS

Investigating the region's tourism potential and business opportunities in remote areas aims to:
- Improve the viability of remote regions
- Control migration to urban centres
- Identify the different earning opportunities in the regions
- Encourage entrepreneurship and self-employment

The course is a tool for:
- Identifying the tourism potential of remote areas.
- Get people in the area to understand and appreciate the uniqueness and interest of their region.
- Networking people to work together.
- Bringing municipal agents, state operators and communities in these regions together.

TOURISM BUSINESS DEVELOPMENT IDEAS FOR REMOTE AREAS

The regional survey of tourism potential and business opportunities in remote areas -training course enables the beginning of regional development. It can be launched by residents, municipal agents and state officials or other actors. The course is the starting point for the development of the area.

1. Global trends and key opportunities on touristic and recreational interest in the regions

1.1. The development of tourism and the interests of a modern tourist.

   This would be arranged with expert lecturer, who would provide a research-based, truthful picture of the global tourism business. Lecture would include topics such as: different trends, volumes and different types of travel, different tourist segments, tourist interests (especially new ones), matching supply and demand in different areas.

1.2. What brings tourism to our country and which services are on high demand?

   Again, this would be hosted by an expert lecturer, who for example, could be from the National Tourist Office.

   Lecture could include tourism statistics, information on demand and supply regionally, feedback from tourists, and different wishes, interests and fads of international customers

1.3. An overview of the region's current tourism business.

   The local expert will introduce the participants to the current business activities of the area and begins connecting the participants. They will explore the current state of art, sports and other activities' communities and conclude the opportunities for these different activities from a tourists' point of view.

1.4. Outside view of the whole and good examples.

An expert lecture presenting the growth of a tourism business in another country and good examples of what growth has achieved.

An external view of what an area might be of interest to tourists and what might be the strengths of the region.

2. Examine the region's potential tourism attractions

2.1. Identify all the opportunities offered by the region for the tourism business and innovate new ideas:

The group work goes through the following list of ideas and writes down all the interesting topics that can be found in the area.

After that they would create new ideas with brainstorming.

2.2. Analysing ideas and making them whole

Combining the lists of topics from each group and array the similar answer under few main topics.

Afterwards the main topics are examined by the whole group. The aim is to find the most potential ideas for tourism packages in the area.

2.3. To explore existing resources, the know-how, skills that need improvement and interests.

Participants should reflect on the resources and know-hows available in the area. (Also considering the resources and also people that are not present.) Questions to reflect on:

What topics do the participants find personally interesting?

Is there any interest in the implementation of the entities of the previous task?

What else is required to begins process towards progress?

3. Productization of tourism services

3.1. This would involve another expert lecturer on productization of tourism packages

The lecture would involve these topics of interest:

The framework of tourism product packaging and questions to consider, the design process and implementation of a tourism service package provided with process diagram.

In addition, basics of pricing and profitability calculations according the appropriate metrics and basics for defining the target group.

3.2. Ideas for products from emerging thoughts

Building a small-scale product or a tourist package based on a previous day's surveys and interests. After which the participant would spend time pricing a tourism service package accordingly.

The exercise utilizes the process diagrams and calculation models given in the previous days lecture.

3.3. Networking

These topics would be discussed collectively:

Can you find tourism potential in the area?

Which ideas would be possible to implement?

What kind of activities, cooperation groups and resources are required to do so?

Afterwards, participants would divide themselves in groups and choose a team leader.

3.4. Assistance and advices on starting a business

With an expert lecturer presenting the auxiliary activities available for starting a business.

This lecture would include topics such as, but not limited to: advisory and consultancy services, financing, training programs.

Practical and individual tasks
List of ideas for group work.

This list is used to map out the current tourism-related activities of the region. Second task is to list the missing activities in the area that would support the current tourism selection.
Brain storming activity:
Listing all the interest points and specialties in the area that might be an interest to tourists. Take advantage of the list below.

- Nature Spot: panoramic locations, mountain ranges, rocky cliffs, sea, lakes, ponds, rivers, rapids, different types of forests, marshes...
- Geological sites: traces of ice age: rock cliffs, boulders, ancient beaches and rocks, fossils, burial mounds, pebbles, caves, dunes, sandy beaches...
- Historical sites: old residences, sacrifices, rock paintings...
- Routes: nature and cultural trails, cycling, hiking, kayaking, skiing, ice skating, motoring...
- Cultural environment: church villages and its surroundings, beautiful buildings, churches, mills, windmills, ironworks, factory milieu, special buildings...
- Beautiful or interesting places: livestock farms, vantage points, gathering places, resorts ...
- Quirky attractions: strange places, strange people, strange events, strange races like Wife Carrying competition, strange phenomena like ghosts and other supernatural phenomena...
- Various events: concerts, play days, stage dances, art exhibitions, for example rebuilding weddings, international youth camps, flea markets...
- Sports and outdoor activities: competitions, sports venues, hobby activities, marathons, cross-country skiing, route skating, downhill skiing...
- People: artists, writers, dancers, musicians, bands, healers, local weirdoes...
- Art: local artists, exhibitions, studios, jewellery, glassblowers...
- Crafts: Traditional Craftsmen, Blacksmiths, Shoe Repairers, Lace Clippers, Weavers...
- Services: guided nature tours, etc. tours, bear watching tours, fishing trips, berry and mushroom picking trips, rescue harness, fishing ponds and smokehouses, traditional food production on the farm...
- Local culture: food and pastries, theatre, music, public sauna, nightlife, village party, national costumes...
- Modern achievements: architecture, science, industry, reuse of buildings, for example loft apartments...
- Education: Schools, Universities, Courses, Camps, Summer Camps...
- List of other subjects which are missing and could be implemented by the group.

The list of literature and learning material resources

The following material could be used as a basis for the course’s theoretical content. Material could also be used as a catalyst for discussion and brainstorming.

1. Book: Excellence Wins: A No-Nonsense Guide to Becoming the Best in a World of Compromise, Horst Schulze
2. Book: Overbooked: The Exploding Business of Travel and Tourism, Elizabeth Becker
3. Book: Purple Cow, New Edition: Transform Your Business by Being Remarkable by Seth Godin
4. Pro gradu: Matkailun keltainen kirja: matkailuosaajat suomikuvan lähettiläinä, Anu Nylund

Learning outcomes *(what knowledge, skills and competences adult learner will gain after completion of the course)*

The participants:
- Get an overview of the tourism business of their own country;
- Learn to see the region's potential as a tourist destination;
- The knowledge of what kind of tourism offers there are in the area;

- Find out what functions or services are on high demand in the area; - Could take advantage of the travel business opportunities depending to their skills and interests; - Could develop their business or create a new business venture; - Learn the basics of tourism product packaging and can develop their own activities based on it; - Networking and connecting with each other.
The description of methods, criteria and instruments *(which will be used to assess learning outcomes, knowledge competences)*
Course's teaching methods include lectures presented by an expert, group works and discussions. Groupworks: - The potential tourist mapping mission unleashes the creativity and joy to participants. One particularly enjoyable part will be the digging up tourism potential from unusual and special places. Travel product: - Travel package's process and pricing is done with the given calculation models and metrics in the literature material.
Exhaustive description of teaching methods *(why they are chosen, when to use them, what conclusions can be made by using particular teaching method and etc.)*
Teaching methods are modified according to each target group by a teacher or consultant in case. To reach the goals, a competent teacher or consultant will choose the appropriate teaching methods according to each audience. This course is a three-day briefing-type course aimed at adult people. Teaching is provided in the form of informative expert lectures, as it is the most meaningful and effective way to spread the knowledge. By participating in teamwork and discussions, we are able to attach participants to the development process and have them commit to the implementation. Charts and calculation models found in the written material would ensure that all steps in the process are done in the right order. The lecturer selects the appropriate learning material according to the target group and subject.
Materials, tools, means and equipment necessary for the course
The following are required to arrange the course: - The will to develop and innovate business ventures in the tourism sector at the remote areas. - The ability to create a network of experts to conduct the course. - The effort to find and organize the right people to assist the region's active community in developing their existing businesses or support starting a new business ventures in the area.
Instructions for adult teacher *(balance between theory and practice, appropriate use of methods and etc.)*
The teacher must be able to: - To inspire the participants. - To create a positive attitude towards entrepreneurship. - Encourage participants to set up businesses. Every professional teacher, lecturer and consultant have their own unique style to teach and are free to operate in that way.

The title of training course	**ETIQUETTE AND COMMUNICATION WITH CLIENTS IN TOURISM COMPANIES**
The aim of training course	To provide theoretical and practical knowledge about etiquette and communication with local and foreign clients in tourism business.
The requirements / recommendations for adult learner willing to attend the course	Educational background: this course is for adults who have gained secondary education diploma or university degree. Also for those who are active in business.
	Initial knowledge: it is recommended to have basic knowledge of effective communication and etiquette.
Duration *(not less than 16 academic hours of direct contact with adult learner)*	16

The outline of the programme of training course	
Main themes	**Sub-themes**
1. Good communication with clients.	1.1. The main communication theories, styles, principles and models. 1.2. The meaning and importance of effective communication with clients in tourism companies.
2. The challenges of globalisation processes for communication with clients in tourism companies.	2.1. The consequences of globalization and influence for tourism sector. Cultural diversity. 2.2. Intercultural communication. Rules of cultural differences. 2.3. Wide possibilities of social media.
3. Etiquette in tourism companies.	3.1. Concept of etiquette, development and functions. 3.2. The requirements of etiquette in different situations.

Theoretical material *(Abstract and notes on theoretical material)*

1. GOOD COMMUNICATION WITH CLIENTS.

Each dictionary and author defines differently the concept of communication, but its main meaning remains as communication with humans and the transmission of information through various channels. Good communication with clients is one of the most important conditions for successful business. All tourism services and products are dedicated for people, and communication with them is the main part of tourism companies work. Whether verbally or non-verbally, it is important to understand how we share information and emotions with visitors and clients.

1.1. The main communication theories, styles, principles and models.

According to *Oxford dictionary* communication means “the imparting or exchanging of information by speaking, writing, or using some other medium. *Macmillan dictionary* says that "communication is the process of giving information or of making emotions or ideas known to someone". Why

people communicate? The main reasons of communication are the following: building and maintaining relationships (at work (with colleagues, clients), at home (with relatives), with friends and etc.); gaining and sharing information (in families and at work); expressing needs and feelings. The Maslow's hierarchy of need – a well-known theory, proposed in 1943 by *Abraham Harold Maslow* in his paper "A Theory of Human Motivation" - lists the following five levels of needs: psychological needs, safety, social needs, esteem, self-actualization. Communication has a huge impact on social needs and some impact on esteem.
Communication takes place in many ways. You can communicate using words, symbols, pictures, graphics, voice, tone, facial expressions, clothing and body language. Most communication is combination of these elements.

There are Two Types of Communication on the bases of the communication channel:
1. Verbal Communication.
2. Non-Verbal Communication.

Verbal communication is a type of communication in which message is transmitted in written and spoken words. In this type of communication, the sender gives words to his/her thoughts, emotions, expression, ideas and opinions and expresses them in the form of speeches, discussions, presentations, email, letter, report, memo etc.
Verbal Communication is further divided into two parts:

- Oral Communication (it is the process of expressing information or ideas by words of mouth).
- Written Communication (it is any type of message that makes use of the written word).

In order to ensure effective communication with clients it is necessary to know the style of communication of employees.
Communication styles: Active, Logical, Connector, Thinker, Combiner.
Active communicators come across as direct and confident in discussions, regardless of the extent of their knowledge on the subject. They will quickly state their point, summarize discussions, and make decisions. They don't like to be interrupted or excluded and will fill any silences or pauses.
Active communicators are individuals whose words and body language are expressive. The words they use in conversations will make an impact and may often bend the rules of etiquette.
Logical communicators. There are other individuals who, like Active communicators, express their opinions with conviction, but who otherwise have quite different attributes. Logical communicators can be recognized by their respectful and practical manner. You can often identify these individuals by their tendency to use their own past experiences to inform them about how current issues should be dealt with. Logical communicators like a logical framework for their communications, i.e. timed agendas that are adhered to, and a stated aim. They prefer to see supporting written evidence and tend to judge people by how they deliver what they say they will do.
Connector communicators. There are others within your team that can be singled out because they always try to prevent discussions becoming confrontational and have a need to involve everyone. These individuals are 'Connector' communicators, born diplomats who are tactful and considerate of others in the discussion and of their point of view. Their style of communication makes them approachable and empathetic. They often encourage general discussions at the start of a meeting so that they can gain an understanding of each person.
Thinker communicators. The trait of thinking before speaking is a characteristic Connectors share with Thinker communicators. But there the similarities end. Thinker communicators will be objective, while Connectors tend to be subjective. Those who have a Thinker communications style seek out facts and figures rather than feelings to support what they say. Without such supporting evidence such individuals are reluctant to speak. They will portray controlled body language throughout conversations whether they are talking or listening.

Combiner communicators. The characteristics of the Combiner communicators mean that they are able to adapt themselves to suit their audience. They can be objective or direct. They can lead discussions and draw in contributions from others. Such individuals show respect to others and have the ability to draw together disparate conversations into a coherent argument that aids decision-making. They are comfortable with using facts as well as relying on their intuition. Their adaptability and skills in reading and matching situations make them excel when communicating.

How to recognize types of communicator among your employees? Together with training participants you can make the task with checklist.

By communicating with clients you have to be aware about about perceptual preferences of people: different people prefer to receive information in different ways. That is, they may be naturally visual, auditory, or kinaesthetic communicators.

Visual people - will put into pictures what they read, hear, or are told.

Auditory people - will use your tone, pitch, and other para-verbal signals to interpret meaning. They struggle to take in what they read unless it is supported by what they hear.

Kinaesthetic people - will remember what was done rather than what was said. They are happy to be moving or making contact when communicating.

It is important to know how to adapt to the perception of all customers.

Attitudes to communications: Passive, Passive aggressive, Aggressive, Assertive.

To get to know the client better it is useful to be a good judge of attitudes to communications of clients (as well as your employees) and to understand the relation between attitudes to communications and communication styles.

Passive attitude. This best describes someone who tends to remain silent and go along with other people's views and opinions, even if they disagree with them. You may recognize this individual have thought that they were uninterested in the discussion. Another possibility is that they are a Thinker communicator who is hesitant to join in because they lack the information to support their views. As clients they can be silent, not struggling with your opinion. By training your observation and listening techniques to pick up on such nuances you will be able to greatly improve the **effectiveness of your communication** with customers.

