



EN ROUTE PROJECT

Sport and Tourism Outdoor Manager

SPORT AND TOURISM LEARNING METHODOLOGY TRAINERS TOOLKIT



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1. INTRODUCTION

This toolkit is the expression of a training experience, as a result of the experimentation aimed at defining an innovative professional profile able to work between two sectors, namely Sport and Tourism. Since the first studies of the EN ROUTE project, it has been understood that the area of sport qualifications is already an extremely heterogeneous panorama, where qualified professionals belong to the higher education sector, but also to vocational education and non-formal learning environments, especially those who are testing their sport services in the tourism field across the EU and beyond.

The EN ROUTE trainers' community proceeded by assuming they were working with multicultural and multidisciplinary teams in training activities that demand careful planning and input from all experts involved and pose a range of questions on how to answer to the main skills gap. In the phases of design and implementation of the European training, the management of flexibility and multi-disciplinarity have been the main challenges that the trainers' community had to face, especially for:

1. The deep comprehension of the starting point. Considering the multifaceted characteristics of the sport labour market, the training groups are composed by sport experts that can come from different sub-sectors. They can come from the large segment of Physical Education area, as well as from service providers for rehabilitation paths through sport. The wellness field includes cross-border skills between sport, health and medicine, at the same time it reaches the sport psychology area. The European sport experts active in the tourism field are trying to create a career not yet embedded within a Sport Federation system, so they still design tourism services and test their new skills outside the formal system. Therefore, participants came from a large range of cultural, educational, personal, professional and experiential background, having different motivations and expectations towards training, as well as a different understanding about their role both in the new learning experience and in a new career path as "Sport and Tourism Outdoor Manager".
2. The sharing of a common methodology in training design accordingly to the peculiarity of European groups as well as the single participants. In order to deal



with the complexity due to the heterogeneous, multicultural and multidisciplinary learning environment, trainers needed to re-think their roles in relation to each other. However, unpredictable situations – such as a world pandemic - impacted on relationships as well as on the definition of new activities not in accordance with the first agreed learning methodology, thus changing the priorities on the expected results.

3. The evaluations on the need to overcome the traditional approach to the training of sector-specific modules. Applying a correct approach able to translate concepts far from the field of expertise of the participants is an essential starting point.
4. The acceptance of being more of a facilitator than a trainer in the process of acquiring new students' hard and soft skills in a simple way is an essential fact that can lead to the best personal development for everyone.
5. The proposal of new tools of assessment created an open debate in the field of Life skills most of all. The enhancement of a training path with extra-curricular activities, such as life skills, improved the value of the training offer for participants coming from the sport studies area.

The toolkit has the objective to offer an instrument for:

- a. Trainers active in territorial and tourist promotion;
- b. Trainers working in multidisciplinary teams, also in different fields of studies (Higher education; VET; life skills trainers; sport coaches; ...);
- c. Mentors and career counsellors to the extent that the training path develops entrepreneurial skills of the participants.

The Toolkit has been defined as a potential tool to be applied in similar training experience and in other working contexts. All trainers can test their expertise in the development of cross-sector skills and share the definition of new learning methodologies in a complex community in which different skills need to shape a final interdisciplinary qualification.

For this reason, the Toolkit encompasses an inventory of learning and training materials from various sources of specific topics. Therefore, trainers of several fields of study can find input for re-use in their own training activities. However, as stated that every type of training is different, this Toolkit was not conceived only as a “tool-box”: each section also focuses on *processes description*, easily available through infographics, to answer to the need to adapt models, theories and methods to other specific situations, target groups, skills needs, different tasks in work places and level of innovation.

2. THE CORE-CLUSTER OF SKILLS FOR A CROSS-SECTOR QUALIFICATION

2.1. THE CLUSTERS OF SKILLS UPDATING

The EN ROUTE Community of Trainers was able to benefit from the results of a very intensive phase of research on the training needs of the target group. Needs assessment is the first step in the process of training, a crucial initial phase for every training design-cycle, that determines if some training is really necessary and if it addresses the perceived needs.

The investigation of the main data to undertake a deep need assessment included:

- Qualification main factors in the description of National/European formal catalogues;
- Skills surveys aimed at underlining the potential gaps and the elements of match/mismatch between qualification and the contexts of the labour markets;
- The study of the specific context of occupation of the expected new profile (*Task Analysis*)¹.

In this sense, a mapping of different clusters of competencies can help trainers to obtain a more complete framework to decide the main area of intervention.

¹ Buckley, R., Caple, J. (2009). The Theory and practice of training. 6th ed. Koganpag, London, Philadelphia. ISBN 978-0-7494-5419-7. Pag. 18 – 25



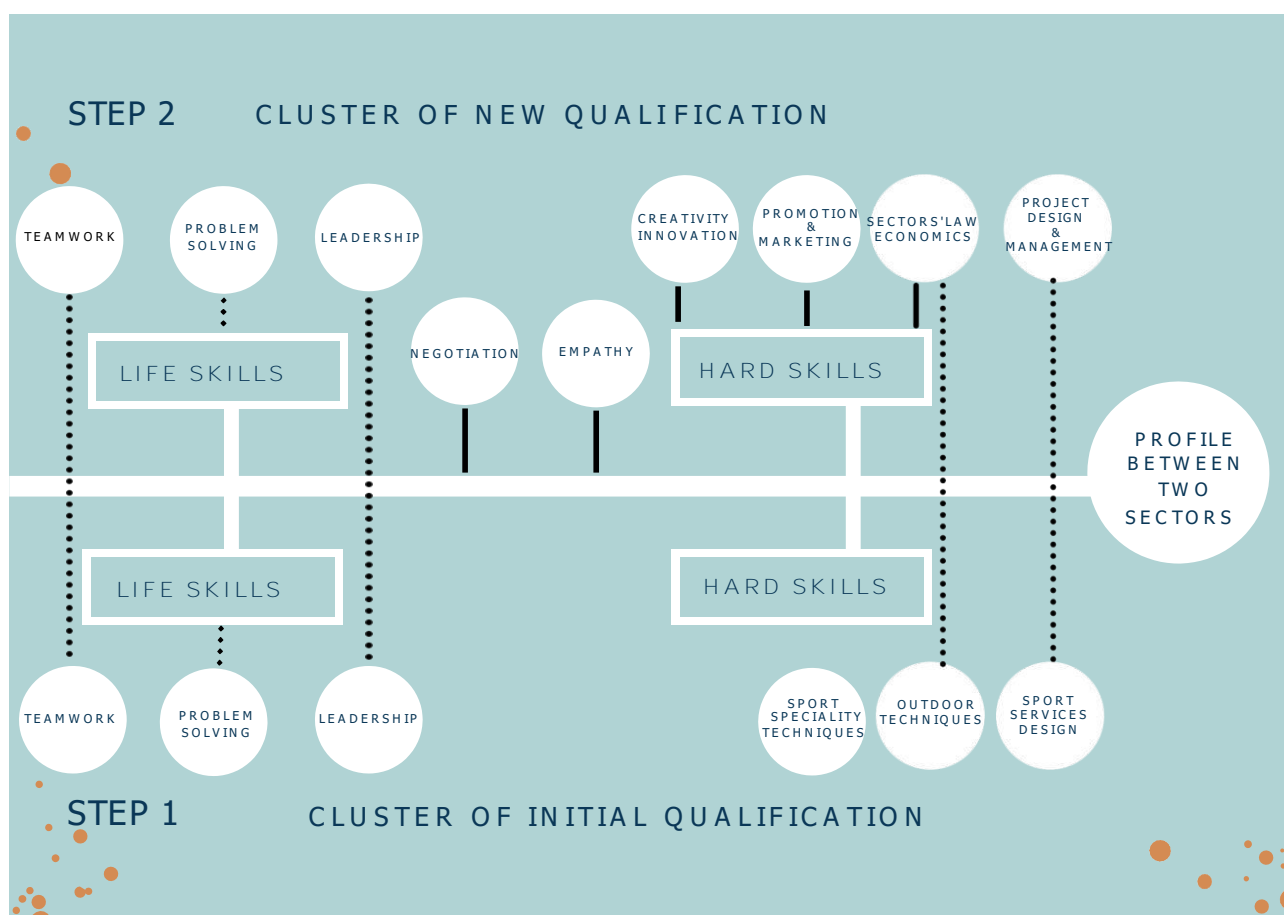


Fig. 1. The upgrading of the qualification towards a new sector.

After a first phase of data collection and analysis, trainers can obtain a set of factors to work on and all the phases that characterised the design of the new profile in terms of skills to be acquired, become clear.

Steps for implementing a useful map:

1. Start with the initial qualification of the target group in general (for example “sport experts” in EN ROUTE) to obtain a comprehensive number of skills’ clusters (hard and soft skills) already developed by previous learning experiences (*step 1_ Fig. 1*);
2. Consider the number of skills gaps emerging from the phases of data collection (tools: study; surveys; interviews; ethnographic methods; direct observation...) and select the initial competencies to be upgraded;
3. Individuate the sector-specific skills (*step 2_ Fig. 1*) not already acquired by the initial qualification and define the basic elements for the transfer of the contents of the different fields to the target group;
4. Identify all of the internal and external factors that can have an influence on the design of the training.

Possible types of Assumptions:

- Rate of different expertise needed of the team of trainers
- Level of satisfaction and well-being in the team of trainers (ability to manage possible conflicts)
- Focus on the soft skills of the team of trainers
- Level of feasibility of every kind of the training activities
- Professional and personal context, field of studies/specialisation of the participants
- Different level of motivation of the participants to enrol in the course
- Describe all the major positive factors, as well as the major negative factors.

As part of the discussion of trainers' strategy there is the influence of the *selection criteria* of the participants on methodology and on the description of the final learning outcomes to respect quality standards.

The proposal of the training experience for a new certification of a qualification between sport and tourism has been opened to all different sub-sectors of sport (sport coaches; sport managers; sport operators...) and not only to those professionals already testing their services between sport and tourism in non-formal contexts. In the EN ROUTE training experience, the selection criteria were based on:

- Sport expertise: motor science degree or students
- English language certificate (minimum B2) and another EU language as a preferential title
- Work experience also in the short term in the tourism sector (incoming tourism, hospitality, tourist animation...) only as a preferential title.

This choice was made on the basis of:

- The research carried out by each project partner, that uncovered a wide range of opportunities for the qualifications between sport and tourism but the supply of work is still concentrated in sectoral ways;
- The recognition of the need for more multidisciplinary curricula in the training of sports experts and in particular for those who want to work in the field of tourism²;

² Vrontdou, O., Katsoni, V. (2017). A multidisciplinary approach to sport tourism education in digital era. Enlightening Tourism. A Pathmaking Journal, Vol. 7, No 2, pp.179-202

- The consideration that many sport profiles have experience in the tourist sector in general, typically in sport entertainment in the tourism field as a seasonal activity.

There is often a gap between the prepared training programme as a first proposal where some topics of the content have to be present and the factors that can be just modified on the basis of actual needs of the participants. The context and dynamics of the groups are different each time and levels of complexity can be reached that require extreme flexibility in training approaches, as in the case of sport professionals involved in different fields of activities (education; gyms; rehabilitation; sport events; sport psychology; sport young volunteers; sport managers; ...).

A possible list of items that can manage flexibility and realise a more “tailored” learning pathway has been produced by the Trainers’ community, as following:

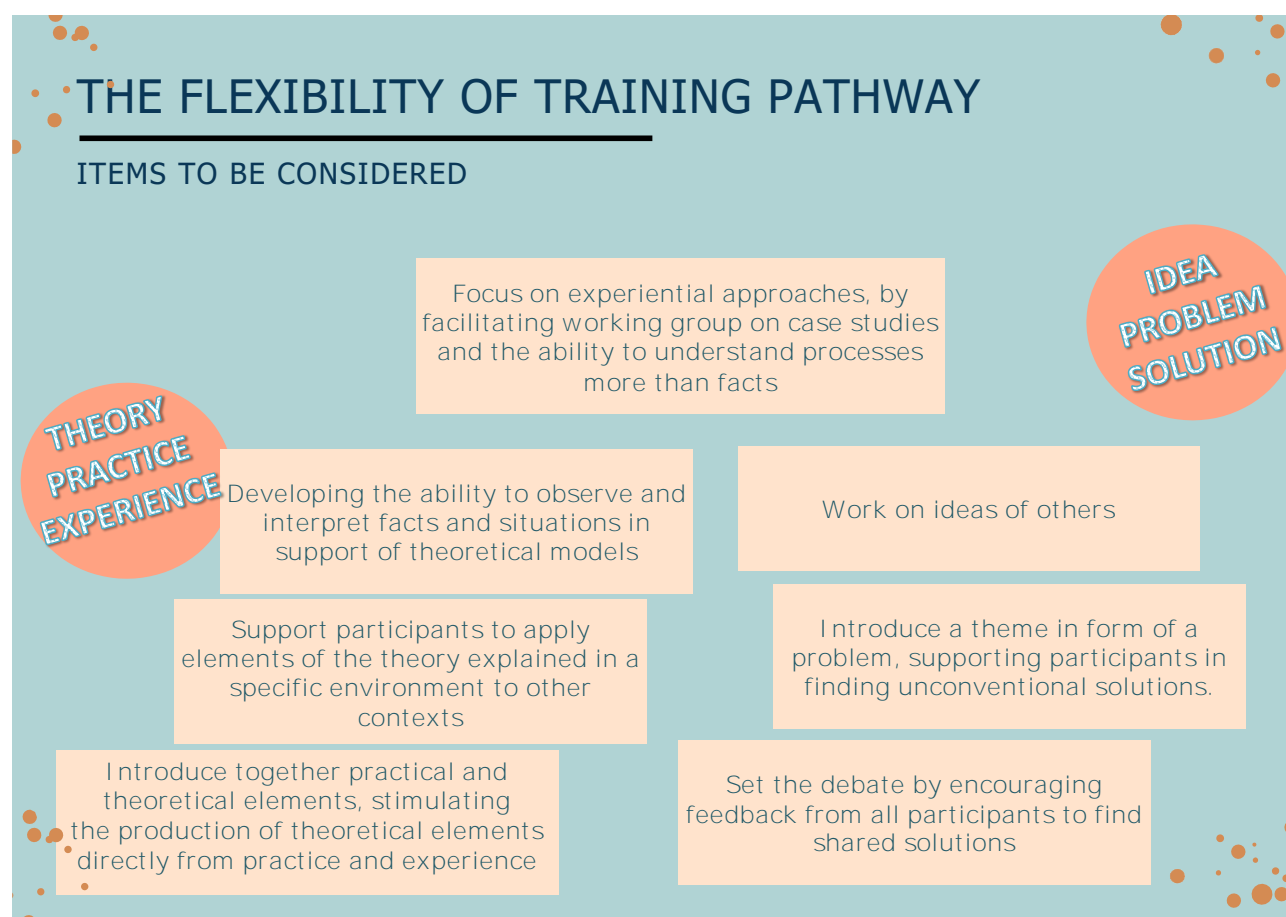


Fig. 2. The items to make training pathway flexible.

