

# MODULE 7: MY SKILLS, MY TALENTS

## INTRODUCTION

This module is developed to support students understanding their own skills and talents better, with the help of their peers. This may also help them later in the course define what specific roles and responsibilities are the best fit for them in tourism and hospitality.

The module is ended with a field visit to enable the students to interact with professionals. It is best to dedicate at least an afternoon for the field visit. In session 7C you can find an explanation on how to organize this field visit.

## OVERVIEW



### Knowledge

- The students learn how to recognize and relate their skills and talents to a real job situation.



### Attitude

- The students realize that they have skills which give them opportunities for working in the sector.
- The students become more aware of the professional world and they are comfortable to approach working people in the sector.



### Learning Goals

- The students have an even more in depth understanding of a hotel and about what is involved in the smooth running of an establishment.



### Skills

- The students have an opportunity to walk around a hotel (or other facility) and see and meet people in the different departments.
- The students see that the departments are dependent upon each other and how teamwork is essential both within the departments and with other departments.

SESSION 7A: The perfect hotel

SESSION 7B: You've got talent!

SESSION 7C: Happy to meet you! (extra long session)

## BEFORE YOU START, YOU NEED...

- Markers and pens
- Large pieces of paper.
- Flipbooks in place.
- Printed students diaries
- To prepare your own skills mindtrap as an example
- To download the supplementary videos
- To arrange the field visit.



- Preparation time (30 min)
- Training time  
Session 7a: 90min  
Session 7b: 90min  
Session 7c: Field visit: one afternoon

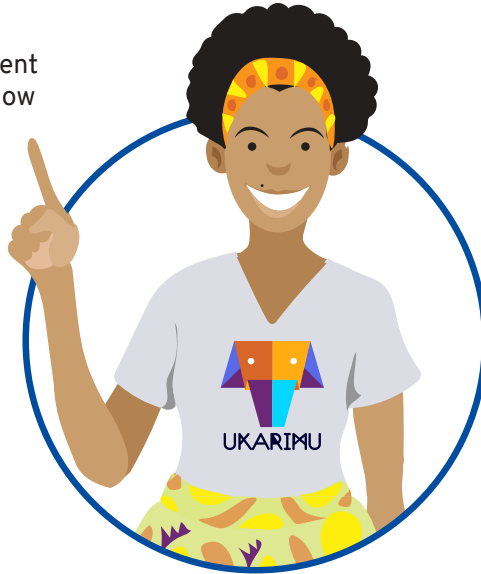


# SESSION 7A: The perfect hotel



## Knowledge

- The students know the different departments of a hotel and how each department operates.
- The students know the various roles and responsibilities of different employees.



## Learning Goals

- The students have an even more in depth understanding of a hotel and about what is involved in the smooth running of an establishment.



## Attitude

- The student will start to develop preferences for departments or roles that s/he likes.



## Skills

- The students see that the departments are dependent upon each other and how teamwork is essential both within the departments and with other departments.

## AGENDA



### Energizer

(10 min)



### Video:

Different roles in a hotel  
(20 min)



### Exercise:

The Perfect Hotel  
(30 min)



### Presentation: Exhibitions

(30 min)



## INSTRUCTIONS

### Energizer (10 min)



The energizer team leads an energizer.

### Video: Different roles in a hotel (20 min)



#### SAY:

- *Do you all remember video we watched on the very first day? We met different people with different roles in a hotel. Let's watch the full portraits of each of the people and learn more about their responsibilities.*

#### INSTRUCTION

Show the video.