Passive Aggressive attitude. You will be able to identify such individuals in meetings because they are the ones who use their body language or tone of voice to gain control over people or situations. For example, they may use sarcasm to subtly disrupt proceedings and manipulate a discussion to their viewpoint without being confrontational. When you see this happening you will need to regain control of the conversation and create a more positive and effective atmosphere so that you can attain your objective. This may be something an Active communicator does to keep the discussion moving along at their own pace. It is also a way someone who is a Connector may respond if they feel people's feelings are being overlooked or ignored.

Aggressive attitude. This behaviour, if not brought swiftly under control, is very disruptive and destructive. This attitude describes a one-way style of communication as the person is not listening to or acknowledging anyone else in the exchange. You will be able to recognize this sort of person because they will be expressing their views strongly. They will want to control the exchange so that they can achieve their own ends. Such individuals often display body language that is dismissive or threatening. Such persons are "hard" clients, if you do not know how to deal with them, the conversation can be easily led to conflict.

Assertive attitude. This attitude creates an environment of honest and open communications where people are able to express their beliefs and views. This attitude encourages people to feel comfortable expressing themselves because they know that opinions will be listened to and respected whether or not they are agreed with. In communication with clients you should always display an assertive attitude, because it creates positive atmosphere.

6 components of RESULT principle: Result, Environment, Specific, Understanding, Listening, Timeframe.

This tool can help you to improve your communication skills and become an effective communicator regardless of the situation you are in.

Reason. All communication must be for a reason and the most effective dialogues will have a sole purpose or objective that the instigator wants to achieve as a result of the communication. Once you have established the reason why you want or need to communicate you can structure the format of your message according to the principle's other components.

Environment. For your communications to be effective it is essential that you define the nature of each situation and adapt your message to fit what you see. Is the environment (client(s)) a positive or negative one? Is there conflict, aggression, dissension, or apathy? By asking a few simple questions you will gather the necessary intelligence to communicate effectively. This preparation enables you to adopt the best style of communication to suit your approach and prepare for potential arguments or problems.

Specific. Having defined your reason for communicating and the type of environment it will take place in you must now specify exactly what it is you want or need from the other person. You must make sure that you have any supporting information, background, or data that guarantees that your message and exchange will have clarity.

Understanding. Whatever form of communication you need to conduct, an essential part of the process is ensuring that the recipient (client) actually understands correctly the message you want to give them. Not only do you need to know that others in the communication process understand you, but you also need to confirm that you have understood what they have told you.

Listen. You will only gain this level of 'true' understanding if you actively listen to what is being said and observe the behaviours of those involved in the communication (clients). Make sure that your own verbal and nonverbal communications convey the message you want.

Timeframe. All communication processes have time limit. In conversation with client you have to feel, if he/she is bored of your communication or not.

Communication is a complex process, and it is difficult to determine where or with whom a communication encounter starts and ends. Models of communication simplify the process by providing a visual representation of the various aspects of a communication. Although these models differ, they contain some common elements, such us: participants, messages, encoding, decoding, channels and external - noise.

The linear or transmission model of communication describes communication as a linear, one-way process in which a sender intentionally transmits a message to a receiver. This model focuses on the sender and message within a communication encounter. Although the receiver is included in the model, this role is viewed as more of a target or end point rather than part of an ongoing process. We are left to presume that the receiver either successfully receives and understands the message or does not.

The interactive or interaction model of communication describes communication as a process in which participants alternate positions as sender and receiver and generate meaning by sending messages and receiving feedback within physical and psychological contexts. Rather than illustrating communication as a linear, one-way process, the interactive model incorporates feedback, which makes communication a more interactive, two-way process. Feedback includes messages sent in response to other messages.

The transaction model of communication describes communication as a process in which communicators generate social realities within social, relational, and cultural contexts. In this model we don’t just communicate to exchange messages; we communicate to create relationships, form intercultural alliances, shape our self-concepts, and engage with others in dialogue to create communities.

The founder of transaction model of communication is Dean C. Barnlund from US. Other scientists investigating communication process and its models are also Americans: C.E. Shannon, H. Gardner and W. Weaver.

Definition of Communicative competence. Various dictionaries describe Communicate competence in the same way. It consists of 2 elements:
1. Good knowledge of grammatical rules of language and proper use of them in the speech (linguistic approach).
2. Ability to use language in appropriate social context.

The concept of communicative competence (a term coined by linguist Dell Hymes in 1972) grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky. Most scholars now consider linguistic competence to be a part of communicative competence.
According to Cupach and Spitzberg, characteristics of competent communicators are the following:
1. Effective.
2. Adaptable.
3. Empathetic.
4. Conversational Involvement.
5. Conversational Management.
6. Appropriate.

Barriers to communication. Sometimes communication takes place not smoothly. Problems occur when the way in which we express ourselves is not fully understood and appreciated by those we want communicate with. Some of these differences are within our control, other are not, and depend on how successful your communication will be. Communication often takes place in a complex and uncertain environment. Therefore, there are numerous barriers to
Communication, which are classified as following: 1. Interpersonal. 2. Linguistic. 3. Physical. 4. Cultural. 5. Organisational.
Emotions. It's impossible to talk about communication without acknowledging the importance of emotions. There is no scientific consensus on definition of emotions. Emotion is often intertwined with mood, temperament, personality, disposition, and motivation. **Emotion** is considered as a mental state associated with the nervous system brought on by chemical changes variously associated with thoughts, feelings, behavioural responses, and a degree of pleasure or displeasure
The role of emotions in human affairs is apparent to social scientists and laypeople alike. Researcher Daniel Goleman coined the term *emotional intelligence* to describe the ability to understand and manage one's own emotions and be sensitive to others' feelings. Studies show that emotional intelligence is positively linked with self-esteem, life satisfaction, and self-acceptance, as well as with healthy conflict management and relationships. Emotional intelligence is unquestionably vital to both personal and interpersonal success.
There aren't any universal rules for the best way to communicate emotions. Personality, culture, gender roles, social conventions – all govern what approach will feel right to the people involved.
Expressing emotions effectively isn't a simple matter, but the following guidelines can help you decide when and how to express your emotions: 1. Recognize your feelings. 2. Recognize the difference between feeling, talking and acting. 3. Expand your emotional vocabulary. 4. Share multiple feelings. 5. Consider when and where to express your feelings. 6. Accept responsibility for your feelings. 7. Be mindful of communication channel.
Conflicts.
The nature of conflict. Conflicts are very different. They can involve many different people, revolve around very different subjects, and take many different forms. Some become loud, angry arguments. Others may be expressed in calm, rational discussions. Still others might simmer along most of the time with brief but bitter flare-ups.
Whatever form they may take, all interpersonal conflicts share certain characteristics. William Wilmot and Joyce Hocker provide a thorough definition when they define conflict as "an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce

resources, and interference from the other party in achieving their goals." The nature and features of conflicts can the following:
1. Expressed Struggle. A conflict can exist only when both parties are aware of a disagreement.
2. Perceived Incompatible Goals All conflicts look as if one party's gain would be another's loss.
3. Perceived Scarce Resources Conflicts also exist when people believe there isn't enough of something to go around.
4. Interdependence However antagonistic they might feel, the parties in conflict are usually dependent on each other. The welfare and satisfaction of one depend on the actions of another.
5. Interference from the Other Party No matter how much one person's position may differ from another's, a full-fledged conflict won't occur until the participants act in ways that prevent one another from reaching their goals.

Conflict styles. Researchers define the following *individual* conflict styles:
1. Competing (Win/Lose) – "My Way".
2. Collaborating (Win/Win) – "Our Way".
3. Avoiding (Lose/Lose) – "No Way".
4. Accommodating (Lose/Win) – "Your Way".
5. Compromising (Partial Lose/Lose) – "Half Way".

Conflict in relational systems. In reality, conflict is relational. Its character usually is determined by the way the parties interact with each other. When two or more people are in a long-term relationship, they develop their own a pattern of managing disagreements. The mutual influence that parties have on each other is so powerful that it can overcome the disposition to handle conflicts in the manner that comes most easily to one or the other. Some relational conflict styles are constructive, whereas others can make life miserable and threaten relationships.
Partners in interpersonal relationships (and impersonal ones, too) can use one of three styles to manage their conflicts. In relationships with a *complementary conflict style*, the partners use different but mutually reinforcing behaviours. In a *symmetrical conflict style* - both partners use the same behaviours. In a *parallel conflict style*, both partners shift between complementary and symmetrical patterns from one issue to another.

Variables in conflict skills.
Every relational system is unique. The communication patterns in one family, business, or classroom are likely to be very different from those in any other. But along with the differences that arise in individual relationships, two powerful variables affect the way people manage conflict: *gender and culture,* because men and women often approach conflicts differently as well as cultural background and environment affect behaviour of people.
The collaborative, win–win conflict styles have many advantages over win–lose and lose–lose approaches. They are examples of *Constructive conflict*. Why, then, is it so rarely used? The first is lack of awareness. Besides, conflicts are often emotional affairs in which people react combatively without stopping to think of better alternatives.

2. THE CHALLENGES OF GLOBALISATION PROCESSES FOR COMMUNICATION WITH CLIENTS IN TOURISM COMPANIES.
Globalization is an unstoppable process and it has affected every part of social system of every country and has had a major impact on their development. The globalization processes have emerged in economy and affected social, cultural and political activities. Information technology was a catalyst and an instrument for a growing and stronger impact of globalization The world is becoming a global village, and changes made by globalization have had an enormous impact on the changes at every level, both local and global.

1. Economics. The biggest changes occurred in the fields of horizontal and vertical integration of organizations and companies dealing with tourism. Foreign investments have led to the development of tourism products and the advancement of tourism management. On the other hand, global competition has increased among tourism organizations.
2. Information Technologies take first place as an initiator and an instrument of globalization. IT have led to some changes in tourism which can be deemed revolutionary. This refers to the way customers can book their lodging or plan a visit to some attractions. A maximal standardization in transportation systems has been reached. The power of social networks, such Facebook, Instagram, increased significantly.
3. Culture leads to a uniform behaviour of tourists. National cultures do not exist anymore. The idea of creating a global village is being accomplished.
4. Ecology has advocates fighting to preserve unspoiled nature and ecosystem. Climate changes have a major impact on creating a tourist attraction.
5. Politics is significant in connecting organizations and companies. Countries with their legal acts and policies allow or build barriers for the process of globalization. The process of globalization is not possible without coordination of all countries. This is particularly important in the field of tourism.
One of the consequence of globalisation is facilitated movement of people in the world from one state to another. Therefore, employees in tourism companies deal with tourists of different cultures and traditions.

Employees of tourism companies must know the following topics:
1. Specifics of intercultural communication.
2. Co-culture include nationality, age, race/ethnicity, occupation, ability, religion.
3. Specific cultural rules.
4. The importance of tolerance and open-mindedness.
5. Dealing with (potential) clients via social media, e-mail and booking systems. Principles of communication with clients in virtual reality.

Tourism company's employees can use 3 strategies for moving toward a more competent style of intercultural communication:
1. Passive observation involves noticing the behaviors of members of a different culture and using these insights to communicate in ways that are most effective.
2. Active strategies include reading, watching films, asking experts and members of the other culture how to behave, as well as taking academic courses related to intercultural communication and diversity.
3. Self-disclosure involves volunteering personal information to people from the other culture with whom you want to communicate.

Wide possibilities of social media.
Social media has been generally accepted as a new media. Over eight in ten internet users ages 18-29 use social networking sites compared with seven in ten 30-49 year olds, half of 50-64 year olds, and one-third of those age 65 and older. The 18-35 age grouping made up 48% of social networking site users". Social media has become a standard tool for many as a communication media and source.

Key differences between traditional and social media:
1. Social media enables individuals and groups to create and send messages, not just receive information. Social media allow its users to give recommendations (e.g., liking a product or company) and it is more interactive. This allows two-way communication that changes the way information is gathered and shared. Social media alters the exchange of information such that

media is no longer just about delivering a message but has expanded to create an environment for exchanging thoughts and ideas.
2. Credibility of information. Social media tends to release the content without verification, unlike in the mass media. However, it still has value in four aspects: time, audience, cost, and relations. The positive aspects of social media seem to offset the concern with data validity. Also, social media allows people to share and distribute information more broadly and quickly than with traditional media and communication methods.
Social media is beneficial to business: 1. it provides a low-cost accessible way to promote a personal brand, company; 2. it allows for rapid engagement with peers, employees, and customers; 3. it exposes businesses to “instant information and unvarnished feedback.
Social media provide new platforms for businesses to reach customers and exchange information.

3. ETIQUETTE IN TOURISM COMPANIES.
Etiquette describes the requirements of behaviours according to conventions of society. It includes the proper conduct that established by community for various occasions and in various organisations. The essence of etiquette is proper and polite way to behave. Dealing with clients in tourism companies has commonly accepted rules of etiquette as well as its own specifics.
The outline of main topics to be learnt.
The ABC of professional tourism business etiquette: Appearance, Behaviour, Communication.
Appearance. "We judge the book by its cover". Main rules: dress according to your position, dress for your client; never dress in a such way that makes you feel uncomfortable; clean hair and styled appropriately; only casual shoes (no flip-flops, pumps).
Behaviour. Main rules: always greet guest and colleagues with a smile and maintain a friendly and pleasant *ex*pression, stand upright, do not fold your arms in front of the guest, keep your hands out of your pockets, do not lean on the counter at any time and especially when dealing with the guest, do not play with your hair and jewellery when you are at the front of the house area, ensure a positive body language at all times and etc.
Customers usually judge the product or services from the first impression. Appearance and behavior are the main criteria to help customers to get the first impression of your business.

Communication.
Etiquette of conversation by phone.
No matter who you talk to on the phone, it's essential to make positive impression. Answering the telephone is the opportunity for receptionists, hotel, tourism agency to depict professional and positive image of any tourism company. The main rules of telephone conversation: smile even though you are on the telephone, sit or stand up straight, use a low voice pitch, match your speaking rate to the caller's, avoid extremes in volume, avoid as much as possible negative information, expressions, such as "we do not have free rooms in hotels right now" (replace this sentence with "we can't suggest you any available room today, but we are waiting for you next time/week/month").

Email etiquette. Main rules: make subject line specific; reply to a question – copy question into your email and then provide your response; follow standard writing guidelines – business letter format as a professional courtesy; keep the letter short and concise; include your name and contact information.