2.2. LIFE SKILLS AREA: LEVEL OF IMPACT FOR A SPORT AND TOURISM PROFILE

The aim of the “Sport and Tourism Outdoor Manager” course is to create a clear competency mapping of the participants and their development during the period of training until the validation of the final skills portfolio, according to the performance levels expected and appropriate to the manager profile. From the earliest stages of the analysis of life skills needs, sports operators were less familiar with the transversal skills related to the area of management and entrepreneurship. This was the cases of creativity, innovation and negotiation. Given the complexity of these skills, trainers could not ignore the choice of a methodology based on the participatory and experiential method.

LEARNING APPROACH.

Life skills approach in the case of a sport expert.

The approach that trainers intended to validate for this process for all training modules but especially for Life skills module was therefore “participatory”.

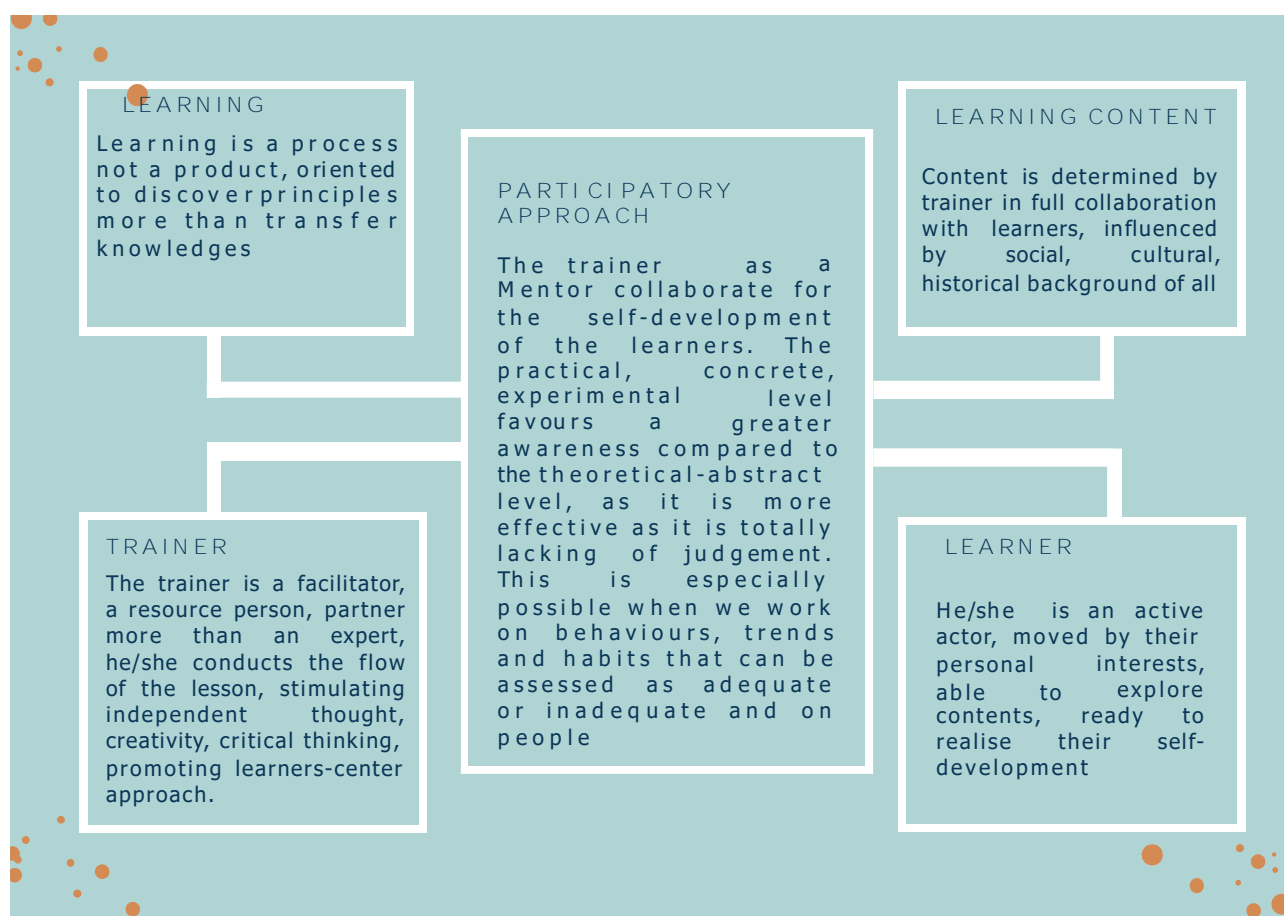


Fig. 3. Main factors of the participatory approach.

The characteristics of this peculiar path were:

1. The learning as a process;
2. The content as a result of a collaborative work in the classroom
3. The role of the actors: the learner as an active participant able to manage their learning process; the trainer as a facilitator of this process (Fig.3)

In the participatory approach, the learner is supported to discover their own potential, making use above all of empirical tools, starting from both personal/professional and organisational objectives (tasks) in order to guide the participant to ask themselves and individuate their strengths and possible areas for improvement to achieve all the competencies of a specific profile or professional project.

This path, mediated by trainers and through facilitative tools (fig.9), can be carried out by supporting the learner always in an autonomous decision-making process without influences.

- a. The learner is helped by the trainer, who acts as a facilitator to become aware of how they have acted / act in relation to a previous professional, personal, organisational goal or with respect to a previously shared future goal;
- b. The learner is supported in measuring their professional behaviour, trends, training/work, habits through tangible feedback (fig.9 three pillars);
- c. The learner must be led to highlight competencies, knowledge and abilities and decide on the professional aspects worthy of training investment, following the measurement of the degree of presence or absence of precise skills experienced as necessary for the achievement of one's professional goals;
- d. Having reached point c. the evaluation approach must be shared in advance, through the recognition of the professional dimensions considered fundamental for achieving the objectives and therefore the sharing of the related measurable indicators (sharing of checklists between trainers and learners).

The **critical point** for a correct participatory approach was to raise awareness of the matching between the professional implications determined by the objectives of the tasks of the new profile to be achieved, with the skills actually possessed. This process was not easy for two main reasons:

- a. The sports field itself, being widespread, the dynamics of volunteering, starting from the precondition that sport is an automatic developer of life skills (teamworking;

problem solving; empathy...) and the typical attitude is to think of automatically possessing a good level of certain skills as an assumption;

- b. As was evident from the early stages of evaluation of the participants in the training, the lack of self-awareness of their strengths and weaknesses in life skills.

Therefore, the main step is to support the participants in understanding and recognising what they do not yet see. “Self-awareness can be broadly defined as the extent to which people are consciously aware of their internal states and their interactions or relationships with others”³. What trainers would apply through a participatory approach was the development of a path of reflective action, followed by a step of acceptance and a pro-active stage oriented to their self-development.

The practical, concrete, experimental level favours a greater awareness compared to the theoretical-abstract level in this area, as its’ efficacy comes from a neutral basis. This is especially possible when we work on behaviours, trends and habits that can be assessed as adequate or inadequate and not on people. The evaluation is therefore always aimed at valorisation; to the transfer of the assumption that everything can be learned and therefore, having detected the consistency of the baggage / portfolio possessed by each one, the skills gaps can be filled through an adequate and specific training intervention.

From the methodological point of view, the essential actions to consider are those that put beneficiaries at the centre both of the training and learning and of the assessment, as follows:

³ Sutton, A. (2016). Measuring the Effects of Self-Awareness: Construction of the Self-Awareness Outcomes Questionnaire, *Europe's Journal of Psychology*, Vol. 12(4) 645–658

LEARNING/TRAINING PROCESS

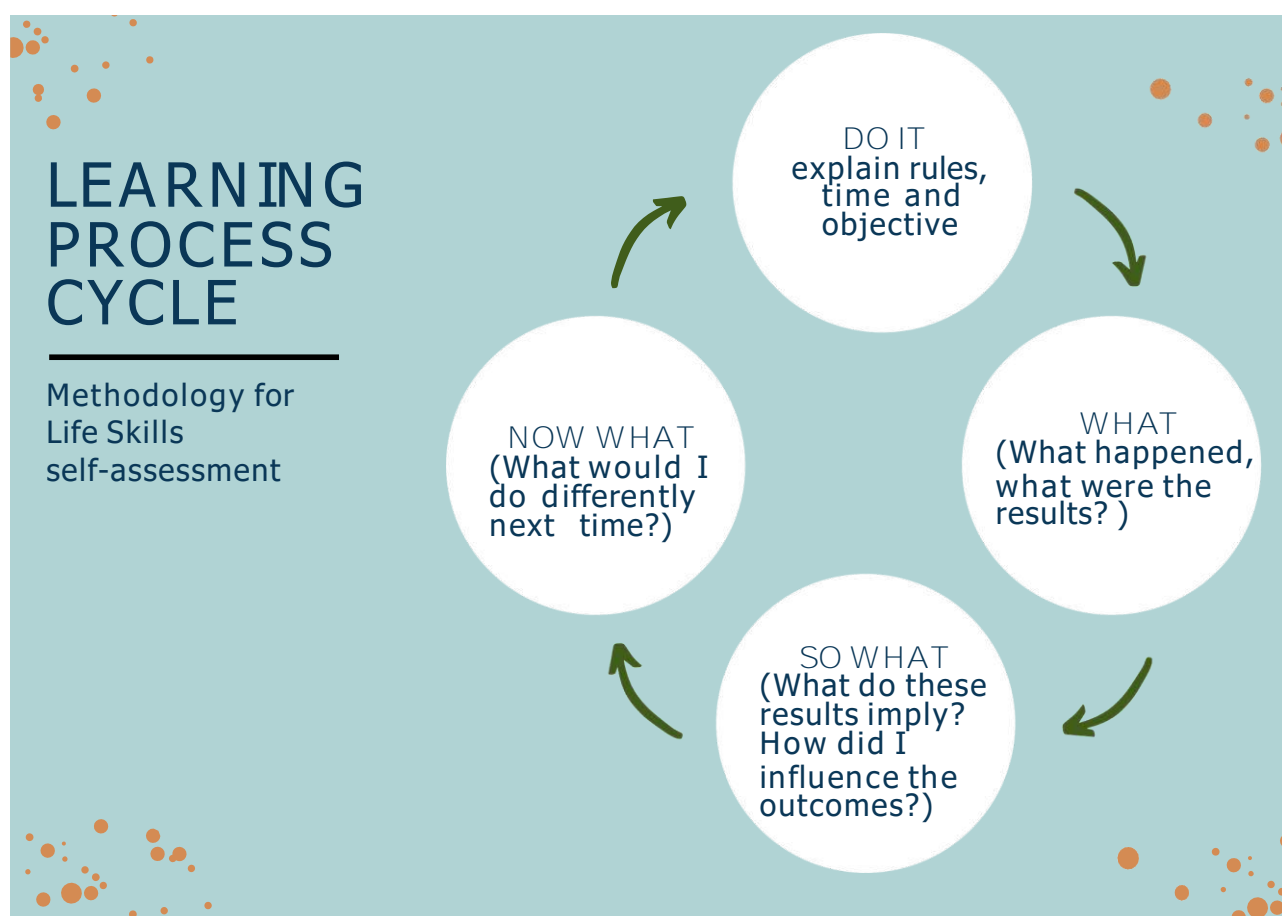


Fig. 4. Learning process cycle in Life skills context.

LEARNING CONTENT

The importance of the design of the metaphor

Once the system of training objectives has been framed, it is essential that the design of a metaphor through game-based learning that connects the action required in different environments (indoor – outdoor) is implemented. The Metaphor ensures the effectiveness of learning because:

- it has a high impact on participants, being student-centred, collaborative and reflective of practice, using a mixed-reality platform in different contexts;
- it forces spontaneous and un-calculated behaviours of the participants that give rise to clear observations on the evolution of the skills by trainers.



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What is well known as a “serious game” gives advantages to training, getting a specific learning situation where participants can play, test, probe themselves without serious consequences but, focusing on the game, forgetting any over-structure, shown for what they are. On the other hand, trainers should be able to build an environment sufficiently challenging and adventurous, which becomes meaningful to the player, so that the skills and knowledges acquired within the game are transferrable to real work tasks. Feedback on participants’ behaviours after the game, explained by trainers and peers through an appropriate communication style (i.e. express opinions without judging; discussing processes not people in a participatory context) will increase the impact of learning and self-awareness⁴.

2.3. TECHNICAL COMPETENCES: A NEW DESIGN FOR A SPORT AND TOURISM PROFILE

The purpose of the “Sport and Tourism Outdoor Manager” learning path is to create a paradigm of validated competences useful to engage the figure of the sports professional in the tourism sector, specifically in outdoor tourism.

The first assumption to consider is the choice of the environment - in this case the tourism, in detail the outdoor subspecies - which becomes the area of experimentation.

The term "**outdoor**", which the definition of this professional figure refrains, clearly indicates the space where it was planned to transfer the new profile. The term "outdoor" is in fact a harbinger of an innumerable range of sports and motor activities, subject to specific skills and vocations of the selected participants (e.g. cycling, swimming, navigation, climbing, etc.) to the learning patch and shows what in the tourism sector is an increasingly recurring theme in the offer-demand system: the **active holiday**. In the large active holidays range, a series of tourism motivations underlie the primordial leisure need, but have then evolved to include health requirements up to the search for the psychophysical benefits associated with movement in the open air: health tourism, prevention and medical care tourism, holistic well-being tourism and so on.