#### ASK:

- *Which role did you like the most and why?*
- *Is there anyone that already knows which role they would like to have during an internship?*

### Exercise: The Perfect Hotel (30 min)



#### SAY:

- *In this exercise you are going to split up into groups of 4 to design 'The Perfect Hotel'. After this exercise you will present the hotel to each other. Try to be as creative as possible! Think of what type of accommodation it is, how it looks like, where it is located, what the price of a room is for 1 night, how many rooms it has, what other facilities it has, etc. Think of all the different departments and which responsibilities each staff member has. Make a drawing of the hotel to support your story. After this exercise we will make an exhibition and go on a tour to see each other's Perfect Hotels.*

### Presentation: Exhibitions (30 min)



#### TIP FOR THE FACILITATOR:

Encourage the students to step back and look at their Perfect Hotel. Then make an exhibition of the different perfect Hotels and let each group present their perfect Hotel to each other.





**ASK:**

- *Why did you make the decisions you did?*
- *What makes a hotel perfect?*
- *Did you find one department that can work by itself and doesn't work together with other departments?*



**FACILITATOR'S NOTE:**

*Of course the answer to the last question is that there is no department that can work by itself.*



# SESSION 7B: Exercise: You've got talent!



## Knowledge

- The students learn how to recognize and relate their skills and talents to a real job situation.



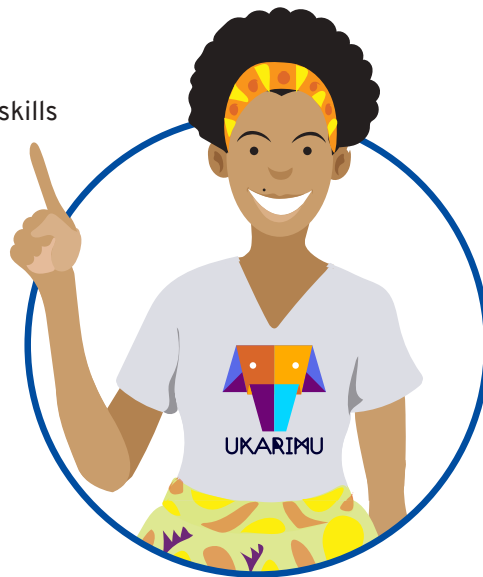
## Learning Goals

- The students can define the skills they have developed.



## Attitude

- The students realize that they have skills which gives them opportunities for working in the sector.



## Skills

- The students build skills on what they learned in module 2 and 3 and use their soft skills in the field of hospitality.

## AGENDA



### Exercise:

Mapping your skills and talents  
(50 min)



### Discussion:

Would you make a good employee?  
(25 min)



### Reflection:

Diary  
(15 min)



## INSTRUCTIONS

# Exercise: Mapping your skills and talent (50 min)



### PREPARE:

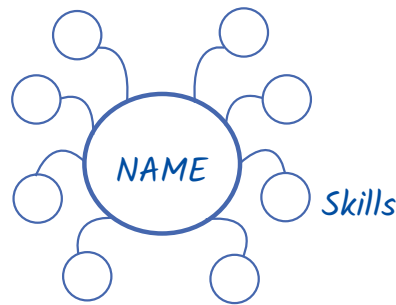
- Have markers ready. Students will use their diary.



### SAY:

- *The purpose of this exercise is to map your personal skills and talents. Take your diary. I am going to ask you to make a map of your own skills and talents. I want each of you to make a mind trap.*
- *Make a circle with your name in the middle. Then add smaller circles for as many skills and talents of yourself as possible. Your mind trap should look a bit like a spider.*

### MINDTRAP



- *Write your skills in the smaller circles.*



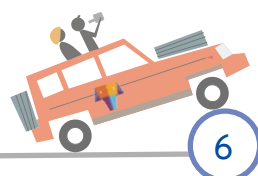
### FACILITATOR'S NOTE:

*Walk around for support. After a few minutes ask the students to hand back their black markers*



### SAY:

- *Now I want you to give feedback to the others. You have all been working with each other for a while now so you should know each other pretty well.*
- *I want you to go to as many students as possible to add talents/skills for your peers that are not already written down by them.*





### FACILITATOR'S NOTE:

*In this way each trainee is supported by his/her peers to discover his/her skills and talents which they might not be aware of.*

## Discussion: Would you make a good employee? (25 min)



### TIP FOR THE FACILITATOR:

See the facilitator guide about different ways of leading a discussion for some inspiration.