Social media etiquette. There are 335 million users on Twitter, 1 billion users on Instagram and 2.23 billion users on Facebook. A lot of people who are or could become customers of tourism services or products are hanging out on social media. Whether it's on Facebook, Instagram, Twitter or LinkedIn, growing company's social media presence is important to get your services and products in front of more consumers and make more sales. With some simple tips, tourism company can

turn lonely social media accounts into popular communities with buzzing activities. 1. Post on social media often and at the optimal times. 2. In fact, 54 percent of customers prefer social messaging channels for customer care over phone and email. In your social media accounts focus on helping for people, giving them advice. 3. Your social media accounts need to become a community. That means when someone comments on your posts, you should reply to them or at least like their comment. You can also pose and answer questions in posts, and show appreciation to your followers and customers by thanking them and sharing user-generated content. Engaging with your followers will not only increase your social media presence, but help you develop real relationships with customers. 4. Never argue or show your annoyance or anger for your followers, always be polite and restrained. 5. Respect the law of protection of personal data and copyright rules.
Communicating via social media calls for a unique set of skills. Think before you post any information or comment, because the Internet never forgets information you announced. Information posted today can haunt you in the future.

The rules of accepting and greeting clients.
Various resources give the same advices for accepting and greeting clients:
Portal Setupmyhotel.com, which is designed for hoteliers to set up properly all operations in hotels: https://setupmyhotel.com/train-my-hotel-staff/front-office-training/633-etiquettes-for-hotel-staffs.html
Instructions for receptionists on Wikihow: https://www.wikihow.com/Be-a-Good-Receptionist
Visit card of company/employees of company.
Business cards offer a first impression of you and your business. Statistics shows that 72% of people judge a company or a person based on the quality of their business cards. They are one of the most important tools of company's marketing. Having a professionally crafted and unique business card has the potential to make you and your business more memorable.
The crucial elements of business card: name, job title, company logo, short information about business, contact details. There is a lot of information to include on the front of the card, but it is recommended to put some items on the back as well, for example the list of services.
Whom to give business cards to? (main principle – be selective).
Business card etiquette around the world. For example, in Japan they are seen as an important part of both business and personal life.
Business cards' trends in the future: QR codes, visual content, premium paper, unusual materials.

Practical and individual tasks

Tasks for globalization topic:
1. Think about concrete examples of globalisation impact on tourism. Give at least one example.
2. List positive and negative impact of globalisation on tourism.
Self-assessment.
Role play.
Simulation of situations with clients (for example, by telephone).
Analysis of case study (written and/or in video record).
Revision of company's (learners') visit card, website, flyer, social media account.
Answering e-mails for clients.

The list of literature and learning material resources

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3. Griffin, E. (2003). *First Look at Communication Theory*. 5th Ed. New York.

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11. Spitzberg, B. II., and Cupach, W R (1984) *Interpersonal Communication Competence. Beverly Hills, Calif.: Sage.*

12. http://careerbright.com/career-self-help/business-card-etiquette-around-the-world (last seen on 25/06/2019).

13. https://careersnews.ie/business-cards-heres-what-you-need-to-know/ (last seen on 25/06/2019).

14. https://setupmyhotel.com/train-my-hotel-staff/front-office-training/92-how-to-building-telephone-skills-in-hotels.html (last seen on 25/06/2019).

15. https://www.slideshare.net/nileshhk09/abc-of-professional-etiquette (last seen on 25/06/2019).

16. 6 Tips to Improve your Social Media Presence in 2019 (2019). See open access: https://free-management-ebooks.tradepub.com/free/w_pura14/

17. Nichols M. Your Guide to Social Media Marketing. See open access: https://free-management-ebooks.tradepub.com/free/w_make79/

18. Dunston R. (2016). Globalization, Mobile Technology and Social Media's Influence on Leadership Communication Involving Millennials. Walden University.

Learning outcomes *(what knowledge, skills and competences adult learner will gain after completion of the course)*

This course will help for adult learners from tourism related companies:

1. To take closer look at important concepts of communication in general and develop communication skills most effectively.
2. To investigate practical instructions on communicating interpersonally and in groups, and improve communication abilities with clients in tourism companies.
3. To be knowledgeable about major concepts, theories of communication and to get practice skills: listening, speaking, being responsible, and consensus building.
4. To deepen knowledge about the main components of etiquette: appearance, communication and behaviour.
5. To explore etiquette and communication rules by e-mails and social networks (Facebook, Twitter …).
6. To explore etiquette and communication with clients by phone and face-to-face with clients.
7. To explore communication and etiquette of different cultures and countries.
8. To be aware how to deal with ethical dilemmas, personal issues and difficult people.
9. To solve conflict situations with clients, overcome communication barriers.

The description of methods, criteria and instruments *(which will be use to assess learning outcomes, knowledge competences)*
Recommended assessment instrument of theoretic knowledge – ***written test from*** delivered material. Recommended assessment instrument of practical skills – ***performance of case study.*** Adult learners, divided into pairs, work out a realistic situation (short story) related to communication and etiquette issues in tourism companies and perform this situation in front of the class. Case study should enable to assess at least 3 of the listed competences: 1. The effectiveness of different forms of verbal and non-verbal communication with tourism companies' clients. 2. The demonstration communication skills, including speaking and listening, as well as problem-solving, overcoming communication barriers and positive thinking skills in a variety of contexts with clients. 3. The demonstration of ability to solve conflict situations. 4. The application of appropriate etiquette rules with reference to situation. 5. The demonstration of knowledge about different cultures and countries in communication with foreigners. 6. Demonstration ethics, including an awareness of personal and others' values and how they relate to ethical decision-making. 7. Demonstration communicative competence through one -to-one and group interactions in tourism companies.
Exhaustive description of teaching methods *(why they are chosen, when to use them, what conclusions can be made by using particular teaching method and etc.)*
Adult learners bring with them to the training course their own stories and experience. It is very important to learn as much as possible about participants in the training. Therefore, we included into the training programme warm-up and participants' introduction games as well as team building. Share of personal stories creates a feeling of community of participants. Also it helps to foster networking process among participants, which is very important for entrepreneurs. **The Energizer** is an activity that is usually run to warm up the learners and promote group interaction. It is a good lesson starter for any teaching process. Also energizers help to increase concentration on the lesson. **Team Building –** the activities to start building a team. For example, mapping exercise on learners' contexts and realities with a focus on communication and etiquette. **Role-play** is a technique that allows learners to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the learner to develop an understanding of the situation from the 'opposite' point of view. The role-play can be recorded on video and later analysed in the classroom. **Personal stories of entrepreneurs.** This is one of the type of storytelling method, when entrepreneur(s) tells stories from his/her own experience on certain topic. Storytelling helps with learning because stories are easy to remember. Organizational psychologists found out that learning which stems from a well-told story is remembered more accurately, and for far longer, than learning derived from facts and figures. Good stories do more than create a sense of connection. They build familiarity and trust, and allow the listener to enter the story where they are, making them more open to learning. Another storytelling aspect that makes it so effective is that it works for all types of learners. In any group, roughly 40 percent will be predominantly visual learners who learn best from videos, diagrams, or illustrations. Another 40 percent will be auditory, learning best through lectures and discussions. The remaining 20 percent are kinaesthetic learners,

who learn best by doing, experiencing, or feeling. Storytelling has aspects that work for all three types. Visual learners appreciate the mental pictures storytelling evokes. Auditory learners focus on the words and the storyteller's voice. Kinaesthetic learners remember the emotional connections and feelings from the story.

Games to train better communication skills.

Ongoing telephone. Old game, which is designed to improve people's skills in both listening and speaking. The first person in the game must simply choose a phrase and quietly whisper it in the next person's ear. That person will then whisper the phrase to the next person and so on until they reach the last person in the group. Once the last person has listened to the phrase, each person must write down what they thought they heard. The group will then be able to see how much the phrase changed as it was passed down the line. This game shows people the importance of getting information from the initial source rather than from other people.

Fill in the blanks. One of the people in the group will make up a sentence, leaving out certain words such as "When you ___, I feel ___." This game is extremely effective in building communication skills and strengthening relationships. However, when playing this game, it is essential to focus on the answers people offer, without trying to change behaviours or place blame on someone. Additionally, you should steer away from becoming controlling, angry or negative. This exercise is meant to help you understand other's emotions.

Four at a time. This exercise is best when conducted with a large group of people. It is designed to strengthen nonverbal communication and the ability to cooperate as a team. Each participant will need a chair, and four people at a time must stand for no longer than 10 seconds. They will then sit back down, and four more people will stand up and so on.

There is no talking allowed during this exercise, so nobody knows who will be standing up next. While most people perform this exercise for about 10 minutes total, some people may perform it longer if they wish. The goal of this exercise is to find a way that only four people will stand at a time, maintaining proper levels of nonverbal communication and teamwork.

Analysis of real situations with clients suggested by learners of current course.

The learner describes real situation with client in tourism company related to communication problems, etiquette matters. Lecturer together with other learners go deeper to the situation, search for the most appropriate solutions and strategies of behaviour.

Reflection on training day experience.

The aim of reflection is to get feedback from participants about content of training programme. It can be done in a different way.

Reflection method "Evaluation Curve". Draw up on the long sheet so many columns, how many parts of the program were learnt during the day and how many practical things do you want to evaluate. Participants are briefly reminded of the whole programme. Then participants are asked to evaluate each part of the program in a row, marking a symbol on the curve. When everyone finishes, learners are asked to comment on their assessment.

Materials, tools, means and equipment necessary for the course

Spacious room with possibility to do role play exercises; tools necessary for role play exercises (for example, telephone, imitation of reception desk at the hotel and etc.); internet source, hand outs of theoretical material, checklists, the list of books and articles, camera able to make video records. Examples of business cards, flyers for analysis.

Instructions for adult teacher *(balance between theory and practice, appropriate use of methods and etc.)*

It is recommended before training to collect from participants real situations from their work about communication with clients issues – problems, conflict or difficult situations, questions about etiquette in certain situations, intercultural communication rules.

The theoretical part of training should not exceed 50% of the overall teaching process. The rest 50%of teaching material should be practical, based on real situations as well as use of active teaching methods such as games, role play, share of experiences and etc.

It is recommended constantly to monitor the new things, functions of use of social networks (especially for business).

Prepared by partner
Loodi Manor Nature Center from Estonia

The title of training course	**EMPOWERMENT AND MOTIVATION FOR EMPLOYEES/EMPLOYER OF THE TOURISM SECTOR IN REMOTE AREAS**
The aim of training course	To empower and motivate tourism employees/employer in remote areas with Human Design
The requirements / recommendations for adult learner willing to attend the course	*Educational background: this course is for all adults who are actively operating a company in a tourism sector or working in a tourism sector regardless of their educational background/ a desire to be more effective and to contribute to collective growth.*
Duration *(not less than 16 academic hours of direct contact with adult learner)*	16 hours

The outline of the programme of training course	
Main themes	**Sub-themes**
1. Human Design as a tool	1.1 What is Human Design – introduction and possibilities 1.2 What can Human Design do for you? 1.3 Overview of personal types and profiles in Human Design
2. The personal development	2.1 The personal gifts and needs for development 2.2 Profiling the personal type, authority, profile and communication style 2.3 Personal abilities, skills - focusing on strengths
3. Cooperation and teamwork	3.1 Mapping the appropriate tasks and roles and finding tasks that would be more efficient to be shared or delegated 3.2 Compatibilities, strengths and tips for successful teamwork

Theoretical material *(Abstract and notes on theoretical material)*

The course "Empowerment and motivation for employees/ employer of the tourism sector in remote areas" has been designed for all employees of the tourism sector in remote areas where their work supports their lifestyle and lot of them are multitasking every day. The tourism in remoted areas faces common obstacles in different countries like lack of visitors, lack of qualified employees, seasonality - but their services are very needful for community as a part of local economy and for the development of the larger areas with lower population density. Privacy is today valuable resource for tourism services, but employees are often in the closed routine circle and get tired.

There are lack of opportunities for personal development in these areas, therefore is essential to know your gifts and talents on the path to personal fulfilment and not to spend time to focus on strengthening your weaknesses. Personal development begins with self – awareness. Human

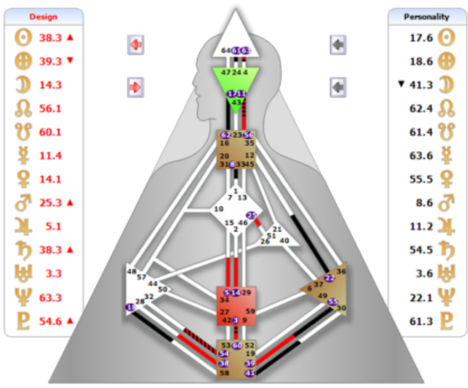
Design enables to find everybody who they really are and what kind of actions or goals bring them new energy, inspiration and satisfaction.
The participants should already have practical experience in tourism services in rural area or family enterprises therefore have been experienced sharing energy between different type of obligations and wide range fields of actions.
The course identifies innate strengths and talents - including abilities in entrepreneurship, leadership, organizing, structuring tasks and information, applying details, etc and describes natural communication style of each person. It enhances self – confidence and courage through role play and provides tools to select and complete well – working successful team. The course also encourages people to start with life style enterprising supporting them to minimize essential risks at the very beginning.

*The course **Empowerment and motivation for employees/ employer of the tourism sector in remote areas** will be conducted in three sections:*

1.Human Design as a tool

1.1 What is Human Design – introduction and possibilities.

Human Design is a logical system where energy and physical world meet. The traditional old systems Astrology, the Chakra system, the Kabbalah and the I'Ching are connected and combined with our genetics and the mechanics of the forces around us. Advanced technology has enabled to integrate all these parts into a whole readable multilayer image. Energy centers of the Human Design system interface between the Universe`s energy and the energy within us, translating its individual functions and expressions.



Profile: 6/3

Type: Generator

Strategy: To Respond

Inner Authority: Emotional Authority

Incarnation Cross: Left Angle Cross of Upheaval (17/18 | 38/39)

Born: Mar 30th 2019 12:00 in Tallinn, Estonia

Human Design is about decision-making and it requires no beliefs. It can show you how to make consistently the right choices in your life. It is a way of allowing your body's intelligence to guide you. Making decisions based on what is fixed and reliable in you as opposed to making decisions from your mind. Our mind and thoughts are always manipulated by external influences, by one´s own ego and fears. The information and environment surrounding us reflect the society, not our personal role in it. Therefore, it is necessary in decision-making process to trust one´s intuition and dismiss the calculating mind. Human Design offers a unique approach to your inner side and spirituality, it talks about things like definition, inner mechanics, differentiation and inner authority which may seem at first sight unfamiliar language, but it brings you to discover and release your own uniqueness.

1.2 What can Human Design do for you?

Human Design is a science of self-discovery. From your personal Human Design chart you can gain insights in different layers into your own unique nature: your health, your psychology, your vulnerabilities and limitations as well as your talents, strengths, and gifts. It's practical application carries an immense potential for betterment and fulfilment of the life of each individual.

