

Basic Skills and Communication for the Tourism and Leisure Sector



Executive Summary

Guidelines
and
Training Materials

Basic Skills for Work

Combined Basic Skills and Communication Training for Low-Skilled Workers in Five
Different European Work Sectors



Education and Culture

Leonardo da Vinci

BASIC SKILLS FOR WORK

In the past years, the issue of “Basic Skills” has gained particular attention in most European countries. Of particular concern are what is generally called ‘functional literacy’ and ‘functional numeracy’ defined as *“the ability to read, write and speak in the respective language and to use mathematics at a level necessary to function at work and in society in general”*.

This Curriculum has mainly been designed for adult education providers, trainers and teachers. It consists of different modules, the main chapters dealing with information on the target group, literacy, numeracy and social skills, that allow for flexible utilisation according to various specific requirements.

The main objective is to empower employees with improved basic skills in both numeracy and literacy (numbers, measures, calculations, reading comprehension, short writing tasks). The Curriculum also focuses, on important social and communication skills particularly required in this profession.

LITERACY: DIDACTIC BACKGROUND

Module 1: Information as a purpose

Learning objectives:

1. General: To check and develop the ability to obtain the wished information.
2. Specific:
 - To check and develop the ability to:
 - understand and make oneself understood verbally and in writing;
 - gather, select and organize information;
 - understand the global meaning of the text;
 - summarize using one’s words;
 - search for information of practical avail in texts, charts, tables;
 - order alphabetically;
 - fill out a form;
 - understand the causal relationship;
 - distinguish information and opinions.

Assessment

Main elements for the assessment:

- correctness of the solution, in the exercise requiring to order alphabetically, to understand, distinguish, fill out a form;
- to respect the principle according which the prior information are chosen, to respect the strategy used to make oneself understood orally and in writing.

Methods and exercises (1 – 20)

- Alphabetical order
- Filling in forms
- Understanding the meaning
- Describing in other words
- Searching for information
- Making oneself understood in writing and verbally
- Understanding similarities and differences
- Summarizing using one's own words

Module 2: Information as a tool

Learning objectives

To check and develop the ability to:

- analyse elements of a written text or of a verbal communication, in order to identify elements and strategies which can be used to reach a definite goal;
- be able to use the element analysed to reach one's own communicative purposes: to write in order to inform, explain, involve, thank, complain...;
- tell implicit from explicit in a text: to deduce, to know, to presume, to take for granted;
- work out and produce text forms, introducing proper schematizations and graphic representations;
- use a more proper linguistic code;
- produce different text typologies suitable for the different context situations.

Assessment

Main elements for the assessment are:

- correctness of the solution found;
- it is possible to make an assessment of the effectiveness of the strategy adopted, by stimulating the learner to first define the goal (to inform, to involve, etc.) and then to assess the impact of such strategy on the target of reference, never forgetting to respect the subjectiveness in the interpretation of an exercise. In this case, too, a circular-type pathway can involve, transversely, for example, the work unit "Customer care" or "Themes and opinions".

Methods and exercises: (21 - 26)

- Describing in writing
- Reading and understanding
- Describing in one's own words
- Communicating

NUMERACY: DIDACTIC BACKGROUND

Learning contents and purpose

Focus on relation to workplace surroundings and relevance for everyday work!

In order to empower employees with improved basic skills in numeracy, methods and tools in a course for construction workers shall primarily be related to tasks and duties included in actual jobs in this work area. Consider the following:

- Provide for an overall brush-up of basic mathematics (explanation and demonstration) and make sure each individual student understands contents (adding, subtracting, multiplying, dividing etc.)
- No pressure, provide enough time for students to do respective exercises
- Practical relevance and closeness to actual experience of all learning materials used and all examples given
- To make learning contents relevant for students and demonstrate their actual employability:
- focus on workplace related contents (see methods and sample tools below)
- Use authentic materials, i.e., for example, forms that learners will actually come across in their everyday job life (forms used at certain companies etc.) to demonstrate relevance of learning contents
- Ask and motivate your learners to bring their own sample forms
- Exercises can always be made use of as a basis for joint exchange of experience, constructive reflection on learners' skills, strengths and weaknesses, discussion on past success and failure, future perspectives etc.
- Hence these basic numeracy exercises can be a starting point for communicative training units (combination with social skills training) in which learners practice how to effectively pass on information to each other.
- Exercises can be written preparation work for various role plays acted out in class i.e. intensive practical social skills training

The exercises are to be done individually as a comprehension check. Compare the results in class.

The exercises¹ (27–47) are dealing with the following aspects:

- Using the basic arithmetical operations
- Using the basic arithmetical operations by checking bills
- Giving correct change
- Understanding you pay slip
- Working out measures
- Reading “use by” dates
- Stock control – organising dates
- Time management – get it done on time!
- Time management – Analogue and digital clocks
- Time management – Cooking times

¹ Numeracy materials have been taken from three *Target Skills for Work* resources: *Care, Hospitality* and *Construction*. Copyright © Tribal Education Limited 2005. Used with permission. Target Skills[®] is a registered trade mark of Tribal Education Limited.

COMMUNICATION SKILLS

Learning objectives

- To know and identify the basic aspects of verbal and non-verbal communication.
- To understand the basic elements of communication processes and the approach methods according to the different typologies of persons and circumstances.
- To know one's behavioural style in order to use the approach more appropriate to circumstances and people.
- To get and/or develop skills needed in situations requiring a management of relationships with the clients.
- To get and/or develop the ability to work in team

Consider the following:

- Provide for an overall brush-up of basic mathematics (explanation and demonstration) and make sure each individual student understands contents (adding, subtracting, multiplying, dividing etc.)
- No pressure, provide enough time for students to do respective exercises
- Practical relevance and closeness to actual experience of all learning materials used and all examples given
- To make learning contents relevant for students and demonstrate their actual employability: focus on workplace related contents (see methods and sample tools below)
- Use authentic materials, i.e., for example, forms that learners will actually come across in their everyday job life (forms used at certain companies etc.) - to demonstrate relevance of learning contents
- Ask and motivate your learners to bring their own sample forms
- Exercises can always be made use of as a basis for joint exchange of experience, constructive reflection on learners' skills, strengths and weaknesses, discussion on past success and failure, future perspectives etc. Hence these basic numeracy exercises can be a starting point for communicative training units (combination with social skills training) in which learners practice how to effectively pass on information to each other
- Exercises can be written preparation work for various role plays acted out in class i.e. intensive practical social skills training

Learning contents and purpose (exercises 48 – 58)

- Communication styles
- Customer Care
- Team Work

SELF-KNOWLEDGE: DIDACTIC BACKGROUND

Learning objectives

- To enrich one's self-knowledge through a comparison with different themes and different opinions about such themes.
- Specifically, in a self-reflection pathway, to reason and discuss about different topics, in order to learn how to mould and defend one's opinion, how to use the active listening with the other "opinion makers".
- To observe the outside world as a preparatory phase of self-assessment.
- To develop the knowledge of themselves, of one's skills, attitudes, areas to be improved.

Learning contents and purpose (exercises 59 – 70)

- Self-Knowledge



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