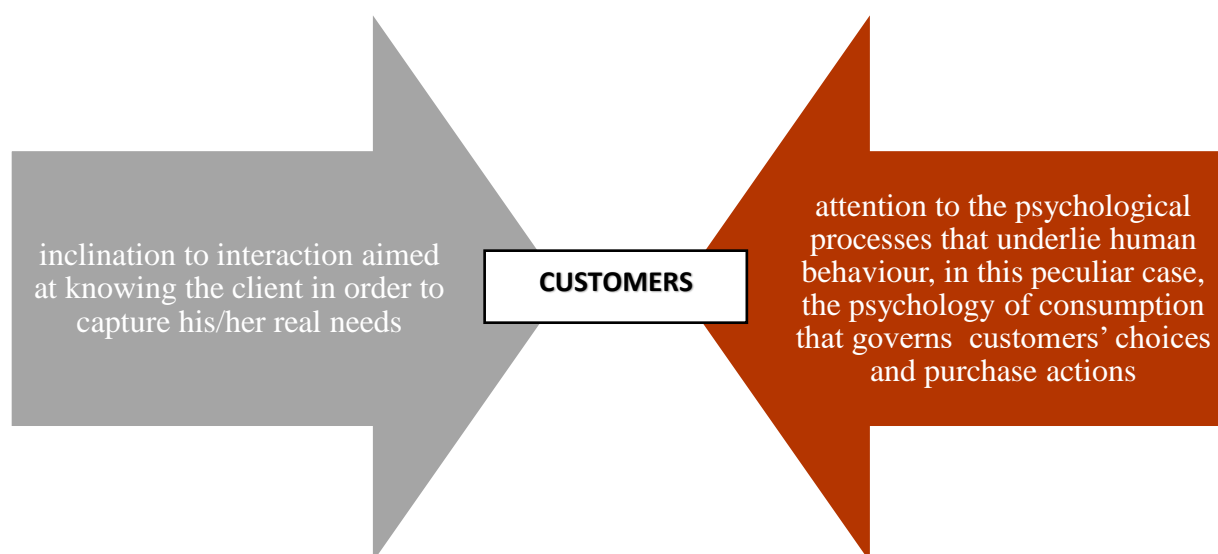
⁴ Lukosch, H., Van Ruijven, T., Verbraeck, A. (2012). The participatory design of a simulation training game. Proceedings of the 2012 Winter Simulation Conference (WSC). pp. 1-11, <https://doi.org/10.1109/WSC.2012.6465218>

In this perspective, specific **technical skills** the participants acquired, through formal (i.e. University, Academy) or informal paths, are to be considered excellent starting points - mainly relating to motor science topics, such as human anatomy and physiology, principles of nutrition, training methodology, motor activities open air, didactics and psychology of motor activity. This is because they are useful for the formation of a solid technical base of a professional who must interface with tourists and travellers.



Tab. 1. The new tourists 'needs

With reference to the needs listed above, it emerges evidently that the new professional to be trained must demonstrate the following attitudes



Tab. 2. The relational skills to focus on customers

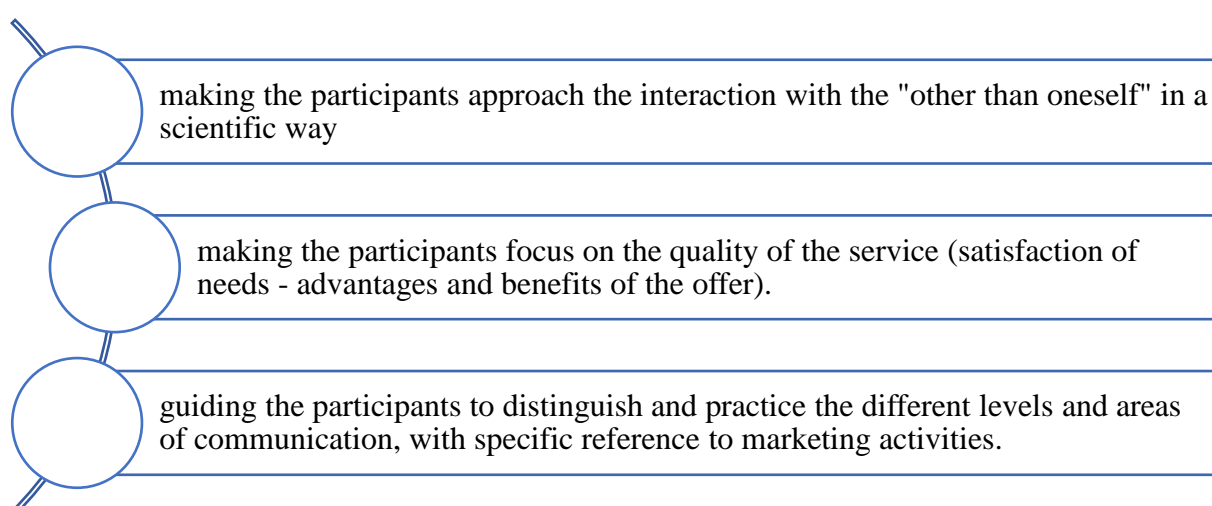
Speaking of **communication** in the tourism context, the inclusion of ethnolinguistic subjects learning and practice was essential, such as instrumental communication codes essential for the exercise of a profession implying mobility and approaching both domestic and foreign travellers.

The **linguistic competence** object of strengthening in the EN ROUTE project is the English language, therefore considered as the main requirement for the selection of the participants. It is considered as well as necessary for the participants to deal with learning and with the production of documents useful for their entrepreneurial project.

With regard to the ability to interact, the enhancement of the **life skills**, a crucial factor today for the development of individual careers, here becomes a fundamental basis in the construction of the training path, because the tourism profession intrinsically lives on relational dynamics, management of human relationships, negotiation and critical situations. Thus, empathy - emotional and cognitive - negotiation skills, problem solving and creativity become a working habitus for operating in tourism.

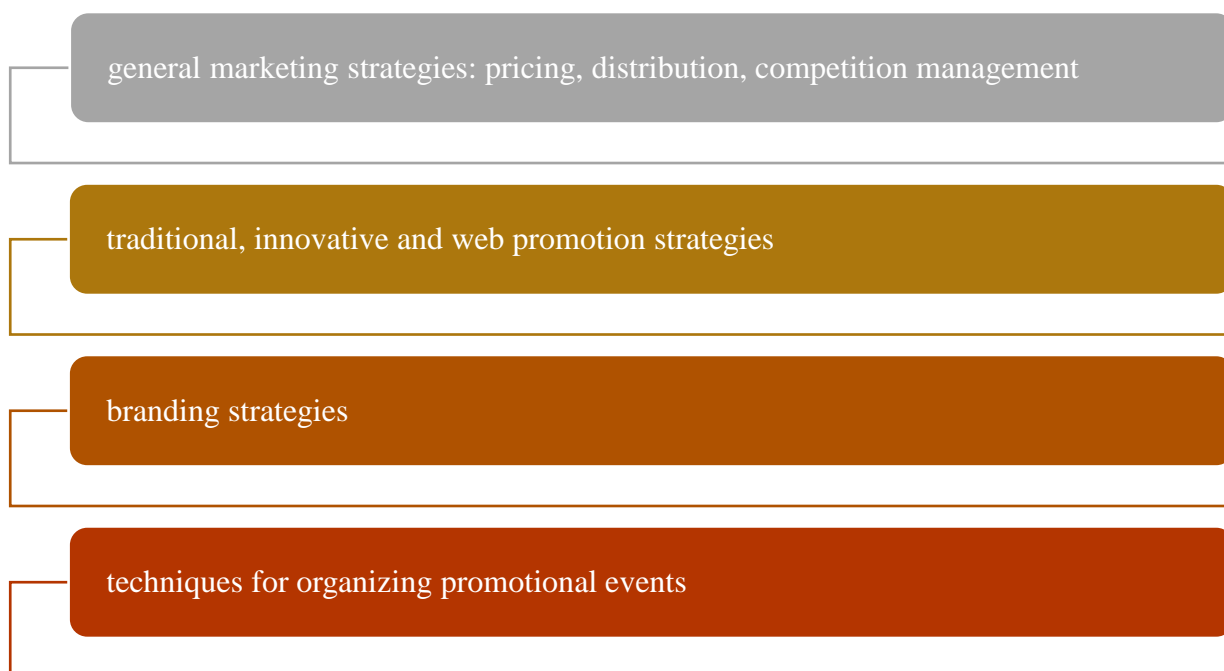
Therefore, in addition to the specifically structured training for the evaluation of life skills, as described in the previous chapter, we went further by filling a non-culpable lack of knowledge, skills and competences in the field of **communication** and psychology of **tourism consumption**.

The introduction of a communication module into the path was necessary for the following scopes:



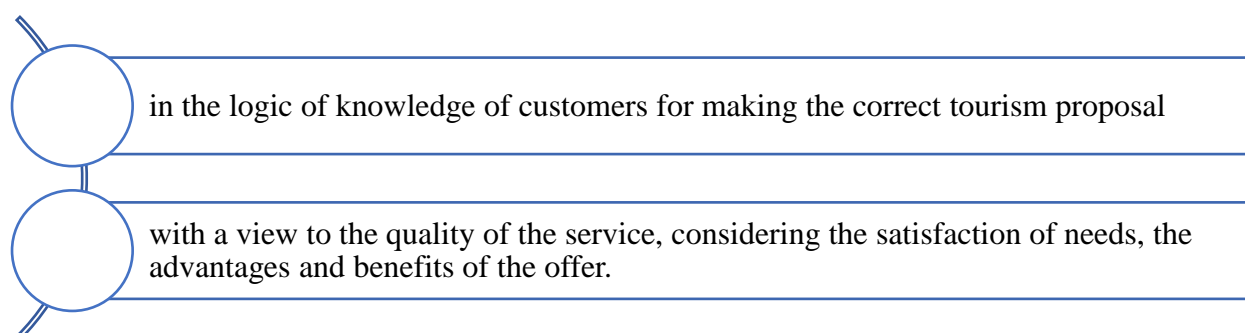
Tab. 3. The communication skills for knowing the customers.

We therefore delved into the sectors of **promotional marketing** outlined in



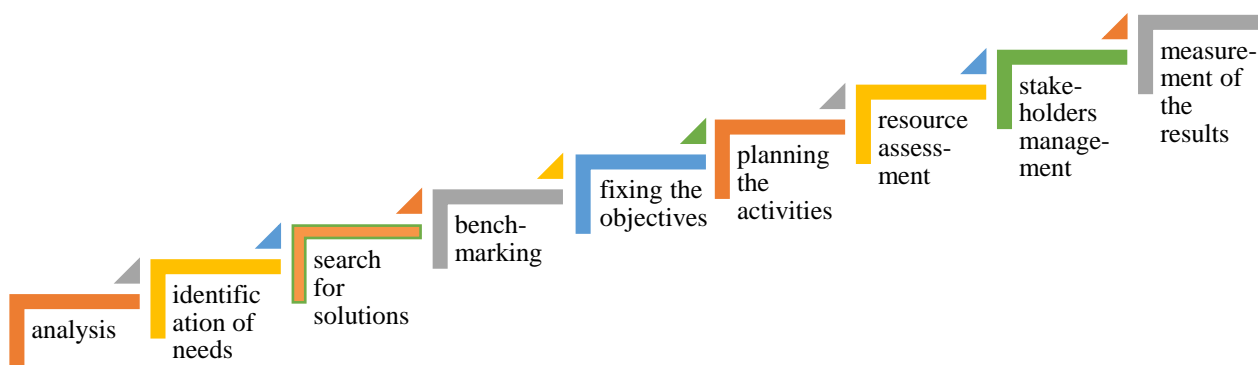
Tab. 4. Promotional marketing activities

The **communication** module was then preparatory to the approach to the topic of sales of both products and services, according to the following ratios:



Tab. 5. The communication skills for selling

With regard to **marketing strategies**, it was planned to make participants acquire advanced skills in the field of tourism-territorial **product design and project management**, by suggesting methodologies and training their skills in the following fields:



Tab. 6. The scale of design activity

In detail, the training on the design of the tourist-territorial product was the common thread that connected the entire path, from the moment of the frontal teaching to the implementation of the project idea. Our belief is that the **design ability** is a highly qualifying feature, as well as a factor of competitive advantage, for people who work in the structuring of the territorial tourist offer and need to constantly test their performances in a scenario in continuous and rapid evolution.

Since the professionalism of the "Sport and Tourism Outdoor Manager" is likely to be included in a wider framework of integrated tourist-territorial offer, we structured a module entirely dedicated to the transmission of effective tools for the **involvement of stakeholders** and for the preliminary **analysis of the territorial context** on which the project would be grafted.

The introduction of this learning module has to be considered profitable for the entrepreneurial contextualization of the participants.

The development of a strategic vision by the participants is the goal that also underpins the construction of the module dedicated to the **business strategy of sport & tourism**, aimed at developing their **entrepreneurial skills**. Hence, the need arose to make participants acquire **basic technical skills of an economic-financial nature** to deal with

an autonomous work activity, both in an individual or collective form and both in the form of enterprise or a freelance profession.

Given that the "Sport and Tourism Outdoor Manager" badge is the recognition of professionalism on a European scale and that this profile must operate in accordance with current regulations, **European and national tourism legislation** modules have been envisaged in order to frame the future exercise of the profession in relation to the EU and local legislative environment.

The list of the knowledge, skills and technical competence of the training course devoted to the "Sport and Tourism Outdoor Manager", together with the details of the contents of the modules and the expected learning outcomes is summarised in the Annex 3 **“Sport and Tourism Outdoor Manager” - Technical Modules**.



3. PLANNING A COMMON TRAINERS METHODOLOGY

3.1. STEPS FOR PLANNING AND IMPLEMENTING

The training methodology deals with the methods aimed to design and implement the training. It must be separated from the “method” because it can be defined as a body of practices, procedures and rules used by those who work following a “discipline”.