It can help you understand the story of your life, your successes and failures. Your chart can show you what your authority is and how to use it in making clear, reliable decisions. It can describe your subconscious behavioural programs and patterns.
What means - right decision- and why is it so important? Making the right decisions eliminates resistance in your life. This alone transforms the places where you are open, vulnerable and conditioned, into areas where you get your deepest wisdom in life.
Resistance and other negative aspects of your life that you were meeting are giving way to something new. People you meet and situations that you'll find yourself in are empowering you and support your growth. Eventually, you will accept yourself with all your imperfections as well as your uniqueness. You will see the futility of comparing yourself with others. You will live the life that is truly yours. And you will finally love yourself.
As you live out your truth and walk your unique path without trying to control your life with your mind, your inner strength and wisdom grows accordingly.

In tourism, the quality of services depends on service providers - their enthusiasm, satisfaction and engagement. Employee(service provider) satisfaction is the extent to which employees are happy or content with their jobs and work environment. It is very quickly reflected in the visitor satisfaction with services and the positive feedback
Employee engagement is the extent to which employees feel passionate about their jobs, are committed to the organization, and put discretionary effort into their work.
Ensuring Employee satisfaction and engagement and harnessing their potential is vital in tourism business in remote areas. Continued multitasking leads also most eager employees to burn and dissatisfaction.
Life gets busy and demands at work continue to mount. We all get stuck at times — in habits, routines and relationships that don’t serve us well and even limit our happiness. All too often, we are unaware that this is happening because we don’t have the bandwidth to focus on what is and isn’t making us happy. Even when we *are* clear about what makes us happy, many of us don't know how to find the bandwidth to bring about change. Up to now there are lot of surveys but a few ways to intervene and build happiness among you and your team.
Human Design can seem complicated but already with the first general knowledge -as we can touch only the surface layer of the participant`s designs - they can make first steps in realizing their potential and gifts to increase satisfaction in their life.

1.3 The personal types and profiles in Human Design
Human Design knows three main keys: Type, Authority and Profile. The first two depend on which centres in your Chart are defined, whereas the position of the Sun decides your Profile.
Your Type shows how life energy expresses in you. Understanding your Type allows you to use your energy in an effective way. Your life becomes easier and you are more fulfilled. Life Charts are categorized into five Types: Manifestor, Generator, Manifesting Generator, Projector and Reflector. No one Type is better than any other.
Authority in Human Design indicates how you can take decisions that are right for you. Of the seven Authorities, five are connected to centres in the body, two are outside of it. When you know your personal Authority, your decisions are in harmony with your life force. You save time and avoid frustration. You become more present in your body and your health can improve.
The Profile, (exist twelve profiles) describes the structure of your personality and the way you relate. You become aware how you look at life, and which effect you have on others. Profiles also show how well two people fit together and with whom can be teamwork successful and inspiring.

2. The personal development
2.1 The personal gifts and the needs for development.
Everyone has its one unique design.

There are no good or bad designs, good or bad profiles, successful or unsuccessful patterns of activation. Living your design gives you all that you need.
Due to its multifaceted character Human Design enables to tackle issues on different levels where our life gets intertwined – physical, mental, emotional and spiritual.
The understanding of the strengths, weaknesses, and capabilities of your design give you possibility to enjoy the most effective journey, without comparing yours to anyone else‘s route, strategy, or tactics. Being well acquainted and comfortable with your own vessel is a strength itself and allows you to set a true course. If you attempt to copy the sailing styles of other boats, your boat can get into difficulty. You need to harness your design‘s particular capabilities in alignment with your true nature. Ultimately, everyone‘s destination remains the same — a place called personal fulfilment.
The common feature of all the businesses involved in the research of this project is that the owners of small tourism businesses in remote areas perform many functions. They are both managers and sellers, often accountants and development managers, as well as the ones having knowledge of marketing and being aware of the process of producing/supplying their own products/ services, i.e. they are not only managers, but also good specialists in their field. Most of the other functions are performed by other family members.
Dealing with everything often leads to a situation where energy is spent inefficiently. Human Design helps to identify the strengths and talents to develop as this is only way to accomplish success and personal fulfilment same time. Developing your weaknesses may can bring us apparent success for a short period of time and may leave our real potential largely unused. It provides frustration and dissatisfaction, which leads to burnout and there is a need again to start a new project or business. Identifying your weaknesses allows consciously to share or delegate some tasks to others and commit only these activities where your energy and skills are wisely harnessed for your own good and for others.

2.2 Profiling the personal type, authority, profile and communication style.
To carry out this part of course is needful to involve Human Design consultant, for a smaller group possible via skype.
Human Design offers a unique approach to our inner side and spirituality - it talks about things like inner mechanics, differentiation and inner authority which may seem at first sight unfamiliar language, but it brings us to discover and release one`s own uniqueness.
In order to generate Human Design chart for somebody you would need to know his/her birth date, accurate time and place.
There are several pages where is possible to check free chart; the best overview and download is offered without creating an account on www.humandesignamerica.com
Highly intuitive people live following their design very often, they recognize themselves in it and often do not understand why all this kind of mechanic is necessary. But for them is more essential to know, that others have totally different activations in their life charts, different ways of communication, relating with people and environment. Discovering your own design within the group has the great advantage as you can see how unique are other people designs around you. It encourages to develop your gifts and strengths and look for the best application to your potential.

2.3 Personal abilities, skills – focusing on strengths.
Descriptions of all types strategies and authorities:
Generators
Generators represent about 70 percent of the population. They are the life force of the planet, the builders. They have a defined Sacral center and an open and enveloping aura that is constantly pulling life to them. Their Strategy is to respond, as opposed to initiate. It’s a Sacral response (this can be sacral sounds, inner feeling, body movement, etc.) that lets them know if they are available to give their energy to something or not. When Generators initiate from a mental side (instead of

waiting for this response), they can end up feeling deeply frustrated and degenerated rather than regenerated and satisfied in their life and work.

Projectors
Projectors represent about 20 percent of the population. Their Strategy is to wait for recognition and invitation. Their focused and penetrating aura gives them the ability to see deeply into others. When invited and recognized (i.e. they feel appreciated and seen), Projectors are here to be our most gifted guides. Their challenge is that their openness leaves them vulnerable to conditioning. If Projectors are focusing on the wrong people and have not been really recognized, this can lead to exhaustion and bitterness. Projectors need to learn to be very discerning about engaging their energy. They are natural at mastering systems, and when they use their energy correctly, will experience success in their life and relationships.

Manifestors
Manifestors represent about 9 percent of the population. As natural initiators, their Strategy is to inform those around them of their decisions before they take action. Manifestors have a powerful impact; their closed and repelling aura can make others feel off balance and want to control the Manifestor. When a Manifestor shares with others, this naturally relaxes those around them and removes energetic resistance, allowing them to initiate in peace. Manifestors can be an initiating catalyst for the other types, too. When they are moving through life without informing others, Manifestors can end up feeling angry as a result of the resistance they experience.

Reflectors
Reflectors represent about 1 percent of the population. They have all their energy centers open and their aura is resilient that samples the energies around and reflect them back. The way in which Reflectors process experience is very different from the other types. Because their chemistry magnifies everything and everyone, Reflectors have the potential to see what is happening in a way that no one else can. Their greatest gift is to read others and their environments. When they are healthy and in the right place, Reflectors experience the wonder and surprise of life. If, however, Reflectors end up identifying with what they are mirroring, they can become exhausted and disappointed.

Energy centres
We are always putting out energy and we are always taking in energy. The nine centers of the body are energy hubs that transform or transmute our life force. When a center on your life chart is defined or colored in, it is fixed and reliable in the way in which it functions and operates. The centers on your chart that are white are open. These undefined centers are not broken or empty, and they do not need to be fixed, but they are the places where we are most vulnerable to outside influences. We can learn from them and gather wisdom, but we shouldn't make decisions from these centers. We're constantly conditioned through our open centers as we engage with life. Conditioning is not something that needs to be avoided, but it can become an issue if we take actions based on it.

Our Strategy and Inner Authority go together to guide us. Our Inner Authority is our body's knowing or intelligence, how we know if a decision is the right one for us. Human Design shows us where our Authority lies so we can experiment and see how it works for us. It will be tested in practical tasks with role play. We can look at our open centers and pretty much pinpoint where and how we've been giving our Authority away to things and people that are not we. When we intentionally practice with our true Strategy and Authority, we align with our unique path and genetic makeup. Things just naturally fall into place, from where we live, to our job, and our relationships.
If you're making decisions using your Strategy and Authority, then you are not making decisions with your mind. In the beginning, it is very common for our minds not to agree with this guidance! Everyone will experience their Strategy and Authority in a way that is unique to them. The only way to get the benefit of this information is to bring it alive within yourself by experimenting with your

design. There are many nuanced details within each life chart when it is conducted a full analysis - but in general terms, the types are below:
[Authorities](https://orbiidilhumandesigniga.ee/authorities/)
Emotional Authority
About 47 percent of the population falls into this type of solar plexus authority: The solar plexus operates in a wave that is always moving. As this type rides their emotional wave and experiences all of its nuances, they pick up information over time. When they come to a place of clarity, or little or no nervousness in the body, they can make their decision at that point.

Sacral Authority
Just under 35 percent of the population has the Sacral Authority; many generators fall here. Their natural tendency is to wait for something/someone to show up in their field so they can respond. They don't need to "go and get things." Instead, get familiar with the many ways in which they are already responding all the time. Their sacral life force energy is a response mechanism—it's either open to giving its energy to something that is healthy for them in the moment, or closed

Splenic Authority
This type is more rare, about 11 percent of the population, and is characterized by an intuitive sense or recognition in the moment. The spleen is our oldest awareness center, faster than the mind, and deeply rooted in survival, health, and well-being. Some people describe this authority as a splenic "hit," or instant, intuitive knowing.

Environment/No Inner Authority
This is about 3.5 percent of the population—it is a Mental Projector with a lot of openness. They receive guidance from sensory information through their open centers. Using other people as "sounding boards" in order to hear the truth/not truth in their voice can be helpful here. Being in the right environment for them is important.

Self-Projected Authority
This is about 2.8 percent of the population and describes a subsection of Projectors who are deeply non-energetic, and powerful, beings. The ability to listen and hear their voice is key. Their truth is expressed through the core of their identity (the G center). Allowing their words to come out unfiltered is key.

Lunar Cycle Authority
About 1.4 percent of the population, this is the Authority type of a Reflector who derives his/her authority from the lunar cycle. They have a special connection with the moon. Before making an important decision, they would wait through a twenty-eight-and-a-half-day moon cycle, which provides a consistent, familiar pattern to work with.

Ego Authority
This heart-centered authority will come from a Projector or a Manifestor and makes up just over 1 percent of the population. They must trust what they say or do spontaneously, in the moment. The voice of the ego will speak or move the body if they allow it to do so. It's about letting the words come out unfiltered (as with the Self-Projected Authority), not saying what they think they want to say. This authority has a lot of willpower.
https://orbiidilhumandesigniga.ee/authorities/

3. Cooperation and teamwork

The singular greatest challenge facing human resource departments today might well employee engagement, which measures the percent of workers who are absorbed and enthusiastic about their job.

Employee engagement statistics [measured by Gallup] some years ago tell the story of a major crisis now confronting employers: In the United States, a mere 32 percent of employees define themselves as engaged. And on a global level, the crisis is even more severe with only 13 percent defining themselves as such.

Usually company's largest financial investment is typically their employees. [Harvard Business Review] declares your greatest asset is how you empower those employees with core business practices to work together towards group goals and overcome collaboration challenges. An engaged workforce is critical to maximize financial gains.

Gallup's findings mean that *87% of the workforce currently experiences a loss of real potential*. People are frustrated and bitter in jobs and in partnerships or with teams they don't feel successful with.

Can you imagine your workforce almost *90% more productive*, and what that would do not only for your company culture but also the bottom line of your business? The solution according to Gallup is to create a culture of engagement;*"Boost engagement levels with strategies to hire the right employees, develop their strengths, and enhance their well-being."*

Change is the only constant in life. The uncertainties and risks don't have to cause you setbacks and pain when you've got a working understanding of how your business is designed to be successful.

3. 1 Mapping the appropriate tasks and roles and finding tasks that would be more efficient to be shared or delegated

Each participant writes a list of tasks he/she does on a daily basis and finds out what he/she likes and have been successful and which of tasks have been stressful and get him/her tired. These lists will be compared with their life charts to identify what kind of activities they have their own constant energy and where they need support from others. By this way we can also detect whether somebody`s real potential is applied efficiently or not. At the end of this section participants create the improved lists about suitable tasks for them and about tasks should be shared or delegated. They also get aware if there are some part of their potential unapplied or ignored and suggestions to find a suitable solution or hobby.

3.2 Compatibilities, strengths and tips for successful teamwork

Human Design helps us understand the other people around and the nature of our relationship with them. This makes possible the achievement of supportive, fulfilling and constructive relationships in every area of life.

How people fit together and what is the ground of successful teamwork is all hidden in life charts. Every team needs a leader. There are four leadership channels in Human Design, each of them functioning differently. But any team can`t work properly if there is a lack of leadership quality. The same can be said about planning, enterprising, controlling, inspiring energies and other necessary qualities. We will take a look at the types and profiles how to share tasks and responsibility between the members of the team according to their design and how to motivate different types.

Practical and individual tasks

1. https://www.truity.com/test/holland-code-career-test, test performing at the beginning and review after the role play. Comparing tests results with design charts to see whether participants live or not their own design and how much are they suppressed by calculative mind.
2. Human Design Chart downloads for all participants
3. Tasks for practical work with charts:

1) to hire the right employee for the job or share the right tasks to others based on their innate strengths (according to the individual chart) 2) to enhance participants and their team members gifts and wellbeing by treating them more according to their nature(based on the individual chart) 3) to give guidance to participants on how to motivate employees to use their potential and align with a common goal(based on the individual chart) 4. Role play, appropriate and inappropriate roles according to the individual chart, creating the team. 5. Self-assessment: evaluation, strengths and needs. 6. Conclusions: next steps, sharing experiences.