### SAY:

- *We have talked about the different departments in a hotel. We have also talked about what makes a good employee. Now you have seen what skills and talents you have and what other people say you have.*



### ASK:

- *Do you think you would make a good employee? Why?*
- *Who wants to share their mind traps?*
- *Who learned new skills and talents about themselves?*

## Reflection (15 min)



### SAY:

- *After this session we will go outside, so let us take a quiet moment for ourselves reflecting on what we have learnt.*



# SESSION 7C: Field visit: Happy to meet you! (extra long session)

## FACILITATOR'S NOTE:

*You could either plan this field visit on a separate day or make sure you have the whole afternoon.*



### Knowledge

- The students know how to approach people who are working in the sector.



### Learning Goals

- The students are able to interact with people in the industry.



### Attitude

- The students become more aware of the professional world and they are comfortable to approach professional people in the sector.



### Skills

- The students have an opportunity to walk around a hotel (or other facility) and see and meet people in the different departments.

## AGENDA



**Preparations**

(30 min)



**Field Visit**

(an afternoon)



**Discussion:**

Optional  
(30 min)





## INSTRUCTIONS

### SAY:

- *There is nothing quite as self-explanatory as actually seeing things in their most practical format. With this exercise we are going to go out of the classroom and into a real workplace. This provides a guided and supported opportunity to see and ask first-hand professionals in their workplace what their roles and responsibilities are all about.*
- *You all have the chance to see, hear, smell and perhaps even taste what goes on in the industry you are learning and training to be a part of. This is a very effective way to measure and review your goals and plans and to explore further what it takes to make a success of your chosen area or profession.*

## HOW TO ORGANIZE A FIELD VISIT

### Preparations: (30 min)



#### PREPARE:

- Find a large hotel, restaurant, lodge or tour guide company in the neighborhood and contact the owner with the question if it would be OK that your trainees come over for one hour to interview their employees. Explain that it would be a great inspiration for the students. You can ask several, according to the personal interest of your students but make sure they are monitored.

## START OF THE DAY

### SAY:

- *Today is a great day! We have made arrangements to go and visit the XXXXX hotel/company. We will meet some of the employees and you will have an opportunity to ask them questions. Most of these people probably started out just like you and you will be able to see how they worked hard to fulfill their dreams.*
- *In preparation I want you to break into small groups and write down several questions that you would like to ask these employees. Remember they are professionals and their time is very valuable so if you hear someone asking a question try not to duplicate it, ask them a different one.*
- *The purpose of your interviews is to learn as much as possible and which tasks in the company best fit your personal interests.*
- *Let's get to work!*



### Field Visit: (an afternoon)

#### UPON ARRIVAL

- Ask the manager to briefly introduce the place.
- Remind the students that they are talking to professionals and their time is valuable so keep the interviews short.
- Remind the students to remain in their groups.



 **SAY:**

- Treat the hotel and its employees with respect and do not lounge around in the chairs or start taking pictures.
- Present yourself well, introduce yourself when you meet someone; keep good eye contact and smile!
- Thank the individuals for their time and the information they have given you.

**DEPARTURE**

- At a certain time, make sure all groups are back at the same place. Thank the manager!

## Discussion: **What was it like?** (30 min)



**TIP FOR THE FACILITATOR:**

See the facilitator guide about different ways of leading a discussion for some inspiration.



**FACILITATOR'S NOTE:**

*The students will most likely be excited from their visit. It is up to you if you feel that a discussion is welcome or if they would rather spend the time reflecting in their diaries (or both). Encourage the students to discuss what they learned from the different people they met today and what roles and responsibilities in the hospitality sector do they think best fit with their talents and skills. Were they correct in their descriptions of the departments/employees of the perfect hotel?*