The educational-methodological complex of the training for “Sport and tourism outdoor Manager” contains a description of the concept of the program, explains its goals and objectives, and also covers the training. As explained in section. 2.1 about the theme of the flexibility of training, the EN ROUTE community of trainers selected, methodologically, a mix of a first part of each training module as a theoretical and practical approach together with online learning and practical online group workshops. Thereby, special emphasis was placed on different sessions:



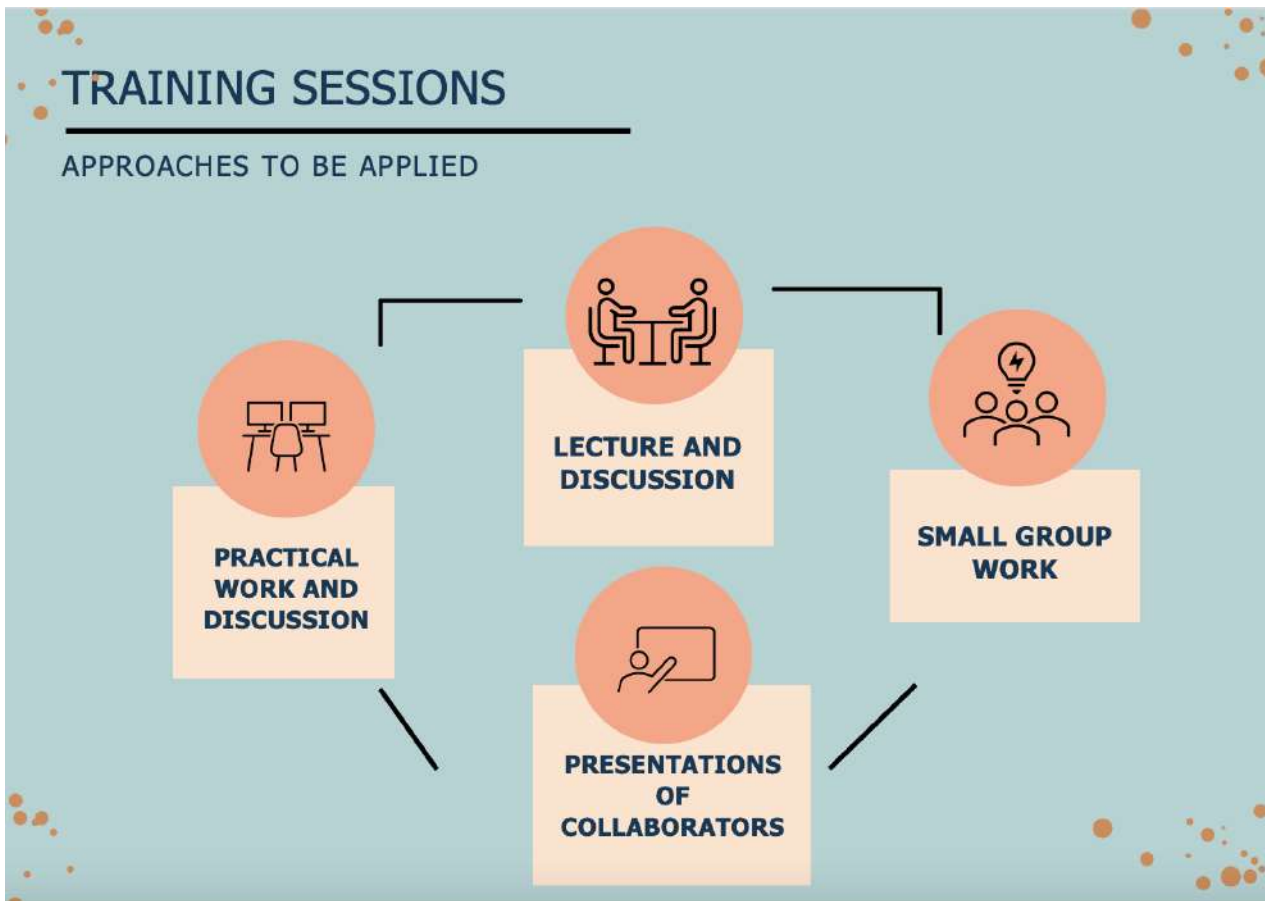


Fig. 5. Training session. Approaches to be applied.

Whereas the main focus of EN ROUTE training is to develop entrepreneurial skills and then develop business models between sport and tourism, intensive work was also done to encourage participants to create projects that are realistically applicable. Therefore, it was necessary to find an appropriate methodology for the specific modules directly related to the expected result of the design of the project work. Thereby, the main emphasis was placed on the methodology of an active classroom, more precisely on mastering the envisaged program through lectures, with a special approach, for the students to gain knowledge by completing interactive exercises, with feedback.

In the second part of the training, the participants were guided through intensive mentoring process in order to create complete projects with all the elements that should be contained in a written project ready for application, concluded cooperation agreements with possible stakeholders and work on actual application of projects from the participants in reality.

Considering the fact that this is an online training, EN ROUTE trainers believe that any planning of the joint training methodology should start with a training session plan. It is a road map of the complete "Sport and tourism outdoor Manager " training. In this section, the EN ROUTE trainers share our experience of how to create a Training Session Plan and the steps for planning and implementing a common trainers Methodology.

What is a Training Session Plan?

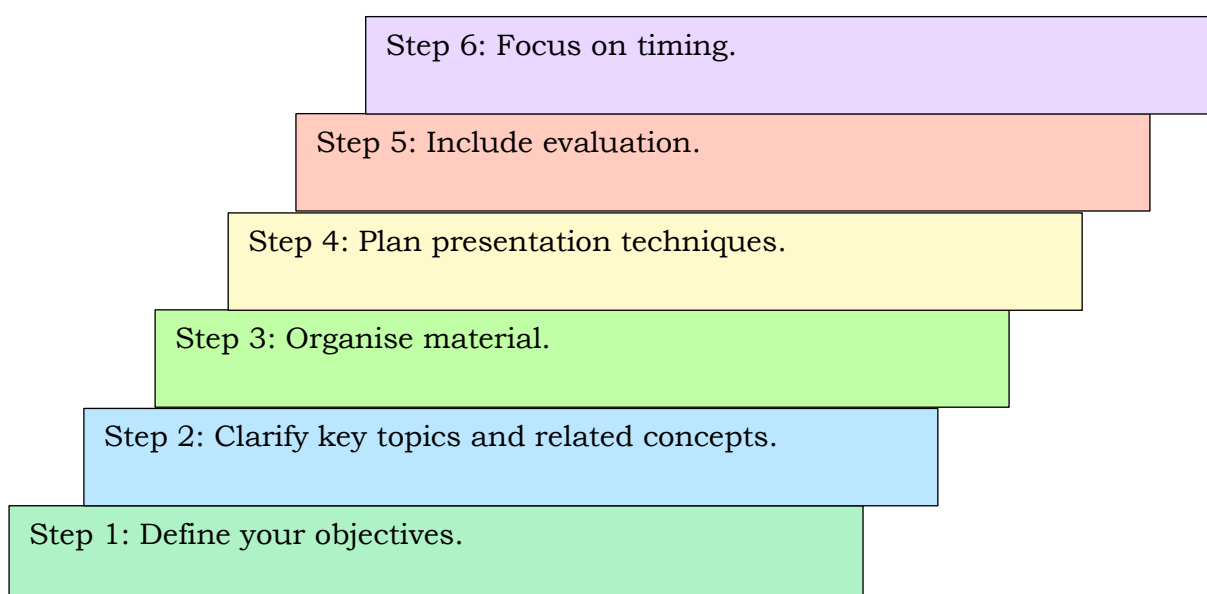
A training session plan – also called a learning plan – is an organised description of the activities and resources you will use to guide a group toward a specific learning objective. It details the subject matter that you will teach, how long each section should take, the methods of instruction for each topic covered, and the measures you will use to check that people have learned what you needed them to learn. It can be as simple as a brief outline, or more complex, with scripts, prompts, and lists of questions that you plan to ask.

As you plan, you visualise each step of the class. This helps you ensure that you have thought about everything that you need to say, and that you present information in a logical order. You will also be able to prepare for points that people might find difficult to understand.

After your session, you can use your plan to work out what went well and what did not, so that you can adapt it for future lessons.

How to Develop a Session Plan?

To create an effective training session plan, take the following steps:



Tab. 7. The steps of a Session Plan

Step 1: Define Learning Objectives

Your first step is to specify what you want your listeners to learn, and determine how you will measure this.

Think about these questions: What are the most important concepts or skills that listeners need to understand by the end of the class? Why are these concepts and skills important? How will you know that they have understood these correctly?

Tip 1:

You can use the ABCD Learning Objectives Model to set a training objective that comprehensively addresses your learners' needs. This helps you understand your Audience, define the Behaviour needed at the end of the session, specify the Conditions under which knowledge will be used, and determine the Degree of knowledge needed.

Tip 2:

You should only have one or two learning objectives for each class. If you have more, you are likely to have too much information to cover, and listeners may feel overwhelmed with information.

Step 2: Clarify Key Topics and Related Concepts

Your class will focus on a few central ideas or skills, but you will need to explain related concepts to reach your learning objectives. List your key topics and their related concepts, and then group them together – for example, using an Affinity Diagram – to show how they are connected.

Step 3: Organise Material

Once you have a general idea of what you need to cover, draft a lesson outline. List all of the points that you need to cover, in the order in which you will cover them.

Use the 5 E Learning Cycle to link information to participants' existing skills and knowledge. This will help them put it into a personal context, which, in turn, will help them retain it better.

Now, insert the information from your outline into your training plan template. Check back against your initial brainstorming document to make sure that you have covered everything that you need to say. Also, compare your template with your objectives for the session, to make sure that you will achieve them.



Step 4: Plan Presentation Techniques

Now think about how you will teach this material to your students. It is best to use several different presentation approaches to keep participants engaged, and to appeal to people with different learning styles. (This is very important, because learning styles vary widely.)

Consider using these activities in your training session:

- Lectures are ideal for introducing a topic. Keep lectures to 30 minutes or less, and summarise the important points at the beginning and end. You may want to use a guest speaker if the topic is highly specialised.
- Demonstrations work best when you need to show the steps in a process or task. Participants can try the task out for themselves, or you can demonstrate it in front of the group.
- Discussions and debates are useful after a lecture, because they allow participants to ask questions about the concepts that they have just learned. Consider handing out a list of questions or topics to prompt a discussion.
- Role-play involves trainees acting out a new skill in a simulated environment, and learning from feedback from other participants.
- Small group teaching helps learners clarify their understanding of the new information. They can explain it to one another in their own words, and answer questions.
- Case studies can help participants put new information into context. As they process the information and relate it to a situation that is relevant to them, they create mental connections that will help them recall the information later.

Once you have decided which training methods to use, note them in your template.

Step 5: Include Evaluation

Now, think about when you will check that participants have understood key points. Build in learning checks and question-and-answer sessions, and include these in your template.

Also, consider how you will evaluate the session. You may want to use a formal measurement approach, or you may want to create a simple on- or off-line questionnaire that will help you tell if the session has been successful.



Step 6: Focus on Timing

Finally, think about the timing of your session. Some concepts or skills will take more time to master than others, so identify these up-front, and allow participants extra time to absorb or practice the material. Record the time that you will allocate for each concept or section on your training plan, and make sure that you have allowed plenty of time to focus on the core concepts – if you don't have enough time, you will need to run additional sessions, or narrow your learning objectives and reduce the number of topics that you plan to cover.

Note: You can use the same steps to create a plan for an online training session. However, you will want to allow extra time for participants to log in to the training platform, ask questions about it, and resolve any technical problems. You will also need to include extra opportunities to check for comprehension, because it can be harder to see if participants have fully understood the lesson when you're not in the same room as them. Ask frequent open-ended questions to confirm understanding.



Suggested methods of instruction

[Example: module for project work design]

METHODS	AIDS	TIME FRAME
<ul style="list-style-type: none"> ✓ Lecture ✓ Discussion ✓ Demonstration ✓ Exercise 	<ul style="list-style-type: none"> • Overhead transparencies • Demonstrations • Handouts 	<ul style="list-style-type: none"> • Two hours lecture/discussion • Two hours of demonstration and five-minute mini-lectures, skill lessons.
APPROACHES	EXERCISE	NOTES
<p>This module lends itself to a lively presentation by the trainer. The trainer must be capable of demonstrating personally, the methods of training selected for special attention. These methods are believed to be the most appropriate for use in the training of Sport and Tourism Outdoor Manager. It is acknowledged that case studies also have their use, but considerable time is required in their preparation.</p>	<p>During the theoretical training for the Training Modules of “Sport and Tourism Outdoor Manager” each participant was asked to make a mini-project. It was necessary for each participant to design their project, give it a name, define the long-term and short-term goals of the project, activities, stakeholders and beneficiaries of the project. They were presented in the classes in accordance with the topics that were covered in the classes.</p>	<p>The participants were given remarks by the mentor on the presented projects in accordance with the achievements.</p>

Tab. 8. Methods of instruction. The case of module 3 for project work design.

3.2. THE MENTORSHIP APPROACH

Mentoring is a methodology on training to support a profile that has to develop entrepreneurship skills and a new spirit of initiative, able to define new proposals of sport and tourism business models, thus providing participants with the support required to develop their competencies.

In a common opinion, competencies should be understood as a complex combination of knowledge, skills and abilities/attitudes, needed to carry out a specific (or a complex) task in a certain context leading to results. Knowledge should be understood as a body of facts, concepts, ideas, principles, theories and practices, that are related to a field of practice, work or study; skills as the set of capabilities learned or acquired through training, to perform actions by applying knowledge; and abilities/attitudes as the physical, mental or emotional capacities to perform a task.

The initial EN ROUTE training for “Sport and Tourism Outdoor Manager” implied organised acquisition of practical and theoretical knowledge and skills, understanding the role and basic principles of Project management for the purpose of professional and efficient performance creating Project Proposals and working on a Project.

The main goal of mentoring was to guide and support the participants during the second phase of the project. The mentor plays a crucial role in ensuring that the learning achieved by the participant is effective and focused on the competence(s) participants need to demonstrate. A Mentor is a guide, a coach, a role model, provides support, encouragement, constructive feedback and suggestions for improvement. A Mentor must exhibit professionalism, the ability to plan and organise, also good communication and coaching skills. They are responsible for maintaining confidentiality, sharing knowledge, skills and information.

Thus, the Mentor’s role can include the following tasks:

- Providing information about the bench, policies and protocol
- Listening, questioning and gathering information from the participant about their current competence
- Supporting the process of learning and personal development
- Encouraging the participant to take responsibility for their own development
- Supervising mentees’ daily work
- Giving the mentee feedback using the competence framework, if necessary challenging inappropriate behaviour or prejudices

- Reporting to the coordinator any trouble that might appear during the development of the initial training

Throughout the course a variety of training methods were used. The intention was to take every opportunity to familiarise participants with different aspects of project management. Thus, they learned about a Project management not only through a special 'demonstration', but also experienced it as participants in real training situations during the course. Most sessions were based on contributions from participants. The training leader's main role was to elicit these contributions through tactical questioning and by leading discussions.

After the participants successfully passed the trainings of Life skills and Technical modules of the EN ROUTE training for "Sport and Tourism Outdoor Manager", some of them continued to the second part of the training which involved creating *real projects*, according to the acquired knowledge, skills and competencies from the theoretical and practical work of the training, under a strong mentorship process, creating partnerships and application projects.

If in the first part of the training (life skills development) the process of mentorship is aimed at gaining self-awareness on their individual strengths and commitment to improve those required by the new profile, (see par. 3.3), in the second phase, mentoring for "Sport and Tourism Outdoor Manager" implies teaching on how to be a project manager or a good entrepreneur in the sports and tourism industry. This means to improve all competencies required by the new profile, but supporting an individual path, because it responds to the need of every single participant that begins the path from a different starting point (level of skills, different work experiences, social and cultural background) and develops ideas and projects through different aspirations.