The list of literature and learning material resources
1. Book: Human Design - Discover the Person You Were Born to Be, Chetan Parkyn 2. Human Design: The Definitive Book of Human Design, The Science of Differentiation by Ra Uru Hu
Learning outcomes *(what knowledge, skills and competences adult learner will gain after completion of the course)* *1- to get an overview of the basic knowledge of Human Design and how to use it as a tool in their business and life* *2-Learn to read a general information from HD life charts and honour the uniqueness of different types* *3-Learn about his/her own energy sources and needs, talents and strengths, weaknesses and opportunities* *4- Find out his/her energy blockages and leaks if any occurs* *5-Learn to create a successful team, to engage and motivate the team members* *6-Could develop his/her strengths and increase the efficiency of the company*
The description of methods, criteria and instruments *(which will be use to assess learning outcomes, knowledge competences)* 1. Lecture, seminar 2. Individual work with life chart 3. Group work and discussions, reflection 4. Role Play and practical work to create a small successful team of participants 5. (web conference: zoom video conferencing, skype, googleHangouts if necessary)
Exhaustive description of teaching methods *(why they are chosen, when to use them, what conclusions can be made by using particular teaching method and etc.)* This is a three-day course for the groups up to twelve people. Group work and discussions should be carried out smaller groups as there are too much information in each life chart to grasp for the first time. Teaching is provided in the form of informative expert lecture and seminar. To carry out this course is needful to involve Human Design consultant, for a smaller group possible via skype.
Materials, tools, means and equipment necessary for the course
1. Projector/presentation 2. Computer and internet access

3. Coloured printout of participant life charts before the course or computers 4. Birth dates and times of the participants
Instructions for adult teacher *(balance between theory and practice, appropriate use of methods and etc.)*
The teacher must be able to inspire participants and must have sufficient knowledge about Human Design or experience working with an HD expert.

Prepared by partner
Mobilizing Expertise from Sweden

The title of training course	**EUROPEAN FUNDING IN THE TOURISM SECTOR AND RURAL COMMUNITIES.**
The aim of training course	To inform and increase operators; businesses in rural tourism on funding available in order to inspire them on possible ways to apply for financial assistance for the development of sustainable and innovative projects on rural tourism.
The requirements / recommendations for adult learner willing to attend the course	Educational background: this course is for adults who have gained secondary education diploma or university degree and/or active in a tourism business.
	Initial knowledge: Basic knowledge of project applications.
Duration *(not less than 16 academic hours of direct contact with adult learner)*	16

The outline of the programme of training course	
Main themes	**Sub-themes**
1. Introduction to European Funding	1.1. European Funding and Rural Tourism – An Overview 1.2. Erasmus+ Ideas and Concepts 1.3. The Future: Horizon 2020
2. The application process: "Going through the motions"	2.1. Types of Tourism-related actions and opportunities. 2.2. Applications 2.3. Types of and levels of funding 2.4. How to apply and when?
3. Project Writing Styles and Methods of Best Practices.	3.1. The need for European Funding as a tool for Rural Tourism. 3.2. Best Practise Example 1 (Case Study) 3.3. Best Practise Example 2
4. Bringing International Local: Local Development Strategy	4.1. Boosting rural tourism and market niche development. 4.2. Local Action Working and sustainability 4.3. Conclusions: The way forward and next steps.

Theoretical material *(Abstract and notes on theoretical material)* The course *EUROPEAN FUNDING IN THE TOURISM SECTOR AND RURAL COMMUNITIES* will provide learners with practical, meaningful and manageable knowledge of the European Funding in relation

to their business. It will furthermore highlight techniques and tools; from applying for a project application to the whole concept of “making an idea into reality”. It will provide them with tangible skills that are transferable to all areas of their tourism business.
The course will progress through 4 keys themes;
1. Introduction to European Funding
2. The application process: “Going through the motions”
3. Project Writing Styles and Methods of Best Practises.
4. Bringing International Local: Local Development Strategy
All of the above-mentioned themes have a theoretical underpinning that will be briefly presented before continuing into the practical and individual tasks for learners.

What is a project?
Contemporary business defines a project (or program) as *“any undertaking, carried out individually or collaboratively and possibly involving research or design, that is carefully planned (usually by a project team [citation needed]) to achieve a particular aim*”. An alternative view sees a project as a sequence of events: a *"set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations*". Therefore, a project may be **a temporary system** possibly **constituted by teams** (within or across organizations) to accomplish particular tasks **under time constraints.**

But how does that relate to entrepreneurs, businesses and the tourism sector;
There is a type of project specifically related to this sector. A business project is a project specifically intended to achieve a business objective because it is intended to achieve a business objective, it is a business project. A business may decide it needs to reorganize itself. The process of reorganizing is a business project, or a business may decide it needs to do some marketing. The design and implementation of the marketing campaign is a business project.
According to Ford (2018) there are three basic types of business project. The first is the strategic project. This type of project is focused on achieving objectives determined during the business planning or strategic process. A second type is the operational project. These are projects which are initiated for business reasons other than achieving a strategic objective. The third type is the repeating or operationalized project. These projects run so frequently that much of the regular project planning can be repeated.

What are the benefits of project-based working?
Collaboration, Problem Solving, Creativity, In-Depth Understanding, Self-Confidence, Critical Thinking, Perseverance, Project Management, Curiosity, Empowerment and sense of ownership over their projects, reflecting on and celebrating their progress and accomplishments.

There are many funding opportunities available in local, national and international settings. This training will mainly focus on the international funding opportunities.
The first is Erasmus Plus:
Erasmus+ is the European Union programme for education, training, youth and sport. It runs for seven years, from 2014 to 2020, with organisations invited to apply for funding each year for life-changing activities.
Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector. Through Erasmus+:

Young people can study, volunteer and gain work experience abroad, to develop new skills, gain vital international experience and boost their employability

Staff can teach or train abroad, to develop their professional practice, build relationships with international peers, and gain fresh ideas.
UK organizations can collaborate with international partners, to drive innovation, share best practice, and offer new opportunities to young people.
https://www.erasmusplus.org.uk/about-erasmus
There are also specific calls related to the tourism sector and small businesses;

EUROPEAN FUND FOR STRATEGIC INVESTMENTS
The European Fund for Strategic Investments (EFSI) is an initiative launched jointly by the European Commission and the EIB Group (European Investment Bank and European Investment Fund).

EUROPEAN REGIONAL DEVELOPMENT FUND
The ERDF aims to strengthen economic and social cohesion in the European Union by correcting imbalances between its regions. It may provide essential support to improve the competitiveness and quality of tourism at regional and local levels, notably in areas in (industrial / rural) decline or those undergoing urban regeneration.

COHESION FUND
Investment in the environment, including areas related to sustainable development and energy which present environmental benefits and trans-European transport networks (TEN-T) in the area of transport infrastructure.

EUROPEAN SOCIAL FUND
Eligible actions are listed in the "Operational Programmes" prepared by the Member States. Depending on their choices, funding from the European Social Fund may be used, among other things, for:

- training workers to help companies having to cope with restructuring or a lack of qualified workers
- training people in difficulty and those from disadvantaged groups to get better skills and jobs
- supporting mutual learning, establishing networks, and disseminating and promoting good practices and methodologies in the domain of social innovation

EUROPEAN AGRICULTURE FUND FOR RURAL DEVELOPMENT
Funds for rural development are allocated by Managing Authorities appointed by the Member States. Depending on the needs and choices of each Member State, support may be granted to:

- the diversification of farmers into non-agricultural activities
- the development of non-agricultural SMEs in rural areas and engaged in sustainable & responsible tourism
- the restoration / upgrading of the cultural and natural heritage of villages and rural landscapes.

EUROPEAN MARITIME AND FISHERIES FUND
the European Maritime and Fisheries Fund (EMFF) has among its priorities to increase employment and territorial cohesion in coastal and inland communities depending on fishing and aquaculture.

LIFE
LIFE is the financial instrument supporting environmental and nature conservation projects throughout the EU. The priority areas of its sub-programme for environment are:

- Environment and Resource Efficiency
- Nature and Biodiversity

- Environmental Governance and Information.

COSME
COSME is the EU programme for the Competitiveness of Enterprises and Small and Medium-sized Enterprises (SMEs).

CREATIVE EUROPE PROGRAMME
The Creative Europe programme helps cultural and creative organisations to operate transnationally, the circulation of works of culture as well as the mobility of cultural players. Bringing together 3 pre-existing programmes (Culture, MEDIA and MEDIA Mundus), "Creative Europe"

EMPLOYMENT AND SOCIAL INNOVATION
The "Employment and Social Innovation" (EaSI) programme promotes a high level of quality and sustainable employment, guaranteeing adequate and decent social protection, combating social exclusion and poverty, and improving working conditions. It brings together:

- PROGRESS (Programme for Employment and Social Solidarity)
- EURES (European job mobility) and
- EaSI Guarantee Financial Instrument (dedicated to microfinance and social entrepreneurship finance)

For further detailed information please click Guide EU funding for tourism - version EN
Or visit: https://ec.europa.eu/growth/content/guide-eu-funding-tourism-sector-updated-version-0_en

The Nordplus Programme offers financial support to a variety of educational cooperation between partners in the area of lifelong learning from the eight participating countries and three autonomous regions in the Baltic and Nordic area. Elements of this funding call can benefit businesses and enterprises.

Project Writing Styles and Methods of Best Practises.
In order to gain access to funding, organisations or enterprises must apply via an online or digital application. According to Halikier (2016) A good project is characterized by

- a precise problem formulation, specifying the key issue(s) the project will be addressing and the analytical perspective adopted,
- a well-organized structure, containing sections of relevance to the problem formulation (theory, background information, discussions, etc.) arranged according to the traditions of the particular academic field,
- arguments and documentation in order to substantiate the conclusions reached,
- a format of presentation that supports these three criteria by including references, quotations and other para-textual features,
- an appropriate style of writing, i.e. not only well-written from a grammatical and idiomatic point of view, but also ‘dry’ in the sense of being to the point and trying to persuade its readers by means of reasoning rather than rhetoric or eloquence.

The activities below will support those wishing to write a project application to this high standard and related to every element of project writing.

The most effective way to learn about project writing is to view an example. Here is a good example of a long term project. This gives an idea of how to fill in each section of the application.

Erasmus+ KA2 (Sample Projects) - Zenodo
Nowadays projects are really supported if they benefit and have a **local connection**, particularly in the rural area. This is seen as a prioritised group.

Practical and individual tasks

1. Project Factory:

Split the participants into groups of 4-5 people.

Provide participants with the project factory template.

Go through each section of the template as follows:

A: "Be Creative"

Duration of project: (give participants a *random* time card from 2 months to X number of years).

1 year project	18 months	10 months	5 years
6 months	3 years	8 months	3 months
2 years	2 months	1.5 years	13 months

Collective: Define the working group?

Who are the project team? Will participants maintain their "real" background or will they create a fantasy role for the person of this game?

The issue:

Give groups a social and real-life issue to work towards. You can adapt the following examples, so they are better suited to your group.

Lack of digital skills and competence	Lack of financial skills and management	Inequality between genders in business
Racism	Embracing change in business	Drug and alcohol abuse
ethnic conflict	BLANK	BLANK

B: Target Group

Give groups of random target group to work with and aim their project towards. You can add additional groups according to the needs and background of your participants.

Teachers	Primary School Teachers	Hotel Managers
Journalists	Young People	BLANK
Farmers	Rural Business Owners	BLANK

Ask your groups to further define their target group:

Gender, Age, Social Difficulty, geographical area, economical situation, level of studies/educational background.

Ask groups to define how they are going to listen to the target groups and involve them in the project.

Ask groups to identify 3 ways they can involve other agents/additional target groups into the

C: Make it bigger!

Ask groups to define the 4 main steps and process of their project.

Example:

Step 1:

Step 2
Step 3:
Step 4:

D: Maintaining a change

Identify the approximate cost and the type of expenses for your idea.

Ask groups to identity 6 potential funders for the project.

Surprise: The funder that is providing the most funding can no longer provide it – how will that change the project?
Rearrange the budget.

FEEDBACK:
Groups should now visit each other and understand the other project.
Ask groups to provide feedback for each project idea.

E: Lets understand
Ask groups to rewrite their project idea based on the feedback and the other groups ideas.

Time to shine: Ask groups to present their ideas in front of the others. Maximum time allowed in 3minutes per group.

The groups listening should consider each element in the project factor and provide feedback.

2. Small Group Reflections.

Groups some meet together and discuss the following;
- Will they continue with same idea?
- Would like to change/new idea? Adapt their target group or new needs etc.
- What works well with their project idea?
- What is the weakness element of their project idea?
- What did the other groups have that their project was missing?

3. Presentation – PY projects final

https://drive.google.com/open?id=1Cvb0WpjIGiymsM5A-rZZeKWypu4Qg_C7pjltsCXODJo

Go through the presentation:

4. Self-questions - Who, what, where, when, How:

This can be done individually or in small groups.

WHAT? Our project idea.
FOR WHAT? Why our project is needed.
WHOM? Choose your target group (direct and indirect users).
HOW MUCH? Objectives and goals to achieve.
HOW? Methodologies to be used, techniques, tools, etc.
WITH WHOM? Recruit your team.
WHERE? Venue and facilities.
WHEN? Time, duration, periods, phases, etc.
WITH WHAT? What do we have and what do we need.
HOW TO SHARE IT? Visibility and dissemination.
HOW TO EVALUATE IT? To monitor the project and evaluate its results.

Come together as a group and give each person chance to share the main points of their project.

5. Tools for project managers

Presentation of Project Management Tools

https://drive.google.com/open?id=1QjK12jRgTT3kpw52q9GbPqBaGTnZvXXNB5x8N92hwaA

The list of literature and learning material resources

1. "definition of project in English from the Oxford dictionary". English. Oxford Dictionaries. 2016. Retrieved 2018-12-09. Definition of project project in English: [...] An individual or collaborative enterprise that is carefully planned to achieve a particular aim [...]
2. Ford, G. (2018) What Is a Business Project?
3. https://www.euromontana.org/wp-content/uploads/2014/08/2013_12_20_tourism_eafrd_2014.pdf

4. Guide on EU Funding for the tourism sector 2014-2020 http://www.europarc.org/wp-content/uploads/2017/09/EU-funding-for-tourism-2017.pdf
5. Sima, Elena (2016) : Development and promotion of rural tourism through European funds in Romania, In: Agrarian Economy and Rural Development - Realities and Perspectives for Romania. 7th Edition of the International Symposium, The Research Institute for Agricultural Economy and Rural Development (ICEADR), Bucharest, pp. 308-315Nistoreanu Puiu, (2007), Appreciations on the rural tourism phenomenon, Journal of tourism, no 3, pag. 16-23, http://www.revistadeturism.ro/rdt/article/view/229/137

https://www.youtube.com/watch?v=ykwdEaRQXW4

Horizon 2020: https://ec.europa.eu/research/horizon2020/pdf/press/horizon2020-presentation.pdf

6. Manning, Stephan (2008). "Embedding projects in multiple contexts – a structuration perspective". *International Journal of Project Management*. **26**: 35. Retrieved 2016-09-06. Two theoretical propositions have been made: First, projects as temporary systems are characterized by certain structural properties, in particular task specifications, time constraints and team relations, that guide project activities.

Learning outcomes *(what knowledge, skills and competences adult learner will gain after completion of the course)*

1- To understand project-based working.
2- To be motivated to write their own project
3- To be empowered by digital tools.
4- They will increase their knowledge and awareness of putting their idea into the project.
5- They will be part of sustainable development in the tourism sector through increasing knowledge of project applications

The description of methods, criteria and instruments *(which will be use to assess learning outcomes, knowledge competences)*

1. *Gamification/game*
2. Small group Discussion + reflection
3. *Presentation*
4. *Small group/individual learning*
5. *Large group discussion*
6. *Seminar.*

Exhaustive description of teaching methods *(why they are chosen, when to use them, what conclusions can be made by using particular teaching method and etc.)*

1. Gamification/game

Gamification is the process of taking something that already exists (writing project applications) – and integrating game mechanics into it to motivate participation, engagement, and loyalty.

2. Small group Discussion + reflection

Small group discussions are a great way to get people to engage with each other without the fear of having to address a large group. When participants break into groups it gives them a focus and allows them to discuss a certain topic.

3. Presentation

A presentation can also be used as a broad term that encompasses other 'speaking engagements'. A presentation requires you to get a message across to the listeners and will often contain a 'persuasive' element.

4. Small group/individual learning

'Independent Learning' is often linked with other approaches to learning such as 'personalisation', 'student-centred learning' and 'ownership' of learning. This approach is incorporated into the training course to allow the learners to relate this course to their own experiences and businesses. Otherwise there is a risk they will only receive generic information, unrelated to them.

5. Large Groups Discussion

Materials, tools, means and equipment necessary for the course

1. Projector/presentation: for viewing project application

Project Factory– Project writing board game tools: paper, pens.
Powerpoints:
https://drive.google.com/open?id=1nE944Pww21Shn_n-1-dzz5foWddfgPzt
https://drive.google.com/open?id=1jecxbEPq-bpu31jE1a_-5Xj7KRLfGoc6

Instructions for adult teacher *(balance between theory and practice, appropriate use of methods and etc.)*

The time spent to introduce the main theoretical aspects and the independent study of the literature shouldn't last for more than 50% of the whole time of the course.

At the beginning adult teacher organises and introduction of the participants.
Second step – introduce the concept of a project, related to the target group of adult learners, benefits, go through opportunities and project names.
Third step – Project Factory Games. Follow the clear instructions written step by step. Present and follow the project factory game. Allow time between the introduction of a new method, element or mini game.
Forth step – Provide the groups with the questions. Give time for the groups to answer the questions.
Fifth step – Present the powerpoint. Allow interaction and questions.
Sixth step – Lecture given by adult teacher and self-assessment questions for the theme No. 3.
Seventh step –Individual reflection, learning and study. Provide them with the questions.
Eighth step – Go through the ppt.
Conclusion - The group and individuals should have time to think about the next steps; will they apply for their own project, what were the best ideas of the day, summarises the entire course and organizes the evaluation.

The title of training course	**STRATEGIC CHANGE AND INNOVATION MANAGEMENT IN TOURISM BUSINESS**
The aim of training course	To provide knowledge about change and innovation process management principles and techniques as well as develop the ability to adjust and adapt knowledge to tourism business.
The requirements / recommendations for adult learner willing to attend the course	Educational background: this course is for adults who have gained secondary education diploma or university degree. Initial knowledge: Basics of economics, Basics of management.
Duration *(not less than 16 academic hours of direct contact with adult learner)*	16

The outline of the programme of training course	
Main themes	**Sub-themes**
1. Latest trends in tourism business.	1.1. Tourism business environment. 1.2. New trends in tourism.
2. The concept of change and the need of change.	2.1. States and processes 2.2. The change process 2.3. The intentional management of change 2.4. Typology of organizational change
3. Planning and preparing for change.	3.1. Recognizing a need or opportunity for change 3.2. Starting the change 3.3. Diagnosing what needs to be changed 3.4. The role of leadership in change management 3.5. Managing change 3.6. Implementation of changes 3.7. Sustaining and spreading changes
4. Innovation Concept and Management.	4.1. The concept of innovation. 4.2. Innovation management.

Theoretical material *(Abstract and notes on theoretical material)*

The course *Strategic change and innovation management in tourism business* provide knowledge of change and innovation process management principles and techniques as well as help develop the ability to adjust and adapt that knowledge to tourism business. Particular attention is paid to how internal factors can affect change and innovation in organizations. How to prepare and a sympathetic attitude in employees not only accept change, but to change themselves. It also provides an overview of how properly collect and interpret data using a five-step system:

1. The conceptual model of diagnostic selection;
2. The information requirements for the adjustment;

3. Collection of information;
4. Analysis;
5. Interpretation.

1. LATEST TRENDS IN TOURISM BUSINESS.

In recent decades, the global tourism market has experienced continual growth and deepening diversification making it one of the world's fastest growing economic sectors. International tourist arrivals have grown steadily from 25 million in 1950 to a total of 1.239 billion arrivals in 2016. This growth is projected to continue and according to World Tourism Organization (UNWTO) forecasts, international tourist arrivals will increase to 1.8 billion by 2030.

Tourism encompasses the range of activities that visitors engage in while travelling to and staying in places outside their usual environment for not more than one consecutive year, for any primary purpose-business, leisure or other personal—except to be employed by a resident entity in the country or place visited. Global trends in tourism are expressed in terms of the number of international tourist arrivals in destinations, which quantifies the number of foreign tourists that arrive in a destination and stay for at least one night. Forecasts of international tourist arrivals predict an average of 3.3% increase until 2030. In absolute numbers, international tourist arrivals are expected to increase by almost 43 million a year on average between 2010 and 2030 compared with an increase of 28 million a year during the period from 1995 to 2010. At this rate, international tourist arrivals worldwide are expected to reach 1.4 billion by 2020 and 1.8 billion by the year 2030.

The existing data and forecasts suggest a clear increase in the number of travelers in the coming decades as well as significant overall growth in the tourism sector worldwide. While the information presented in this review has focused on global travel trends and international tourist flows, it is important to note that domestic tourism is also expected to expand continuously, opening up more destinations and source markets in the future. In addition, the data underscore how the rapid expansion of the sector is increasingly being driven by growth of the tourism markets in emerging economies, as well as an increase in the number of first-time travelers. These factors have largely been enabled by a combination of reduced barriers to tourism and significant increases in disposable income.

The outlook for the sector poses opportunities while raising distinct challenges, in particular regarding sustainability, and highlights the need for proper planning and management in tourism. These trends provide valuable insight that should be taken into account when developing strategies and actions to address travel-related health issues such as accidents, food safety and diseases, and to ensure that tourism growth is inclusive, sustainable and resilient for both the host communities and the travelers.

Recommended reading: Glaesser, D., Kester, J., Paulose, H., Alizadeh, A., & Valentin, B. (2017). Global travel patterns: an overview. Journal of travel medicine, 24(4).
https://academic.oup.com/jtm/article/24/4/tax007/3748298

2. THE CONCEPT OF CHANGE AND THE NEED OF CHANGE

2.1. States and processes

Open systems theory provides a framework for thinking about organizations (and parts of organizations) as a system of interrelated components that are embedded in, and strongly influenced by, a larger system. The key to any system's prosperity and long-term survival is the quality of the fit (state of alignment) between the internal components of that system, for example the alignment between an organization's manufacturing technology and the skill set of the workforce, and between this system and the wider system of which it is a part, for example the alignment between the organization's strategy and the opportunities and threats presented by the external environment. Schneider et al. assert that internal and external alignment promotes organizational effectiveness because, when aligned, the various components of a system reinforce rather than disrupt each other, thereby minimizing the loss of system energy (the 'get-up-and-go' of an organization) and resources. Effective leaders are those who set a direction for change and influence others to achieve goals that improve internal and external alignment.

Miles and Snow argue that instead of thinking about alignment as a state (because perfect alignment is rarely achieved), it is more productive to think of it as a process that involves a quest for the best possible fit between the organization and its environment and between the various internal components of the organization.

Barnett and Carroll elaborate the distinction between states and processes. The state (or content) perspective focuses attention on 'what' it is that needs to be, is being or has been changed. The process perspective, on the other hand, attends to the 'how' of change and focuses on the way a transformation occurs. It draws attention to issues such as the pace of change and the sequence of activities, the way decisions are made and communicated, and the ways in which people respond to the actions of others. Change managers play a key role in this transformation process.

2.2.The change process

On the basis of an extensive interdisciplinary review of the literature, Van de Ven and Poole found over 20 different process theories. Further analysis led them to identify four ideal types – teleological, dialectical, life cycle and evolutionary theories – that provide alternative views of the change process:

- Teleological theories: assume that organizations are purposeful and adaptive, and present change as an unfolding cycle of goal formulation, implementation, evaluation and learning. Learning is important because it can lead to the modification of goals or the actions taken to achieve them.
- Dialectical theories: focus on conflicting goals between different interest groups and explain stability and change in terms of confrontation and the balance of power between the opposing entities.
- Life cycle theories: assume that change is a process that progresses through a necessary sequence of stages that are cumulative, in the sense that each stage contributes a piece to the final outcome, and related – each stage is a necessary precursor for the next.
- Evolutionary theories: posit that change proceeds through a continuous cycle of variation, selection and retention. Variations just happen and are not therefore purposeful, but are then selected on the basis of best fit with available resources and environmental demands. Retention is the perpetuation and maintenance of the organizational forms that arise from these variations via forces of inertia and persistence.

A common feature of all four theories is that they view change as involving a number of events, decisions and actions that are connected in some sort of sequence, but they differ in terms of the degree to which they present change as following certain essential stages and the extent to which the direction of change is constructed or predetermined.

2.3. The intentional management of change

Lewin suggested that successful change requires a three-step process that involves the stages of unfreezing, moving and refreezing.

Managing change, therefore, involves helping an individual, group or organization:

1) unfreeze or unlock the existing level of behaviour;
2) move to a new level;
3) refreeze behaviour at this new level.

The model conceptualizes the management of change as a purposeful, constructed but often contested process that involves attending to seven core activities: 1) recognizing the need for change and starting the change process; 2) diagnosing what needs to be changed and formulating a vision of a preferred future state; 3) planning how to intervene in order to achieve the desired change; 4) implementing plans and reviewing progress; 5) sustaining the change; 6) leading and managing the people issues; 7) learning. These activities are presented as separate elements of the change process because the decisions and actions associated with them tend to dominate at different points in the process and there is a logical sequence connecting them. However, in practice, the boundaries are not always clear-cut. For example, the recognition of a need for change is based on an initial diagnosis of the situation, and attempts to implement plans for change that lead to unintended consequences also contribute to an unfolding diagnosis. Also, the sequence of the elements specified in the model is not linear. The change process is often iterative, in the sense that some issues (such as diagnosis) can be addressed more than once. Also, some issues can be addressed simultaneously with others. For example, learning can occur at any or every point in the process and people issues need to be addressed throughout. This said, all the activities, such as diagnosis, planning and implementing, are important and need to be attended to by those leading a change. When managing change is viewed as a process and when events, decisions, actions and reactions are seen to be connected, those leading the change are more likely to be able to take action and intervene in ways that can break inefficient patterns and move the change process in a direction that is more likely to deliver superior outcomes.

2.4. A typology of organizational change

It has been argued that the ideal way for organizations to respond to change is for them to engage in a continuous stream of incremental adaptations that ensure they will always be aligned with the external environment. This corresponds to the 'gradualist paradigm', which posits that this kind of evolving change can be cumulative and can lead to organizational transformation without the need for a discontinuous jolt to trigger a radical change.

While the ideal pattern of change might be incremental and cumulative, the reality for many organizations appears to be a pattern of episodic change, which involves alternating between periods of equilibrium, where the focus for change is 'doing things better' through a process of continuous tinkering, adaptation and modification, and periods of discontinuous change, which involve a break with the past and doing things differently or doing different things. This pattern of change is referred to as 'punctuated equilibrium'.

Some organizations are much better at recognizing the need for change than others. The earlier the need for change is recognized, the greater the number of options managers will have when deciding how to manage it. Whenever managers are forced to react to an urgent and pressing need for change, they are relatively constrained in what they can do.

Nadler et al. identify four types of change:

1) Tuning: change that occurs when there is no immediate requirement to change. It involves seeking better ways of achieving and/or defending the strategic vision, for example improving policies, methods, procedures; introducing new technologies; redesigning processes to reduce cost, time to market and so on; or developing people with required competences. Most organizations engage in a form of fine-tuning much of the time. This approach to change tends to be initiated internally in order to make minor adjustments to maintain alignment between the internal elements of the organization and between the organization's strategy and the external environment.

2) Adaptation: an incremental and adaptive response to a pressing external demand for change. It might involve responding to a successful new marketing strategy adopted by a competitor or to a change in the availability of a key resource. Essentially, it broadly involves doing more of the same but doing it better in order to remain competitive. This kind of change is not about doing things in fundamentally different ways nor is it about doing fundamentally different things While tuning and adaptation can involve minor or major changes, they are types of change that occur within the same frame; they are bounded by the existing paradigm. Reorientation and re-creation, on the other hand, are types of change that, to use Gersick's analogy, target the playing field and the rules of the game rather than the way a particular game is played. They involve transforming the organization and bending or breaking the frame to do things differently or to do different things.

3) Reorientation: involves a redefinition of the enterprise. It is initiated in anticipation of future opportunities or problems. The aim is to ensure that the organization will be aligned and effective

in the future. It may be necessary to modify the frame but, because the need for change has been anticipated, this could involve a relatively gradual process of continuous frame bending.
4) Re-creation: a reactive change that involves transforming the organization through the fast and simultaneous change of all its basic elements. Nadler and Tushman state that it inevitably involves organizational frame breaking and the destruction of some elements of the system. It can be disorienting.
Recommended reading: Hayes J. (2010). The Theory and Practice of Change Management (Third Edition). Palgrave Macmillan, New York. P. 14-67.

3. PLANNING AND PREPARING FOR CHANGE

3.1. Recognizing a need or opportunity for change

Sources of change are considered first. The PEST acronym and Strebel's cycle of competitive behaviour were introduced as tools that can help identify external sources of change, and Greiner's organizational life cycle was presented as a useful model that highlights internal sources.
Sensing a need for change and formulating a change agenda begins when individuals notice and respond to what they perceive to be significant external or organizational events. Discrepancies between actual and desired levels of performance signal a need for change but problems can arise when discrepancies are not recognized because attention is restricted to a narrow range of indicators. Some of the indicators that need to be monitored were reviewed.
These include: organizational purpose and desired outcomes; the stakeholder perspective from which the assessment is made; level of assessment – total organization, department, work group or individual; the alignment of the various indicators used at different levels and across different Functions; specified time frame – short, medium or long term; benchmark standard; special constraints or enabling factors that affect performance.
The balanced scorecard illustrates an approach to assessing performance that attends to a wide range of factors. While formulating the agenda for change is often restricted to senior managers, people located at multiple levels in the hierarchy may be well placed to make a valuable input. However, their contribution may not be sufficient to guarantee that the organization will address the issues they identify as important.