3.3. LIFE SKILLS DEVELOPMENT

Starting from the phase of EN ROUTE research the main skills of life skills clusters belonging to the potential new profile expected are identified in:

- ✓ teamworking
- ✓ leadership
- ✓ problem solving
- ✓ critical thinking
- ✓ creative, innovation, sense of initiatives

- ✓ empathy, intercultural awareness
- ✓ negotiation
- ✓ effective communication.

As mentioned in the previous section, the skills' need analysis stated that sport experts' profiles did not have a high rate of self-confidence in skills of management and entrepreneurship fields (creativity; innovation; negotiation) but, contrary to what one may think, they sometimes needed to reinforce their skills more related to the sport area (leadership; teamworking; problem solving).

The phase of process of development started from a training proposal supported by non-formal learning processes, presented situations of game, practical workshops and debate integrated in indoor and outdoor activities.

LIFE SKILLS WORKSHOPS
A set of possible approaches to be applied

CLUSTER TEAMWORKING - LEADERSHIP

CLIMERCARDS

All participants can choose one card to introduce themselves to the group. However to increase collaboration and to test their ability of active listening, two people introduce themselves to each other. At the end, every participant introduces their partner to the whole team. The second person will have to confirm that the first one has understood everything

HIGH TOWER

The team has to create the highest tower possible in a defined time (20 minutes). Each block is connected to a rope. The group must move together to lift each block. The team is free to decide the number of blocks, when to stop and if they can continue as long as the tower does not fall. Spirit of initiative, teamwork, leadership, perseverance, performing under pressure emerge in this game. Two or three people can support feedback if they observe the situation and help the trainer to make consideration to the process. They can learn how to communicate since they express ideas on behaviour and process not on people

Fig. 6. Approaches of the cluster teamwork – leadership

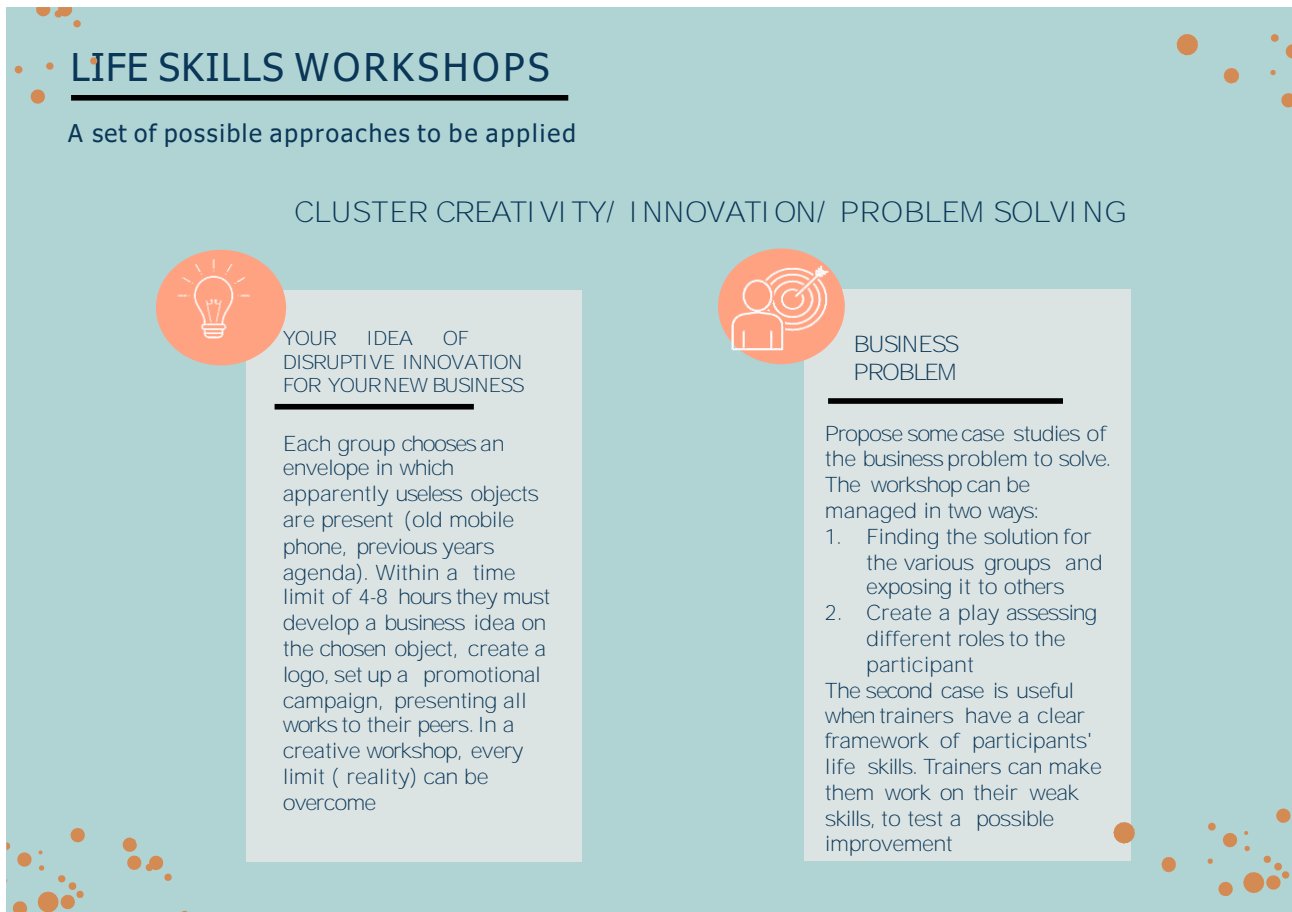



Fig. 7. Approaches of the cluster creativity – innovation - problem solving

LIFE SKILLS WORKSHOPS


A set of possible approaches to be applied

CLUSTER EFFECTIVE COMMUNICATION



INTUITIVE CARDS

All participants have a small piece of an image. In a defined time (15 minutes) and talking to each other they have to understand what kind of image the pieces belong to. This game shows the way of communication, the level of perseverance, and the ability to perform under pressure (timing).



MISUNDERSTANDING GAME

This game requires two people sitting back to back. Person A will have an object and will have to describe it to person B (without explicitly saying what it is). Person B will then draw it, based on the description of person A. This game improves creative communication. Finding creative ways to communicate, even if there are barriers, create problem solving skills. No communication works the same and some creativity is required to ensure that there is effective communication every time. It can then become a challenge, based on who will have the most precise design.

Fig. 8. Approaches of the cluster effective communication



3.4. INITIAL TRAINING TOOLS AND METHODOLOGY

A first sharing of methodology among European trainers had the aims to:

- ✓ define a common map of the training pathway (same description of modules and learning outcomes);
- ✓ individuate a range of possible different approaches to be applied for reaching the same training objectives.

In this way, a margin of freedom for European trainers involved has been assured in the specific training design to answer to the needs of their country's' group of participants. So that in the frame of the initial evaluation, to measure the skills of the participants and their expectations of the course:

- ✓ A group of trainers evaluate to apply tools of the selection phase (CV, letter of motivations, first meeting, structured interviews);
- ✓ Another group of trainers evaluate a test to carry out at the beginning of the training course and of each of the modules.

In all cases, during and after the training, the same topics were asked again, the continuous feedback between those responsible for the training produced the following results:

- ✓ It encouraged the acquisition of new competences and skills;
- ✓ The perception of each learner in the development of their own skills has been favourable;
- ✓ A follow-up of the group and a certain evolution has been perceived in the group.

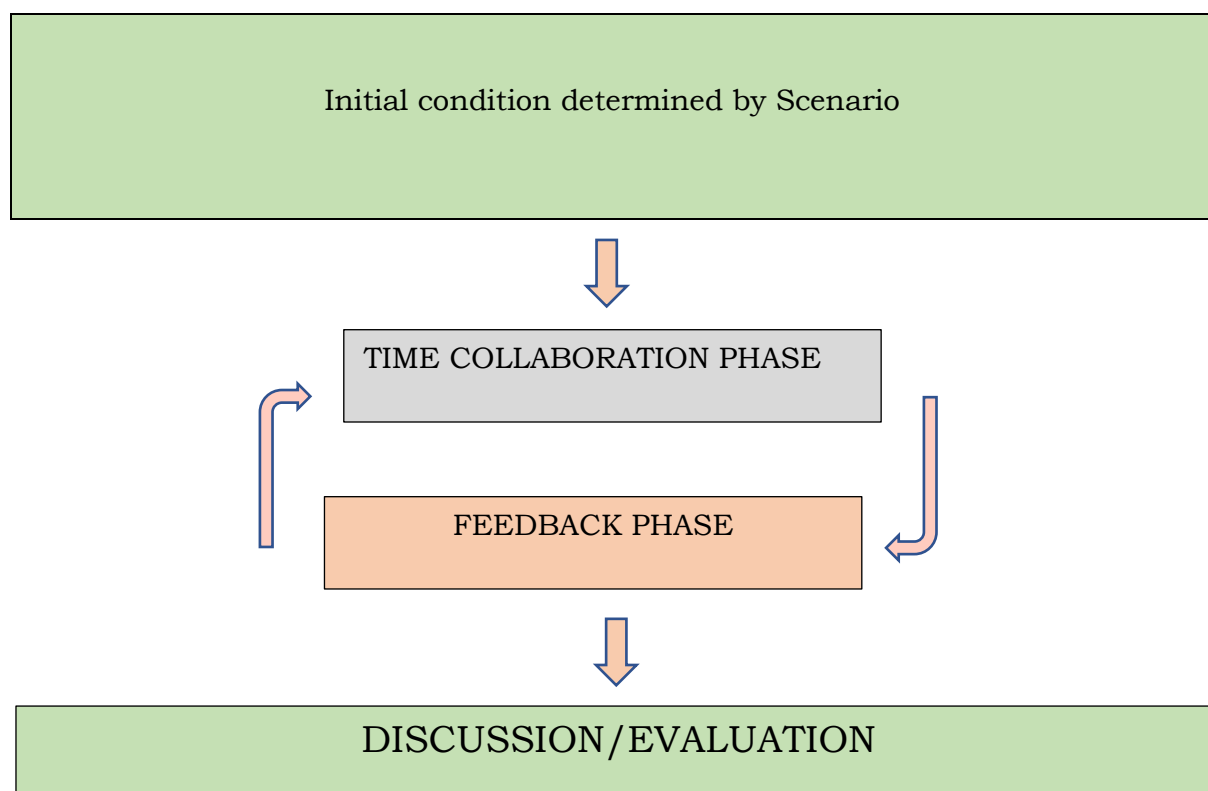
At the same time the methodology used, based on experiential learning, reciprocal teaching, problem solving and divergent thinking, has proved to be an effective approach for the awakening of the students' competencies. Training activities were proposed that provoked the students to leave their comfort zone and face situations that were similar to the reality they were going to encounter; these situations were presented through role-plays, dramatisations and representations that provoked a certain behavioural projection.

Progressively, there has been an evolution in the performance of the tasks assigned that favoured the personal growth of the learners, who gradually incorporated the learning acquired from previous sessions into each subsequent session.

Although the methodology has to be re-defined, carrying out the training online due to the pandemic, allowed the trainers community to involve learners thanks to a new design that assured a high level of interaction among participants.

IMPLEMENTATION

How to design new training activities online after initial planning? The approach could be the same.



Tab. 9. Common approach for online and classroom learning

In the case of online learning, trainers had to include more visual activities such as the following:

- ✓ Video and debate;
- ✓ Discussion on guiding questions;
- ✓ Selection on the main key words to understand a field of study;
- ✓ Role-play games to build particular scenarios;
- ✓ Business problem solving;

However, particular tools used by trainers - like digital-visual collaboration platforms- give a greater possibility to manage better activities. They are effective tools because the learning community collaborated visually to develop concepts, better understand problems, align teams and innovate anywhere, overcoming the physical limits of meeting.

In this way, it was possible to develop workshops like:

- ✓ Creative workshops to innovate a brand in an online collaboration space;
- ✓ Brainstorming sessions included different groups of students at once;
- ✓ Role-play on the same platform sharing final solutions online.

3.5. ELEARNING AND GAMING TOOLS TO ASSESS PERFORMANCE

This section aims to give a presentation of the part of the e-learning and the process of the awarding system to the final badge that validate the final competencies of the EN ROUTE participants.

Timeframe

The online course proposed in this project was projected to be used in a both synchronous and asynchronous way, in strong connection with the time possibilities of various groups involved and the adjustments necessary for pandemic reasons.

In the first part of the training course, each training staff member managed training in their respective country by sharing the same methodology but testing different approaches. In this case, modules have been designed for all countries. This has allowed greater interaction between the staff of European trainers towards a common model of a training proposal.



On the platform, participants had the opportunity to explore the sections projected in the online course using a schedule of 10 weeks:

MODULES	STUDENTS WORKLOAD (n° of days)	STUDENTS WORKLOAD (n° of weeks)
Module 1. European Framework of Tourism Programmes and Best Practices of Innovation	3 days	1
Module 2. Project Management – main element	5 days	1
Module 3. Project Management – Sport and Tourism Scenario	10 days	2
Module 4. Promotion and Marketing	13 days	3
Module 5. Sport and tourism business strategy – Budget and Economic Plans	3 days	1
Module 6. Sport and tourism business strategy – Stakeholders Roles	3 days	1
Module 7. Sport and tourism business strategy – Entrepreneurship Development	3 days	1
TOTAL	40 days	10

Tab. 10. Online course modules

In order to keep the focus on the content provided for each week, the modules were opened step by step, in the dedicated timeframe announced at the beginning.

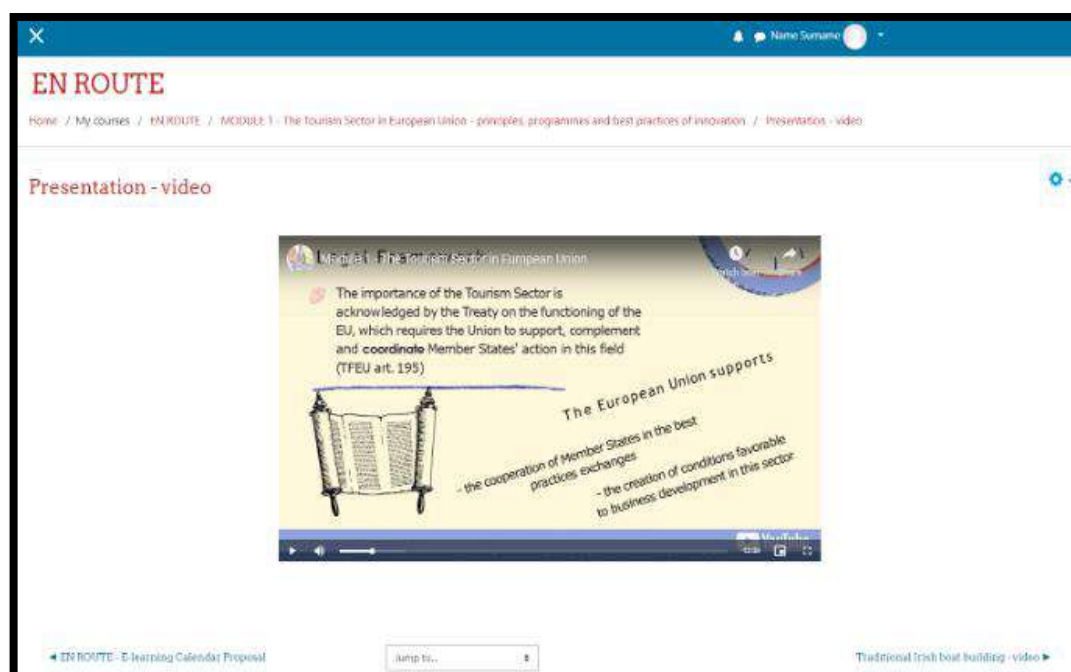
For groups or people joining later, the course was fully open on all the sections so they could go quicker through the content for each module.

E-LEARNING COMPONENTS



1) Videos

The content is mainly introduced by videos, voice included, for each module with a number of films suitable for the length of the section.



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2) Presentations, e-books, additional resources

In some cases, extra documents are attached in additional areas so that participants can properly document on the subjects proposed in our course.



3) Bibliography

Where applicable, additional sources were inserted for supplementary research made by participants.



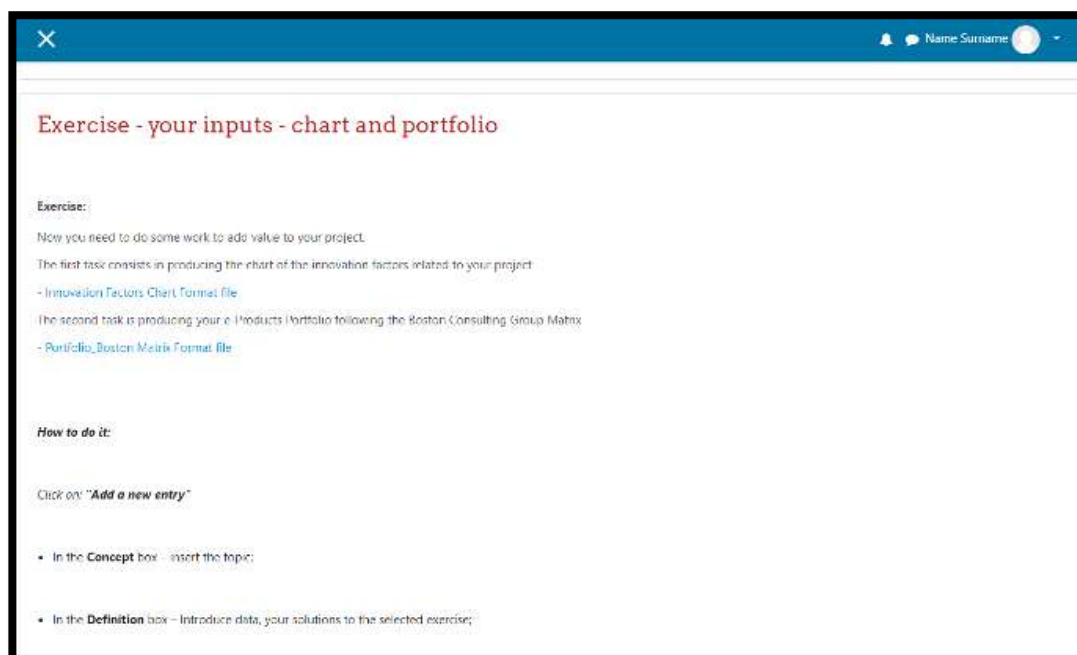
4) Assessment by tests

Each chapter has areas with tests/quizzes with multiple choice questions or True or False items. There are a total of 202 items in the Question Bank of this course, distributed along its seven modules.



5) Sharing systems for exercises

In each module, participants are introduced to some exercises which they have to prepare alone or in groups. Once done, they can share the results with other colleagues in dedicated areas in the course.



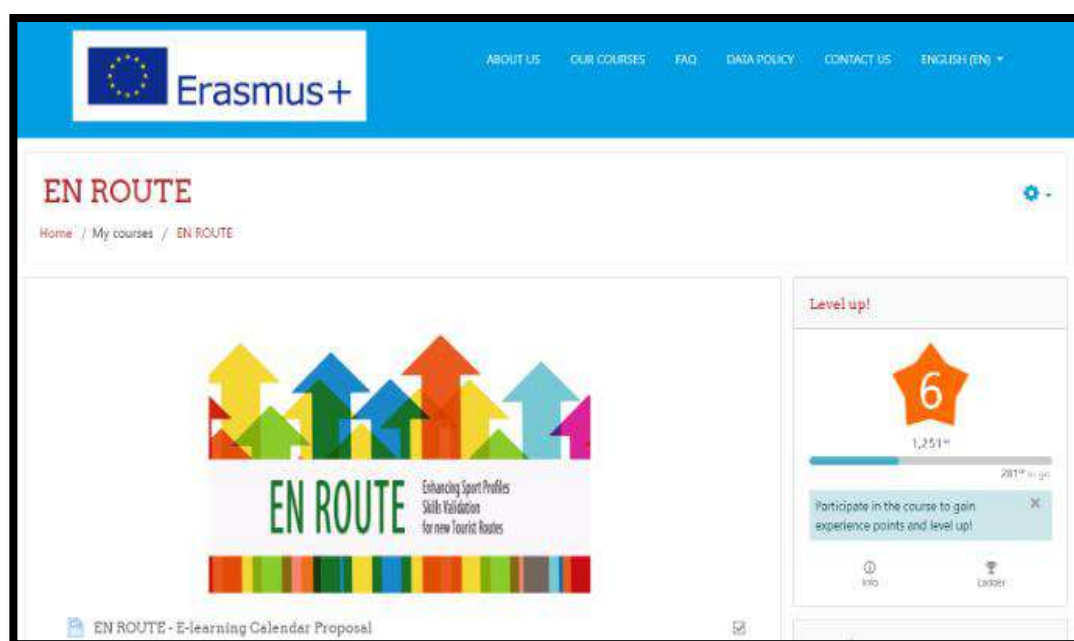
GAMIFICATION ELEMENTS



In order to encourage participation, a package of gamification elements was used:

1) Level up – ladder system

We had implemented a level up encouragement approach from 1 to 10 and participants could increase their position in strong connection to the activities developed on the platform.



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2) Completion Progress bar

For the duration of the course, each student had a progress bar showing the route taken so far and what he/she still has to explore.

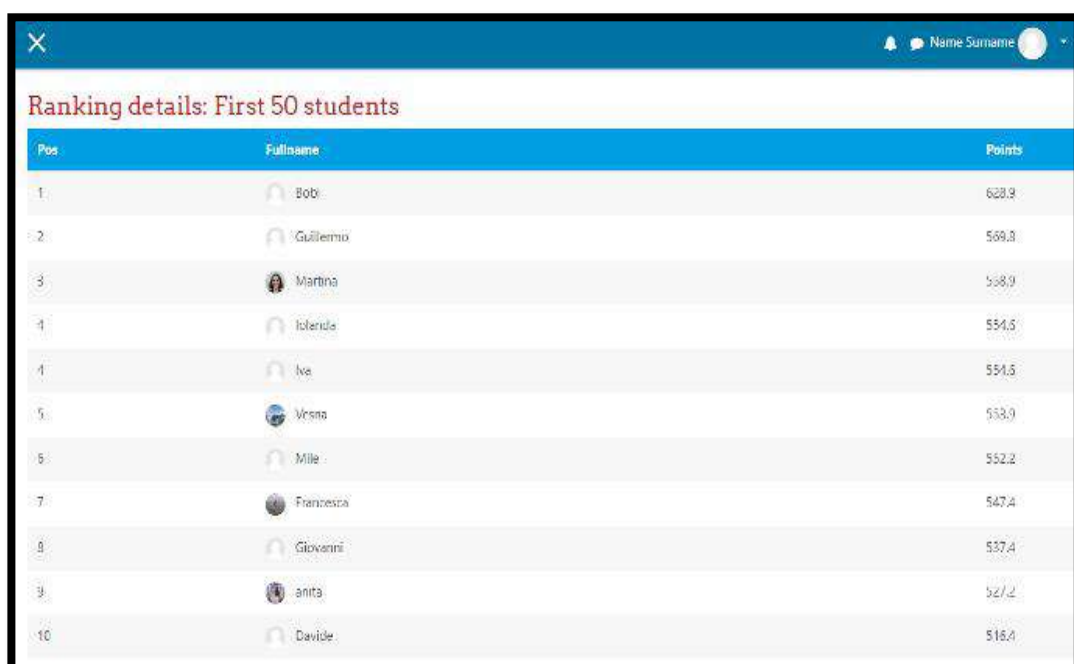


3) Ranking

A ranking for each week, another one for each month and a total one for the entire period were in place so that each participant could see where he/she stood compared with other colleagues, from an involvement point of view.

This tool has also proved very useful as a means of control by trainers, allowing them to also perform at best, their role as facilitators and motivators of the formative activity for the participants





Pos	Fullname	Points
1	Bobo	528.9
2	Guillermo	569.8
3	Martina	558.9
4	Isabela	554.5
4	Iva	554.5
5	Vreza	553.0
5	Mila	552.2
7	Franziska	547.4
8	Giovanni	537.4
8	Anita	521.2
10	Daide	516.4

4) Online users

This option let students see their colleagues who are online so they could work together in real time, if they preferred so.



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5) Badge / non-formal certification



Once 75% of the course is explored by students, they receive a non-formal certificate / badge. This badge contains information about the partners, name of the project and a special unique code to be checked for its authenticity.

The second part of the badge has a detailed description of the learning outcomes considered for this course, Sport and Tourism Outdoor Manager. These learning outcomes are split in two parts, as follows:

PART A

- Module 1. TEAMBUILDING / TEAMWORK / LEADERSHIP;
- Module 2. CRITICAL THINKING / PROBLEM SOLVING;
- Module 3. CREATIVE / INNOVATION / SENSE OF INITIATIVE;
- Module 4. EMPATHY / INTERCULTURAL AWARENESS;
- Module 5. NEGOTIATION / EFFECTIVE COMMUNICATION;

PART B

- Module 1. TOURISM LEGISLATION. EUROPEAN, NATIONAL, REGIONAL FRAMEWORK OF LAW AND PROGRAMMES;
- Module 2. PROJECT MANAGEMENT - MAIN ELEMENTS;
- Module 3. PROJECT MANAGEMENT – SPORT AND TOURISM SCENARIO;
- Module 4. MARKETING AND PROMOTION;
- Module 5. SPORT AND TOURISM BUSINESS STRATEGY – BUDGET AND ECONOMIC PLANS;
- Module 6. SPORT AND TOURISM BUSINESS STRATEGY – STAKEHOLDERS ROLES;
- Module 7. SPORT AND TOURISM BUSINESS STRATEGY – ENTREPRENEURSHIP DEVELOPMENT.

3.6. CAREER COUNSELLING SERVICES

Counselling is a continuous process that allows people, throughout their lives, to determine their abilities, skills and competencies. In particular to:

- Determine their abilities, their skills and their interests.
- Make educational, training and employment decisions.
- Manage their personal life journey in terms of education and training, at work and in other frameworks in which these skills and competencies can be acquired or used.

Counselling includes individual and collective activities of information, consultation, skills assessment, support and teaching of the skills necessary for decision making and career management.

Academic and Professional Career Management Skills

Career management skills are those competencies that help people identify their skills, develop professional learning goals and improve their personal and professional careers.

These are the main skills that academic career services usually aim to develop:

- Self-awareness.
- Decision making.
- Personal and professional project planning.

- Personal skills.
- Personal initiative and entrepreneurial spirit.
- Social relationship and communication skills.
- Active participation and management skills.
- Discovery of the world of work.
- Training itineraries.
- Work habits and attitudes necessary to obtain and maintain a job.

Working on the development of career management skills can help people to:

- Access and effectively use the full range of career guidance products and services at the time and place that suits their needs;
- Identify opportunities to develop their learning goals and employability competencies, plus understand how the labour market works; how to find a job; appreciate how and why industries and individual jobs within them are changing; and the types of skills needed to progress;
- Identify how you can progress in the workplace;
- Be able to make better educational decisions, manage change and uncertainty through planning foresight, and make confident choices about oneself.

How the process of EN ROUTE life skills assessment can improve career service:

The area of life skills development tested in the EN ROUTE project can show proposals of changes in the way in the future career counselling services in all university degrees, not only in sport sciences, tourism and entrepreneurship. To guarantee a more effective guidance for students to foster their employability, it is essential to strengthen:

- ✓ The support to design a real individual path of self-development, starting from the self-awareness of their own strengths and weakness through permanent agenda of meetings throughout their academic experience, to test changes and evolution;
- ✓ The methodology of the assessment. Time is the factor that influences the improvement of life skills. The assessment has to cover all the study-cycle (entry-ongoing-exit) through different tools applied (life skills workshops; questionnaires; observation reports; feedback by different contexts where students live; compared quantitative and qualitative data...)



- ✓ The orientation services. The transition towards the labour market is an essential factor. Most students do not have the perception of the dynamics of the world of work and they have difficulty in designing future plans. The new orientation services could not only build a more dynamic bridge between the academic world with the business one but also students should be taught to understand the clusters of competencies needed for a professional profile so that this new awareness can favour the design of their career step by step.



4. ASSESSMENT TOOLS DESIGN AND IMPLEMENTATION

During the process of assessment, each participating country used and created its own learning context. Due to the pandemic, the international exchanges were limited and restricted. However, at a national level, there were several different international focal points. Despite restrictions with regard to the online communication - again emphasizing the importance of a physical presence when starting international projects and activities - some international principles and deliverables were achieved.

4.1. TRAINERS', PEERS AND SELF-ASSESSMENT

Learning assessments include performance assessment based on the individual setting goals and learning outcomes. Building a learning map in this case means focusing on those typical skills that the trainer/mentor evaluates. The evaluation can, therefore, make a significant difference to the beneficiaries by helping them to enhance the skills needed in order to successfully implement typical tasks of the presumed profile. The competency map offers the trainers the opportunity to think and describe the content of a competency and how to recognise it to achieve the final outcome of the learning unit. Having identified the two main skills development pillars for the focus profile of the project - life skills and technical skills - it must be evident that the assessment is based on several aspects.