3.2. Starting the change

There are discussed three of the main issues associated with starting the change process:
1)Translating the need for change into a willingness to pursue change: This point adopts a 'voluntaristic' perspective and argues that organizational members are not powerless pawns, unable to affect change, but are independent actors able to intervene in ways that can make an important difference. To do this, they need:
Confidence in their own ability to affect outcomes: While optimism and overconfidence can be a problem, some change managers and others are ineffective because they fail to act in ways that enable them to exercise the control necessary to achieve desired outcomes:

- The locus of control reflects the degree to which people believe in their own ability to make things happen. Those who attribute outcomes to their own efforts (internals) tend to have confidence in their own ability to make a difference.
- Seligman's theory of learned helplessness proposes that a person's expectation about their ability to control outcomes is learned. It suggests that organizational members may begin to question their ability to manage change if, when confronted with a new problem or opportunity, old and well-tried ways of managing fail to deliver desired outcomes.

The motivation to pursue change:

- Those who are most likely to want to change are those who are basically successful but who are experiencing tension or failure in some particular part of their work. This group will have the confidence and motivation to change.

- The next most likely to change are the successful because they will have the required confidence. However, because of their success, they may be satisfied with the status quo and lack the motivation to change.
- The least likely to understand and accept the need for change are the unsuccessful. While they may be the ones who need to change most, they are also the ones who are likely to lack confidence in their own ability to improve their predicament.

Concepts and theories that will help them understand and manage the change process: These include concepts and theories that will help them to:

- identify the kind of change that confronts them, for example incremental or discontinuous
- understand the process of changing
- identify what needs to be attended to – through a process of diagnosis and goal setting – if they are to achieve desired outcomes.

Change management skills: While conceptual understanding is necessary, it is not sufficient to guarantee that change agents will be able to secure desired changes. When managers are acting as change agents, they need to be able to communicate, offer leadership, work with teams, confront, negotiate, motivate and manage relationships with others.

2) Leading the change process: After persuading others of the need for change, it is necessary to decide who will, at least in the first instance, facilitate the process. The change agent could be an insider, a member of the system or subsystem that is the target for change, or an outsider. There is some evidence suggesting that change efforts are most successful when led (pulled) by users rather than (pushed) by technical experts.

3) Establishing an effective change relationship:

- The quality of the relationship between the change agent and others is highly dependent on factors such as confidence and trust.
- Associated issues for the change agent include being clear about who the client is, and keeping an open mind about the precise nature of the problem, while seeking to clarify the issues of concern to the client.

3.3. Diagnosing what needs to be changed

Organizational diagnosis is a process of research into the functioning of an organization that leads to recommendations for improvement. There are four holistic models that can be used to aid diagnosis:

1) Kotter's integrative model of organizational dynamics highlights the importance of alignment and explores the factors that determine organizational effectiveness in the short, medium and long term.

2) The McKinsey 7S model illustrates how change tools can be developed to identify areas of misalignment that require further investigation.

3) Weisbord's six-box model is an open systems model that draws attention to informal as well as formal aspects of organizational functioning.

4) The Burke-Litwin causal model of organizational performance and change draws attention to the causal weight of the various elements of the organization and indicates how the requirement for different types of change can affect which elements of the organization might need to be a focus for attention.

You might find it useful to compare your own model with the four holistic models presented in this chapter and consider whether they suggest ways of improving your own approach to diagnosis.

3.4. The role of leadership in change management

Leaders need to perform in order to ensure change success. These are:

1) *Sense making*: Making sense of the world and identifying the opportunities and threats that require attention.

2) *Visioning*: Identifying a vision of what a more desirable state of affairs might look like and what needs to be done to move towards this better future.
3) *Sense giving*: Communicating the vision to a wider audience and responding to feedback as required to win commitment to the change.
4) *Aligning*: Promoting a shared sense of direction so that people can work together to achieve the vision.
5) *Enabling*: Removing obstacles and creating the conditions that empower others to implement the change.
6) *Supporting*: Recognizing and responding to the concerns of those affected by the change.
7) *Maintaining momentum and sustaining the change*: Showing commitment and 'walking the talk' to keep people focused on the change.
A number of factors can affect whether or not people will support a change. These are: low trust, low tolerance for change, different assessments about costs and benefits, parochial self-interest.
Leaders can do a number of things to minimize resistance, including persuasion, participation, facilitation and support, negotiation, manipulation and co-option, explicit or implicit coercion, and goal setting.

3.5. Managing change

The strengths and weaknesses of the three approaches to managing change identified by Beer were reviewed:
1) Economic strategies: focus on the drive for economic value through tough, top-down, results-driven action. These actions involve the imposition of technical solutions to those problems that are seen to undermine organizational effectiveness. While economic strategies might deliver short-term results, they may not guarantee longer term success.
2) Organization development (OD) strategies: focus on creating the capabilities required to sustain competitive advantage and high performance. Beer and others identify some of these capabilities as:
coordination and teamwork; commitment and trust; competence (technical and leadership); open communications; creativity; the capacity for constructive conflict; learning. OD strategies emphasize the importance of shared purpose, a strong culture, bottom-up change and involvement rather than financial incentives as the motivator for change. This approach can improve shareholder value but it has been criticized on the grounds that it is too indirect and takes too long, especially when the need for change is urgent.
3) The third way, a combined economic/OD strategy: Beer asserts that while both economic and OD strategies can produce improvements, neither is as effective as one that combines top-down, results-driven change with the slower, bottom-up development of organizational capability.
The some of the tasks that need to be incorporated in the *Change plan.* These include:
1) Deciding who will be in charge during the transition phase. While it is important to appoint capable people to lead the transition, it is also important to ensure that they keep in close contact with others who were involved at earlier stages in the process and those who will have to live with the consequences of the change.
2) Identifying what needs to be done if the change is to be successful.
3) Producing an implementation plan that takes account of change participants' perceptions of the proposed change and the clarity (or lack of clarity) of the end state.
4) Using multiple and consistent leverage points for change. If only one component of the system is changed, this could trigger forces that will work to realign all the components of the system and re-establish the status quo. One way of avoiding this is to use multiple and consistent leverage points for achieving change.
5) Scheduling activities. Critical path analysis is a useful tool at this stage.
6) Ensuring that adequate resources are allocated to the change and that an appropriate balance is maintained between keeping the organization running and implementing the changes necessary to move to the desired future state.

7) Implementing reward systems that encourage experimentation and change.
8) Developing feedback mechanisms that provide the information required to ensure that the change programme moves forward in a coordinated manner, especially where the plan calls for consistent change in a number of related areas.
Interventions are 'a set of sequenced planned actions or events intended to help an organization increase its effectiveness' (Cummings and Worley). They purposely disrupt the status quo in order to move the organization towards a more effective state.
Organizational change is typically associated with some degree of individual change. Often this individual change is the outcome of an informal and natural process of learning and development. However, there may be occasions when those responsible for managing the change decide that some form of deliberate training intervention is required in order to help individuals to develop new knowledge, skills, attitudes and behaviours.
High performance management is an intervention that change agents can use to improve performance by aligning the organization's people management practices with the organization's business strategy and aligning all people management practices with each other. High performance management aims to improve performance by developing and implementing a bundle or system of people management practices that are internally consistent, aligned with other business processes, and aligned with the organization's business strategy rather than by improving separate people management practices such as training, performance management or reward systems.
Business process re-engineering involves switching attention away from fragmented functional thinking towards cross-functional processes. This point reviewed some of the debates about BPR, such as whether it must involve: a fundamental rethink and radical change or incremental improvement; organization-wide wholesale transformation or localized piecemeal change; top-down direction or collaborative effort.

3.6. Implementation of changes.

Implementation is rarely a one-off activity. It tends to be ongoing and closely intertwined with other ongoing activities such as diagnosis and planning. Sometimes, these activities can be so closely intertwined that it can be difficult to distinguish implementation from diagnosis and planning, especially when an attempt to implement a change fails to deliver the expected outcome. In such circumstances, the failure to achieve the desired result can provide those leading the change with new insights (implementation becomes diagnosis) that inform new plans that are then implemented, and so the sequence continues.
Some of the many factors that can affect the success of an attempt to implement change include:
1)The quality of the diagnosis of a perceived opportunity or threat, the specification of change goals, and the quality of pre-planning.
2)The way the change is communicated.
3)The way stakeholders are managed.
4)The degree of alignment and coordination.
5)The adoption of management practices that are perceived to be fair.
6)The avoidance of a heavy-handed approach when managing those who may feel vulnerable.
7)The provision of socioemotional support to help organizational members let go of the status quo.

3.7. Sustaining and spreading changes

Lewin conceptualized change as a three-stage process. The first involves unfreezing and creating a readiness for change. The second involves moving to a new state, and the final stage involves refreezing behaviour at this new level, for as long as it is beneficial to do so. This caveat is important because there are circumstances where it may not be beneficial to continue to maintain a change.
Sustainability has been defined in many different ways. Some definitions are relatively static, focusing on the maintenance of improvements within a particular setting, whereas others are more dynamic and are concerned with translating initial gains into a process of continuous improvement.
The maintenance of improvements (stickability) is affected by:

1) The way the whole change process is managed from the beginning. Tough top-down (push) strategies are more likely to foster compliance, which can evaporate when the pressure to maintain the change is eased.
2) How change managers act to sustain change after initial change goals have been achieved.
A number of studies point to issues that can affect sustainability and what change managers can do to help ensure that gains are held.
While Buchanan et al. felt that more work would have to be done before they could offer change managers any simple prescription for sustaining change, they did point to three issues that seem to affect the extent of initiative decay: 1) How the change is perceived: Is it peripheral or central to organizational performance and is it perceived as acceptable or threatening by key stakeholders? Often, change managers can influence the way a change is perceived and this will have consequences for sustainability. 2) How it is implemented: There is no one implementation process that will be effective in all settings, but doing everything possible to identify and adopt an appropriate process can affect whether or not the change will be sustained. 3) The timing, sequencing and pacing of the change: While a relaxed timetable might help people to digest the need for change, delays can undermine commitment and divert attention to other pressing issues. On the other hand, when a change is rushed, people may not feel involved and a succession of change initiatives may lead to initiative fatigue.
Buchanan et al. identified 10 recurrent problems and offered practical advice about how each might be addressed. The problems are: 1) Those who initiated the change move on; 2) Accountability for development becomes diffused; 3) Knowledge and experience of new practices is lost through turnover; 4) Old habits are imported with recruits from less dynamic organizations; 5) The issues and pressures that triggered the change initiative are no longer visible; 6) New managers want to drive their own agenda; 7) Powerful stakeholders are using counter-implementation tactics to block progress; 8) Pump-priming funds run out; 9) Other priorities come on stream, diverting attention and resources; 10) Staff at all levels suffer initiative fatigue and enthusiasm for change falters.
'Spreadability' – the extent to which innovative methods and processes that were successfully introduced in one part of the organization are adopted by others elsewhere. Spread is affected by three factors: attributes of the innovation; context – reflected by the organization's climate for implementation; the values of potential users, and their perception of the extent to which the innovation will foster or inhibit the fulfilment of their values. The three attributes of innovations that have the greatest impact on spread are relative advantage, compatibility and complexity.
A strong implementation climate fosters innovation use by: ensuring employees have the skills to use the innovation; incentivizing them for innovation use and imposing sanctions for innovation avoidance; removing obstacles that hamper the adoption of new working practices. The interaction between users' values and the implementation climate was highlighted as being particularly important. Many of the factors that promote stickability also support spread. Buchanan and Fitzgerald observe that the manner in which a change is spread can influence the degree to which it will be sustained. When changes are rolled out hastily, without much consultation, with few incentives and inadequate training, they may quickly decay. Similarly, changes that do not have support and are not sustained are unlikely to spread elsewhere.

Recommended reading:

1.Hayes J. (2010). *The Theory and Practice of Change Management (Third Edition).* Palgrave Macmillan, New York. P. 68-270.
2. Cameron E., Green M. (2012). *Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change*. Kogan Page Limited, London. P. 107-150.

4. INNOVATION CONCEPT AND MANAGEMENT

4.1. The concept of innovation

In today's highly dynamic and competitive business environment, companies are exposed to severe challenges with meeting the ever-increasing market and customer needs and expectations, coping with sophisticated regulations and requirements, and facing technological obsolescence. In this regard, the concept of innovation is gaining prominent significance as a means of sustaining performance and growth.

Innovation has a connotation of "newness", "success", and "change" (Assink) and can be defined respectively as "the generation, development, and adaptation of an idea or behavior, new to the adopting organization" (Damanpour), "The first successful application of a product or process" (Cumming), and with regards to change: "innovation is conceived as a means of changing an organization, either as a response to changes in the external environment, or as a pre-emptive action to influence the environment" (Damanpour). In another view, Kumar et al., define innovation as something that is invented for the first time and is a commercial success. However, the concepts of innovation and invention have been widely distinguished in the literature (e.g., Trott; Tidd et al.).

The definition of innovation has been an area of interest both for researchers and for different industries. It is considered that the way the innovation has been defined within an organization will further determine which activities will take place within the company and which will be outsourced. Scientists and different industries used a different approach from many perspectives regarding the definition of innovation, including radical or incremental changes in products, processes and markets.

Defining innovation determines the degree and nature of innovation in a particular organization. Innovation, as a result of the innovation process is strongly influenced by how organizations define the concept of innovation. This fact highlights a number of critical implications for organizations and creates a new order for the management of innovation.

The ability to develop new ideas and innovation has become a priority for many organizations. Intense global competition and technological development have made innovation be a source of competitive advantage. Research on innovation has addressed a number of ways, such as using levels of innovation in individuals, teams / projects or organizations (Drucker), or by the intensity of innovation (Hollenstein).

Some features of innovation vary according to the organization considered, as some organizational characteristics vary depending on the type of innovation considered. These features are called secondary characteristics of innovation (Downs and Mohr). Compatibility is a great example because the same innovation may vary significantly in terms of suitability for different organizations (Meyer and Goes; Ramiller). Complexity, the relative advantage or the costs are a few characteristics that can vary significantly from one organization to another. Primary characteristics of innovation are those that do not change from one organization to another and are closely related to the industrial context in which innovation occurs. Other authors (Damanpour; Dewar and Dutton) have defined other features of innovation such as: the magnitude and its effects on firms' competencies, seeking to explore the differences between incremental and radical innovation.