The assessment of the technical skills may be subject to more defined timelines based on the delivery of specific modules and related insights into the learning content through the tools of digital platforms and e-learning.

The life skills

The emergence of '21st century skills' has led to a shift in the way in which both the learning environment and the professional practice converge. These skills promote the development of abilities, which can be applied in a broader sense rather than being shaped to any

particular type of job. Therefore, in order to achieve success whether at entry-level or higher-level, all individuals in the 21st century must be able to think analytically and solve problems. Increasing the level of knowledge-related skills is not only important for the managers and developers in an organisation but is also important for empowering workers at all levels to assume more responsibilities and solve problems themselves.

A knowledge-building environment - virtual or otherwise - is therefore fundamental to the development of these skills and must be one that enhances collaborative efforts to create and continually improve ideas. Exponents of 21st century skills envisage that this type of environment will have an overall transformative effect on schools, however, the nature and extent of this transformation can range from conservative to fundamental⁵, as suggested by the following three levels:

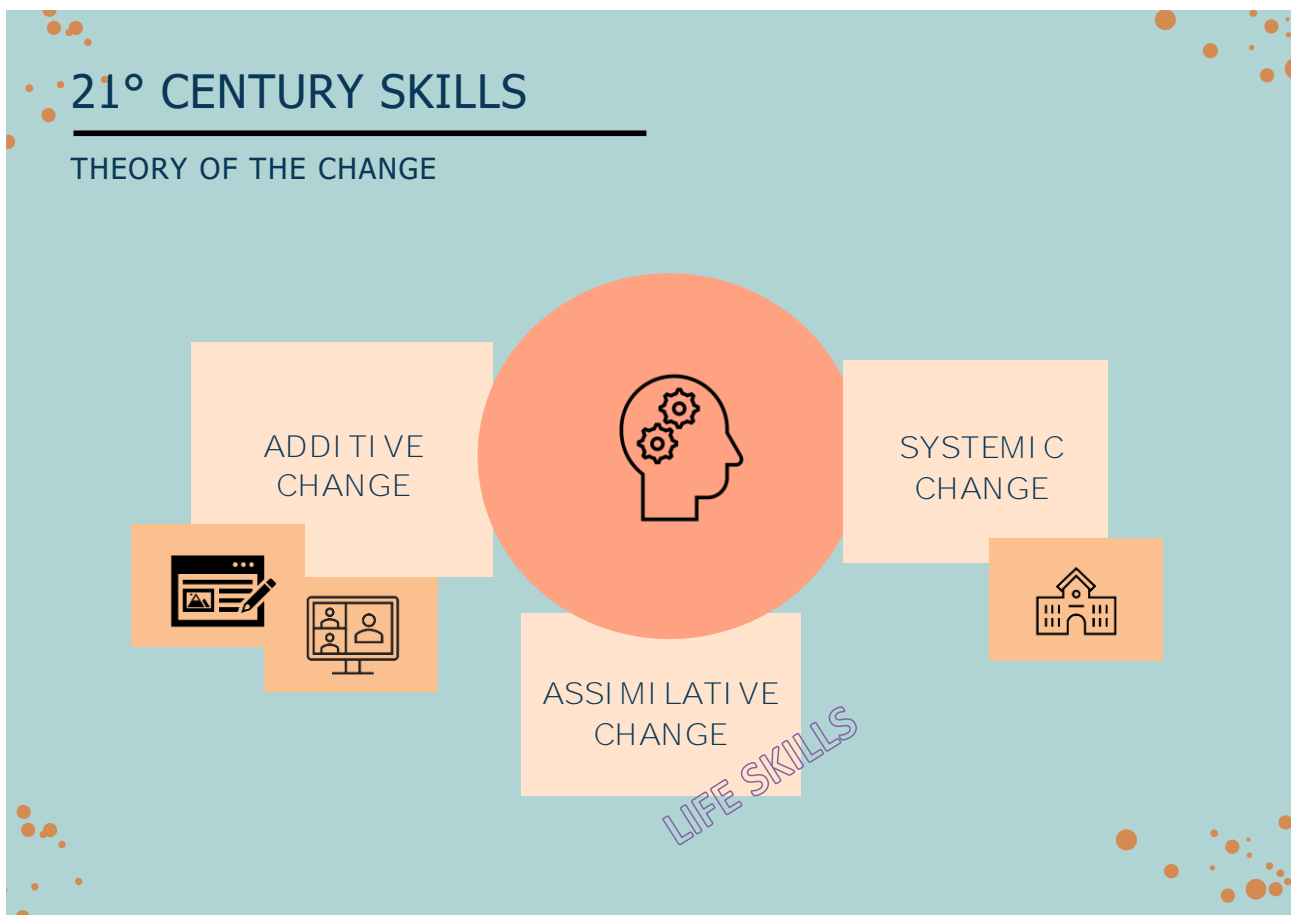


Fig. 9. 21° Century skills_ theory of the change

⁵ Scardamalia et al, 2012

1. Additive change

Change is expected to result from the addition of new skill objectives, new curriculum content and new technology. Changes to existing curricula will be required to make room for additions.

For the EN ROUTE project, this can be found in the assessment within the e-learning platform - an international web-based platform to which all participants had access. Self-tests were provided with feedback related to archetypes, styles and preferences of the person who completed the test and all in line with the existing curricula per country.

Whilst such a platform does provide an option to communicate with students from other countries, for introducing new skills and settings however, it was found to be easier to start with the existing format before trialling any new methods of communication. Nevertheless, from a national perspective, use of the platform made it possible to discuss and elaborate on any issues encountered via a traditional classroom method, which gave mentors and students a more comfortable feeling.

2. Assimilative change

Instead of treating work on 21st century skills as an add-on, existing curricula and teaching methods are modified to place greater emphasis on aspects such as critical thinking, problem solving and collaboration, amongst other elements.

This is the most widely recommended approach and reflects lessons learned from the disappointing results of a previous wave of “higher-order thinking skills” instruction that took the additive approach.

Across the EN ROUTE structure, there is an emphasis on project work. Together with experts from the field, students were expected to fulfil roles in the outdoor-sports area, particularly those with a focus on tourism or the tourist sector. This provided the ideal scenario for working together on real-life situations and feedback is simultaneously included in such a project automatically. For example, with the use of WhatsApp, Instagram and other social media tools, discussions are open 24hrs a day. Even without a moderator, this takes place. However, with special educational tasks, the mentor can take the role of facilitator/moderator in such situations, for example in using InterVision sessions. In addition, structured tools such as peer feedback and 360-degree feedback can be provided.



Furthermore, experts from the field can give their opinion in structured formats by filling out forms (paper / web-based) and via unstructured methods (reactions and comments on the job). Mentors can fulfil the role of observer in such projects; however, they can also join the project by giving advice or opening doors for participants to persons or specific tools and expertise. A more active role will stimulate others and will lead to a greater acceptance of each other in the role.

This can be a very valuable concept, for example in international business games or international projects, where special attention should also be paid to the intercultural differences. This is an aspect that can be addressed in the EN ROUTE project in the near future. In the meantime, standard materials and assessments are available.

3. Systemic change

Instead of incorporating new elements into a system that retains its 19th century structure, schools are transformed into 21st century organisations.

As experienced in the EN ROUTE project, it is a challenge to incorporate something new in the standard educational setting, especially during the Covid-19 pandemic. However, with the deliverable of an e-learning platform, each country/organisation could take advantage of the platform in its own manner. For example, as an extra-curricular offer, instead of own materials and as an elaboration of the existing ways of working. The international setting gave inspiration and legitimation to incorporate the new elements in the standard setting. Inevitably, multiplier events should also support this new system however, these were of course restricted due to the pandemic. Despite this, special attention within all the institutions was demonstrated by the support of the EU, so there was more acceptance in terms of the overall management (where means were available easily). Examples of results and experiences of students should be highlighted in order to provide greater depth of knowledge with regard to this particular group alone - especially when it comes to impact in practice. This makes more sense than teachers/colleagues involved, who may already be enthusiastic about the new ways of working. A link between research and education was therefore valuable for providing consideration from all colleagues.

The technical skills

The assessment of the technical skills may be subject to more defined timelines based on the delivery of specific modules and related insights into the learning content through the tool of digital platforms and e-learning. It is here where the major contribution of the EN ROUTE project has taken place. Based on learning outcomes, discussions about level and criteria are still an ongoing process and might lead to difficulties between individuals, teams, organisations and therefore also countries. Although the context is clear and on a certain level the outcomes are defined in a common framework,

there is always a way to relate this framework to one's own individual perspective. Therefore, the assessment of the individuals rather than the mentor/coach of an educational program might be more important than is considered now.

Nonetheless, with the delivery of an international e-learning platform related to several technical modules such as project management, financial management, marketing management and so on, there is a basis for a more common framework for students operating in the international field of outdoor-sports and tourism. An acceptance of different levels and focus on the technical skills is therefore important and is related to the life skills directly. Furthermore, when working in tandem the technical skills are still in somewhat of a development phase - especially in the areas of artificial intelligence, big data and the blockchain system – a field which is still emerging when it comes to outdoor-sports and tourism itself.

Consequently, at the end of an educational program, the life skills and technical skills should be more integrated. An assessment that therefore fits with this development is the creation of a personal portfolio with all (learning) products - local, national and international. This creates a much stronger link between education and future employment (recruitment and selection). For example, a personal network is essential to overcome the gap between an educational degree and a job in the working field.

With regard to these kinds of portfolios, there are many differences between how various countries will choose to construct them. A desire for a framework and tools to support this in an international setting is therefore one of the outcomes of the EN ROUTE project, looking at the different results and outcomes related to the constructed program and the student efforts so far. In addition, this could also be combined with a second outcome concerning the role and development of teachers to mentors, coaches, initiators and facilitators of educational programs with a more individual or (sub)group focus.



4.2. VALUE OF SKILLS SELF-AWARENESS AND GROUP AWARENESS

Self-assessment generally takes the form of documenting, monitoring, and evaluating progress, providing or receiving feedback, as well as adjusting individualised and classroom learning plans to meet learning goals – either from an individual or group perspective. The benefits of self-assessment can fall into two key categories.

Firstly, they offer the potential for students to explore how the content they have learned can connect to their own passions, communities, cultures and identities. In order for this to be effective, student self-assessment should occur under circumstances where students feel comfortable and empowered to use their own formative and summative assessment data to course correct.

Secondly, self-assessment provides educators with unique insight into students' perceptions and beliefs about their own educational experience. These insights can form the basis of a comprehensive picture of students' progress. However, in order to holistically examine student self-assessment data alongside other student data, it is imperative that the tools used to collect the self-assessment data and the classroom routines used to teach self-assessment skills align with the domains, values, and/or competencies that underpin each teaching institute's own local assessment system.⁶ Therefore, one can argue for the collation of the assessment in a portfolio that develops whilst studying, so that at the end, the same assessments could be used again – this time with a longitudinal focus.

Similar to common formative assessments, the self-assessment instruments for the EN ROUTE project were collaboratively designed by teacher teams, who also collectively analysed the student data from the assessments on an institutional level. Although common formative assessment and self-assessment are usually designed to gauge student understanding of the learning standards, this project's self-assessment instruments are typically administered within or after a project (i.e., graduating project, internship, placements) and asked students to assess their own performance pertaining to various criteria both technical and life-skills based – again, demonstrating the crucial link to 21st century skills.

⁶ Cerda et al. 2019

Whilst self-assessment is typically composed of self-regulatory (or self-directing) elements, the support of a mentor/coach in their composition can be crucial and this is also the case with group or peer assessments. The interpretation of these assessments should be a responsibility of all involved, in which the mentor has a crucial role to keep the process running in a professional way and with the aim of development of a persona, group and tasks. It is with these aspects in mind that the self-assessment tools were comprised for the EN ROUTE project.

Although not yet part of the program due to the pandemic, it would be important for teachers (mentors) to include a cultural component where students reflected on their way of working and assumptions. In addition, the identified languages used to complete project elements (relating to reading, writing, listening, speaking) and details of why they were successful at communicating with different community members is also useful to recognise as feedback where personal remarks seemed to be better understood in the native language. Moreover, teachers were cognizant of the reciprocity between language, culture and identity as well as the influence students' academic, ethnic, and cultural identity has on their performances and motivation.

The outcome of this is that the changes and complexity of today's world present new challenges to the education system. One viewpoint is that the aim of education is considered to be the transmission of knowledge by the teachers to the students. In contrast however, the goal of education is also to facilitate students' self-learning and self-expression, with a greater emphasis on how students learn rather than what they learn. One issue with this is that there is no 'one size fits all' scenario as students prefer to learn in different ways. In addition to this, there is always a danger that learning materials aren't engaging enough or that students fail to see the value in what they are being taught. The EN ROUTE project therefore tries to overcome these scenarios through the use of the e-learning platform, by using a range of learning materials collated collaboratively and by providing insights into the purpose and value of the overall project as well as the individual modules. These web-based tools therefore provide students with a level of autonomy with regard to their learning.

This directs the focus of assessment forms onto a needs-based assessment (what to learn and how do I perform) whilst simultaneously transforming it into a learning method whereby co-working leads to feedback and new knowledge, skills and attitude. Therefore, the forming of a team/group is an essential element of today's learning and assessing.

The role of the self-assessment in this regard, therefore required students to assess their own capabilities concerning aspects such as self-confidence and independent-working, as well as creativity and team-working.

However, as the professional field demands certain qualifications, there is a need for official summative assessments, which - when passed – state that you have attained a form of qualification, thus acting as the reason why learning modules might be offered from both an international and national perspective, which is in-line with more ‘traditional’ approaches. This supports the view that self-assessments are a useful tool for gauging students’ self-awareness as well as group-awareness.