Tushman and Anderson identify another characteristic of innovation, namely to be the factor intensifying or destroying the competence. An innovation that stimulates organizational skills leads towards improving these skills and the know-how of the organization. Moreover, an innovation that inhibits the manifestation of skills has a negative effect on these items. This feature is rooted in the particularities of each organization. Any innovation can therefore be an incentive for a company and a hindrance for another.

Innovation typology. As regards the typology of innovations, Damanpour shows three pairs of types of innovation: administrative innovation - technical innovation, process innovation - product innovation and radical innovation - incremental innovation. The technical innovations refer to products, services and technologies in the production process. They relate to basic activities of an organization and focus on product or process (Damanpour and Evan, Knight). This type of innovation is facilitated by a high level of professionalism, low formalization and low centralization.

The administrative innovations involve organizational structure and administrative processes. These innovations are indirectly related to basic activities of the organization and more directly to the management of those activities (Damanpour and Evan; Kimberly and Evanisko; Knight). Administrative innovations are facilitated by low levels of professionalism, high formalization and high centralization. Product innovations are represented by the new products or services introduced to meet the needs of the market. Such innovations are reflected in new products or services on the market to the benefit of customers (Knight; Utterback and Abernathy). Process innovations are new elements introduced in the various processes carried out at the level of he organization. The adoption of product innovations and the process are different in various stages of the organization development (Knight; Utterback and Abernathy). Radical innovations are represented by the fundamental re-conceptualizing of a business (Markides). This type of innovation can be approached on three levels: product (new ideas or technology), process (new methods of product and services delivery to consumers) and the combination of the two levels mentioned above (Tushman and Nadler). The incremental innovation refers to improving products, services and the existing processes (Leonard and Rayport). The architectural innovation (Henderson, Clark) is the kind of innovation that changes only the architecture of a product without influencing its components. The distinction between the product as a system and the product as a set of components challenges the idea that successful development of a product requires the use of two types of knowledge: about the components of a product and the product architecture, i.e. how those components are integrated and linked to form a coherent whole (Henderson, Clark). The essence of the architectural innovation is the reconfiguration of the existing system by integrating existing components in a new way so that to form a coherent whole. Another classification of innovation is given by Thompson: creative innovation – adoptive innovation. Creative innovation refers to the ability of the organization to implement and carry out technological innovation through its own system, usually materializing in new products or services. Adoptive innovation, on the other hand, refers to the ability to use new ideas from outside the organization, adapting those ideas to implement change in the management system of the organization or in the relationship between the system's components. An adoptive approach to innovation is addressed mainly to areas such as strategy or management by processes leading to new strategies, to a new company image or to new organizational structures.

Recommended reading:

1.Popa, I. L., Preda, G., & Boldea, M. (2010). A theoretical approach of the concept of innovation. Managerial Challenges of the Contemporary Society. Proceedings, 151.

2.OECD. Publishing. (2006). Innovation and growth in tourism. Organisation for Economic Co-operation and Development.

3.Maráková, V., & Medvedova, M. (2016). Innovation in tourism destinations. In Forum Scientiae Oeconomia (Vol. 4, No. 1, pp. 33-43).

4. Hjalager, A. M., & Madsen, E. L. (2018). Business Model Innovation in Tourism: Opportunities and Challenges. The SAGE Handbook of Tourism Management, 373.

4.2. Innovation management

Many authors (e.g., Tidd et al.; Trott) have regarded innovation as a key factor for a company to survive and grow on the long run. Despite the successful implementation of innovations, only a few companies have come to understand what is necessary for successful innovation. Shepherd and Ahmed maintain that the ways in which companies meet these challenges depends largely on the nature of the business they are in, the dynamic forces of the market in which they operate, and the resources and skills that can be applied to ensure their business objectives are met.

Innovation management is the process that encompasses the whole range of decisions, activities and measures in order to facilitate the transfer of an idea into the business value. This process can be applied for all kind of ideas, whether it is about a product, process or a service. The focus of the Innovation Management is to provide the set of measures and tools which will facilitate the inventors to respond to the challenges in the whole innovation cycle and to turn their ideas into successful innovations on the market.

According to Pratali, managing innovation involves two simultaneous, interrelated fundamental objectives of competitiveness: improving product quality (a prerequisite to success), and improving the company's overall technological quality (a prerequisite to lasting success).

"Innovation management is the successful introduction of something new: it is the embodiment and synthesis of knowledge in original, relevant, valued new products, processes, or services (Luecke and Katz).

Innovation management is the active organisation, control and execution of processes, activities, and policies that lead to the "creation of substantial new value for customers and the firm by creatively changing one or more dimensions of the business system" (Sawhney et al.).

Innovation management structures. For some companies, innovation management is still a completely new chapter. It is important to consider the following questions:

1) How can existing processes be combined with the new innovation management?
2) How are responsibilities distributed?
3) What is the ideal innovation process for our company?
4) How can we create a uniform understanding of innovation?
5) How do you build a culture of innovation?

Recommended reading:

1.Benner, M. J. (2018). Innovation, Management Practices, and Productivity. The Oxford Handbook of Productivity Analysis, 411.

2.Prebensen, N. K., Chen, J. S., & Uysal, M. (Eds.). (2018). Creating experience value in tourism. Cabi.

3.Trott P. (2011). Innovation Management and New Product Development (Fifth Edition). Financial Times/Prentice Hall, Harlow. P. 82-114.

Practical and individual tasks

2. THE CONCEPT OF CHANGE AND THE NEED OF CHANGE.

Self-assessment:

1. Why do some organizations hardly accept change?
2. How are the organizations preparing for change?
3. What internal factors include changes in the structure of organizations?
4. What can be an effective change management?
5. How begins the process of change?
6. How the organization must identify the customers?
7. In what ways organizations problems are classified?

Practical task No.1: CASE STUDY

1. Identify the challenges (problems) that your organization is facing. Why do you think you need change?
2. Working in small groups, identify three concepts or theories that, in your opinion, are most relevant to the case of your organization.
3. Share your insights with members of other groups and justify your choices.
4. Working in small groups, discuss the insights of the members of other groups and:
    4.1. Formulate an advice you would give to your organization.
    4.2. Explain how this advice is related to the theory.

3. **PLANNING AND PREPARING FOR CHANGE.**

Self-assessment:

1. What is organizational diagnostics?
2. How diagnostic models are used in organizations?

3. What are the main steps of diagnosis?
4. How to choose a diagnostic model?
5. What is the organization's analysis?
6. What are the five main steps of collecting and interpreting information?
7. What is the central role of leadership in people's leadership?
8. What skills should be required to lead people efficiently and effectively?
9. What are the styles of leadership?
10. What is a list of changes?
11. What is included in to the list of changes?
12. What is the change in the experience of members of the organization.
13. What is a periodic change? Give an example.
14. Why do people resist change?
15. What are the advantages and disadvantages of the changes?
16. What are the main change management skills?
17. What is the organization's development strategy?
18. What is an integrated economic strategy?
19. What are the criteria for ensuring quality of the strategy change?
20. What helps to shape the implementation of the strategy?
21. Explain how to understand what is an integrated strategic change intervention.
22. Can you name and explain the types of interventions?
23. What affects the success of an implement change

Individual task: Plan for change: prepare a Change plan for your organization.

4. **INNOVATION CONCEPT AND MANAGEMENT**

1. **Self-assessment:**
2. What is innovation?
3. How entrepreneurship is associated with innovation?
4. What are the seven sources of innovative opportunity?
5. Why leaders need to innovate? Give an example.
6. How to manage innovations?
7. How do innovations occur in the tourism business?

Practical task No.2: SHARING OF BEST PRACTICES - Entrepreneurial success stories.
Select a specific tourism business and analyze the success story, highlight the key success criteria for business innovation and strategic development.

Practical task No.3: PROBLEM-BASED LEARNING
1. Share some examples of innovation in tourism.
2. What types of innovations would be most suitable for your organization?
3. Create an innovation for your organization.

The list of literature and learning material resources

3. Benner, M. J. (2018). Innovation, Management Practices, and Productivity. The Oxford Handbook of Productivity Analysis, 411.
4. Cameron E., Green M. (2012). *Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change*. Kogan Page Limited, London.
5. Drucker P. F. (2006). Innovation and Entrepreneurship. HarperBusiness, New York.

6. Glaesser, D., Kester, J., Paulose, H., Alizadeh, A., & Valentin, B. (2017). *Global travel patterns: an overview.* Journal of travel medicine, 24(4).
7. Hayes J. (2010). *The Theory and Practice of Change Management (Third Edition).* Palgrave Macmillan, New York.
8. Hjalager, A. M., & Madsen, E. L. (2018). Business Model Innovation in Tourism: Opportunities and Challenges. The SAGE Handbook of Tourism Management, 373.
9. Maráková, V., & Medvedova, M. (2016). Innovation in tourism destinations. In Forum Scientiae Oeconomia (Vol. 4, No. 1, pp. 33-43).
10. Moutinho L., Vargas-Sánchez A. (2018) *Strategic Management in Tourism 3rd Edition*. CABI, Wallingford.
11. OECD. Publishing. (2006). Innovation and growth in tourism. Organisation for Economic Co-operation and Development.
12. Popa, I. L., Preda, G., & Boldea, M. (2010). A theoretical approach of the concept of innovation. Managerial Challenges of the Contemporary Society. Proceedings, 151.
13. Prebensen, N. K., Chen, J. S., & Uysal, M. (Eds.). (2018). Creating experience value in tourism. Cabi.
14. Trott P. (2011). Innovation Management and New Product Development (Fifth Edition). Financial Times/Prentice Hall, Harlow. P. 82-114.
15. Trott P. (2011). *Innovation Management and New Product Development (Fifth Edition).* Financial Times/Prentice Hall, Harlow.
16. All about innovations http://www.innovationmanagement.se/

Learning outcomes *(what knowledge, skills and competences adult learner will gain after completion of the course)*

1. Analyze the economic processes and evaluate and model the development of tourism related business.
2. Apply managerial and economic theories for the analysis of tourism business, forecasting their evolution and development, planning and management.
3. Develop an effective organizational culture and its creative development and implementation.
4. Create a vision of the organization and its implementation planning through changes.
5. Develop and manage innovative business dealing with a variety of management problems in a competitive economic environment.
6. Understand how to evaluate and assess the probable success of different innovation strategies and management approaches.
7. Creative and effective use dimensional changes, prepare and implement the most suitable marketing strategies.
8. Apply the latest interdisciplinary contextual knowledge in the field of management and economic science.

The description of methods, criteria and instruments *(which will be use to assess learning outcomes, knowledge competences)*

Study methods:

6. Lecture
7. Case Studies
8. Discussion
9. Problem-Based Learning
10. Role Play

Study outcome evaluation criteria: creativity and innovation, communication and cooperation, research and fluency of information, critical thinking, problem solving and decision making, use of business models and concepts, reflection. In order to meet the requirements of the course, the students must prove their competencies in accordance with the above mentioned criteria which are related with practical and individual tasks.
Exhaustive description of teaching methods *(why they are chosen, when to use them, what conclusions can be made by using particular teaching method and etc.)*
The richest resources for learning reside in adult learners themselves, therefore, during this course the main focus is set on experiential techniques that tap into the experience of learners, such as group discussion, problem-solving, case methods and role-play. Also the traditional transmittal technique - lecture will be used, because a combination of the mentioned methods has the greatest impact on adult learners. **Lecture** is the most widely used method in teaching adults. Lectures are useful for presenting up-to-date information, summarizing material from various sources, adapting material to the background and interests of a group at a particular time and place and focusing on key concepts or ideas. Lectures can create interest in new topics, motivate learners to research further. **Case studies** are narratives, situations, data samplings, or statements that present unresolved and provocative issues, situations, or questions. Cases challenge adults to analyse, critique, make judgments, speculate, and express opinions. Case studies bring real-world problems into the training; they ensure active participation and may lead to innovative solutions. Use of case studies can result in better retention, recall, and use of learning outside the training. **Discussion** is a teaching method for active learning. Discussion encourages adult learners to discover solutions and develop critical thinking abilities. Discussion allows learners to be active and experience personal contact. Trainers using discussion pose a problem, monitor discussion, and summarize when completed. Discussion methods are superior to lectures in adult learners' information retention; transfer of knowledge to new situations; problem solving, thinking, or attitude change; and motivation for further learning. **Problem-based learning** is an instructional strategy that encourages critical thinking and problem-solving skills. Participants confront contextualized problems and strive to find solutions. The trainer is in the role of a facilitator to stimulate, guide, integrate, and summarize discussions. Strategies for problem solving with adults include games, simulations, and role play. **Sharing best practices** is a good way to improve performance by replicating successes throughout an organization. Other benefits include: raising the overall quality of services; avoiding duplication of effort or "reinventing the wheel"; minimizing the time to redo work because of poor quality; and cost savings through increased productivity and efficiency. There is no universally accepted definition of a best practice. At a minimum, a best practice must: demonstrate evidence of success; affect something important (e.g., contribute to the organization's mission or program goals); and have the potential to be replicated or adapted to other settings. **Role play** is used to assist participants in experiencing feelings and practicing skills. Role play is defined as an experience around a specific situation that contains two or more different viewpoints or perspectives. Situations can be written as a prepared brief, and different perspectives or roles are handed out to different people who discuss the situation. The situations should be realistic and relevant. The most successful scenarios develop a skill.
Materials, tools, means and equipment necessary for the course

Room for meetings, Personal computers, source of internet, books and articles from the list of literature and learning material resources.
Instructions for adult teacher *(balance between theory and practice, appropriate use of methods and etc.)*
The time spent to introduce the main theoretical aspects and the independent study of the literature shouldn't last for more than 50% of the whole time of the course. **At the beginning** adult teacher organises and introduction of the participants. **Second step** – introduction of the situation of contemporary tourism business in a form of a lecture. After the lecture adult teacher invites people to discuss about the changes in global and regional tourism business. Modelling of future tourism business scenarios. **Third step** – Independent reading of proposed literature. After reading the adult teacher organises a discussion in which uses the self-assessment questions related to the theme No. 2. **Forth step** - After discussion adult teacher divides the participants of the course into smaller groups using creative methods. Each small group performs case study according the description (Practical work No.1). **Fifth step** - Exchange of information and insights between small groups, creation of offers. **Sixth step** – Lecture given by adult teacher and self-assessment questions for the theme No. 3. **Seventh step** – Group work in preparing a plan of change for a particular organisation. **Eighth step** – Independent study of the proposed literature related to the theme No.4. **Ninth step** - Sharing of best practices - Entrepreneurial success stories. (Practical work No.2) **Tenth step** – Problem based learning about innovation management (Practical work No.3) "Roll play" – creative way to present the new created innovation. **Conclusion** - Adult teacher helps to determine the best ideas, summarises the entire course and organizes the evaluation.