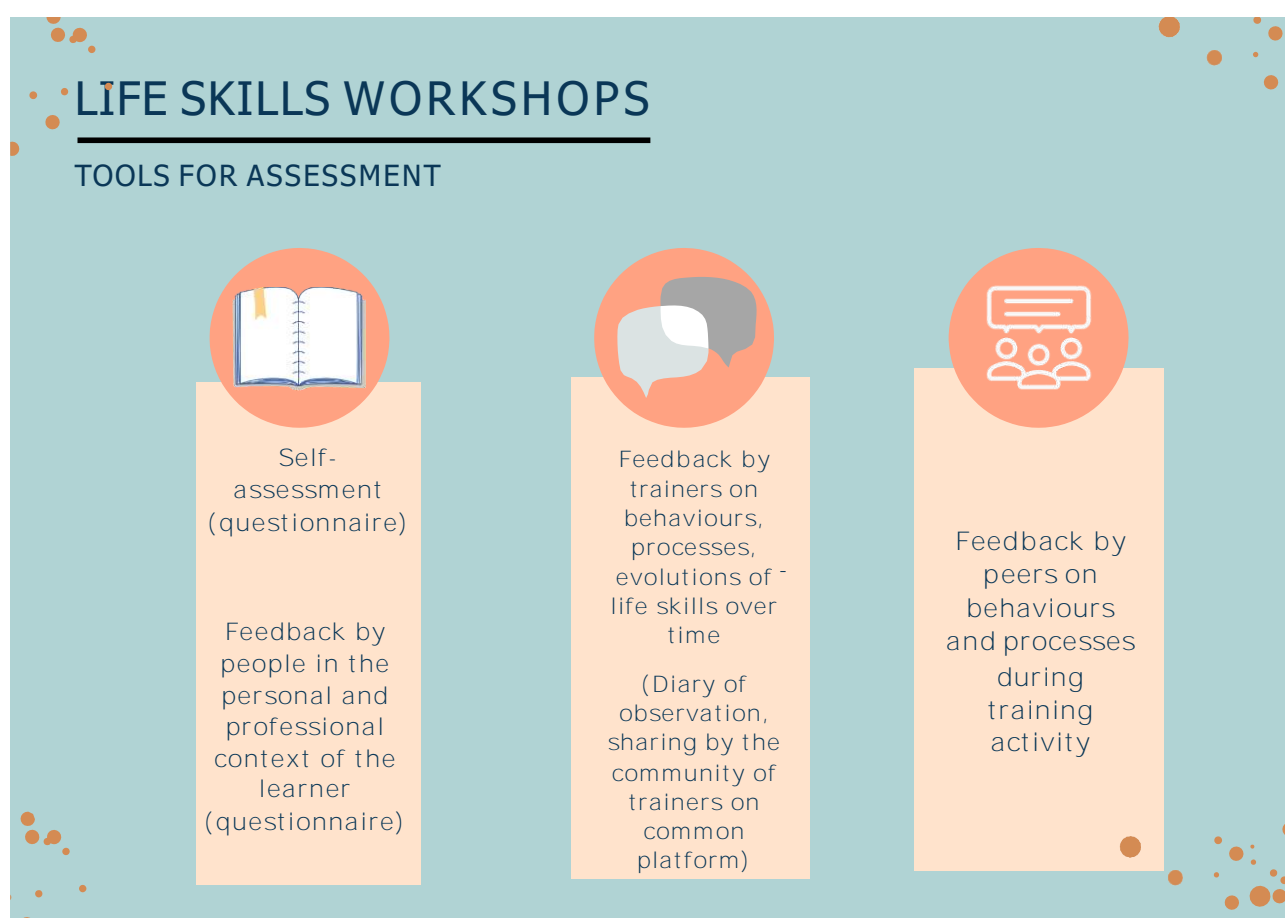


Fig. 10. Life skills_tools for assessment

Path and tools useful for evaluation

Learning assessment includes a performance assessment based on individual set goals and learning outcomes. Building a learning map means focusing on those typical skills that the trainer/mentor views as making a significant difference that can aid the individual in achieving at least an adequate performance to implement typical tasks of the expected profile. The competency map offers the trainer the opportunity to think and describe the content of competencies and how to recognise it to achieve the final outcome of the learning unit. Having identified the two main skills development pillars for the focus profile of the project (*Life skills area* and the *technical skills area*), it is crucial that the Life skills area contains **more extended development processes and times**, that will have to be evaluated throughout the training period, from the first interview phase with each participant to the final phase of promotion of each business model.

Firstly, in the EN ROUTE project framework evaluation has been always considered in terms of *valorisation*, in this way it can become an effective tool only if it can lead to a **facilitation of change** and it is therefore activated by inner conviction rather than by external coercion. When professional enhancement becomes conscious and shared self-assessment, each beneficiary will prove to be the protagonist of their own lifelong learning and of their professional and career development.

Secondly, as part of the competency assessment for the EN ROUTE project, it will be important to keep in mind measurable results on performance scales, without ignoring however the enhancement of the subjective motivations that differentiate the professional projects of each participant. In particular, the degree of correlation between the characteristics possessed and the needs of the role / profile must be considered, with the awareness that not everyone may possess all the skills and abilities required by the role / profile and / or that all will not be at the level of excellence.

Therefore, awareness that an individual can have skills required by the role / profile but can manifest different degrees of development means that professional enhancement can only take place through personalised career paths. The validation of non-formal and informal learning is fundamental for any assessment action. This process begins with the necessary identification of the knowledge, skills and competencies acquired, focusing on increasing awareness of previous results. This phase is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: at home, at work or through volunteering. For many, the discovery and greater awareness of their abilities is a valuable result of the process.

Methods and approaches must be "open to the unexpected" and not designed to restrict the range of knowledge, skills and competencies that can be considered⁷.

The feasibility of this path is supported by the measurement, through tangible indicators, of the level of development of existing capacities and the subsequent achieved, always with a view to facilitating external self-assessment that will allow the analysis of one's own changes in the time.

The EN ROUTE community of trainers worked towards:

1. Identification of **personal goals** shared and assumed as their own for the achievement of the **expected professional skills**;
2. Definition of the professional skills necessary to achieve them;
3. Explanation of tangible indicators of professional skills (performance);
4. Measurement and self-measurement of skills through the indicators in point 3, through self-assessment tools and external feedback;
5. Shared comparison between the various surveys;
6. Search for the concrete elements (behaviours, situations and context) that generate the differences referred to in point 5;
7. Shared final evaluation;
8. Definition of subsequent professional objectives (areas for improvement);
9. Functional training actions at point 8 and continuous career coaching support.

⁷ CEDEFOP, 2015 "European Guidelines for validating non-formal and informal learning".

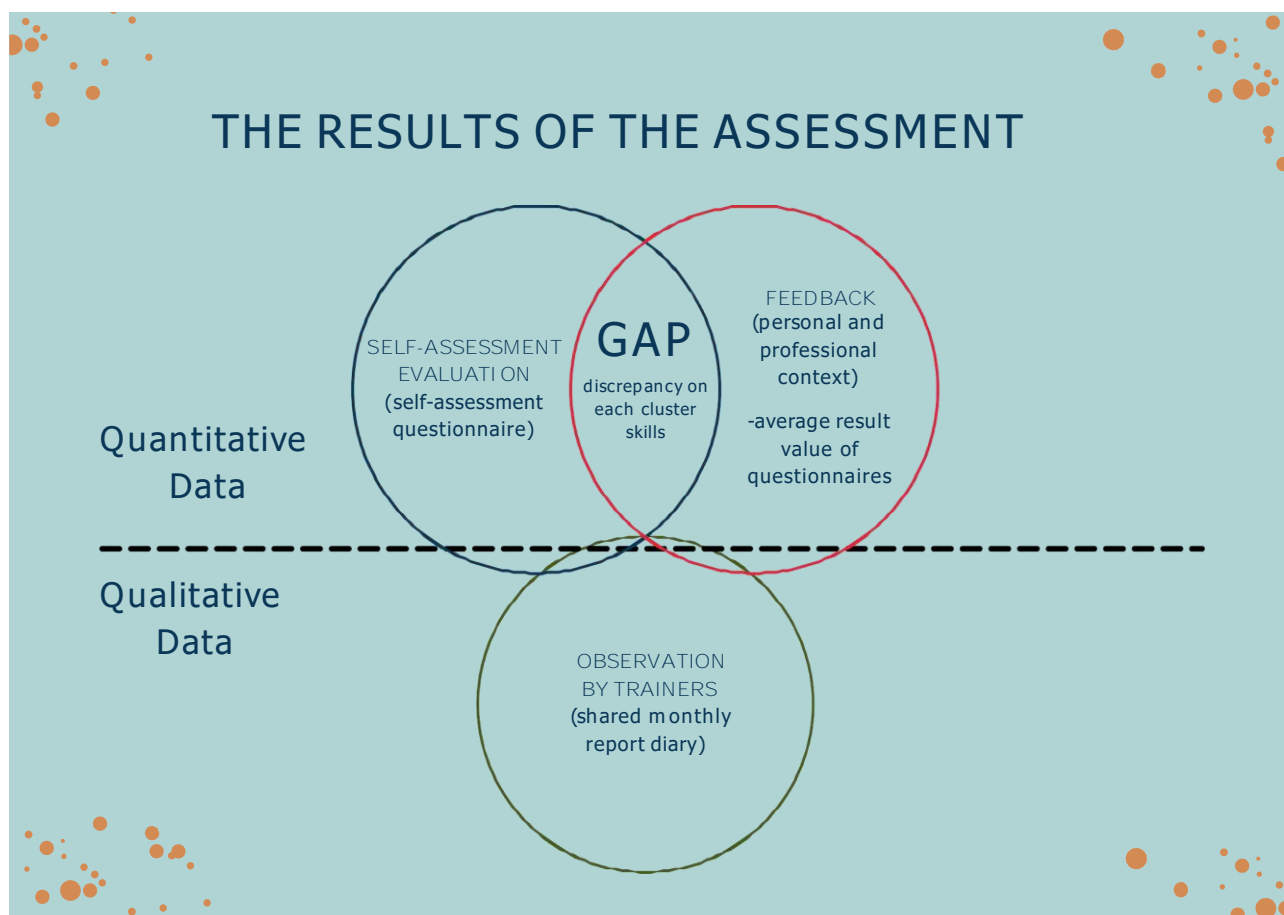


Fig. 11. Life skills_the results of the assessment

	SELF-ASSESSMENT QUESTIONNAIRES	EXTERNAL FEEDBACK QUESTIONNAIRES (10 PEOPLE OR MORE AMONG PROFESSIONAL AND PERSONAL NETWORK OF EVERY PARTICIPANTS)	DIARY OF OBSERVATION
TOOLS OBJECTIVES	To carry out in-depth analyses of one's strengths and weaknesses, evaluating individual past experiences.	To increase the participant's critical ability with respect to their areas for improvement To develop analytical skills towards differential elements (concrete behaviours, situations and contexts that generate differences in evaluation between one's own vision of oneself and the perception of the outside) To generate greater awareness in the participant of the opportunities for change in a collaborative, peaceful and non-judgmental way.	Work tool for trainers, mainly oriented to feedback between teachers. Each profile participating in the training will have an observation diary that will be constantly updated on behaviours, attitudes, ways of communicating and other useful notes especially for detecting the evolution of each person's skills and their level of performance.

Tab. 11. Tools of life skills' assessment

The process of the evaluation includes the combination of different data (quantitative and qualitative) and the relative compared analysis. The results of the self-assessment questionnaires compared with the results of the feedback questionnaires (personal and professional context of the student) underlined the more evident discrepancy on a particular cluster of life skills (on a Likert scale, a gap of more than 0,99 points has been considered as relevant for each cluster).

This particular element creates a strong impact on the students once shared with them , in a positive sense most of all. It boosted an empowering process to increase their self-awareness and it is the first step to test the change in relation with their peers. At the same time, they tested their ability to reach the results on life skills performance of the expected framework of the final profile.

Performance levels

The first evaluation of life skills of each participant can show three levels to point out (very strong, appreciable and weak life skills). Regardless of the starting point of each individual in terms of life skills development, considering the sharing of improvement objectives (participatory approach), one indicator to consider important could be the correlation between trainer and participant on the interventions to be carried out along the different steps of the improvement path or at most with a differential but of 90%.

The main evaluation pillars have been considered as the following:

GENERAL PILLARS

- Selection of professional goals
- Perseverance in achieving goals
- Personal commitment employed and level / impact

PILLAR OF THE NEW PROFILE

- Increase in external collaborative networks over time (negotiation skills)

LEVEL OF PERFORMANCE:

Significant changes in judgements by the team of trainers. In a proposed scale, it could be interesting to test the increase of one level of scale, starting from the appreciable levels: "Satisfactory"; "Good"; "Very good"; "Excellent".



4.3. EVALUATION OF COMPETENCES

During and at the end of the educational process there was a need to identify the level of competences (life skills and technical). In the evaluation process of the education system the Kirkpatrick model (1994)⁸ is used although most countries made up their own evaluation, depending on their national system in which the international perspective was added.

The first stage is the assessment on reaction level. Input is provided by participants, tutors and representatives in the field. For some this is called the stage of the “happy-sheet”. Reactions based on the program are then collected. The primary reaction was that it was a challenging situation for all but still with some key deliverables. On a national level everything went as anticipated. The e-learning platform was welcomed, although improvements in specified modules could be made. For example, some modules consisted of very long text, without any application of theory or knowledge. Nevertheless, alongside the existing materials it was seen as a positive contribution, especially because it was based on an international perspective. Unsurprisingly, everybody missed working in international groups as - due to the pandemic - all such events were postponed.

The second stage of the Kirkpatrick model is the assessment on learning outcomes. From an international perspective the reading, listening and understanding of the international environment had an added value. Whilst speaking/interacting and writing are still open, restrictions due to the pandemic meant that the possibility to interact with students from different countries could not yet be provided. Therefore, assessments on an international level did not take place. However, from a tutorial perspective, the integration of international parts in the national system is a good challenge (especially in practice). Certain topics relating to international sport tourism in an outdoor setting were addressed and there is an awareness of the international market in this domain. From a managerial perspective, the focus was more or less a national one, especially in managing the relation between the educational program and field-practices with all its uncertainties in the difficult crisis-situation.

The third phase of the Kirkpatrick model is the assessment on applying in working context/behaviour. Whilst the international setting was not always there, for most people

⁸ Kaufman, R. and Keller, J.M. (1994), Levels of evaluation: Beyond Kirkpatrick. Human Resource Development Quarterly, 5: 371-380. <https://doi.org/10.1002/hrdq.3920050408>



involved (students, tutors, practice) there was a chance to create some (new) opportunities and inspiration for new projects (although not yet being able to execute them).

This facilitated a willingness to be open to new perspectives and new ideas, even more so due to Covid-19. However, exchanges of ideas were limited to a national level. Therefore, the possibility for these interactions to continue from an online to a physical setting once international restrictions are eased, would be a welcome change.

The fourth phase in the assessment relates to organisational impact, performances in the sector. Based on stage three, some students made some impact in the working field through new projects and although few in number, there were some students who started their own business (see section 5.3).



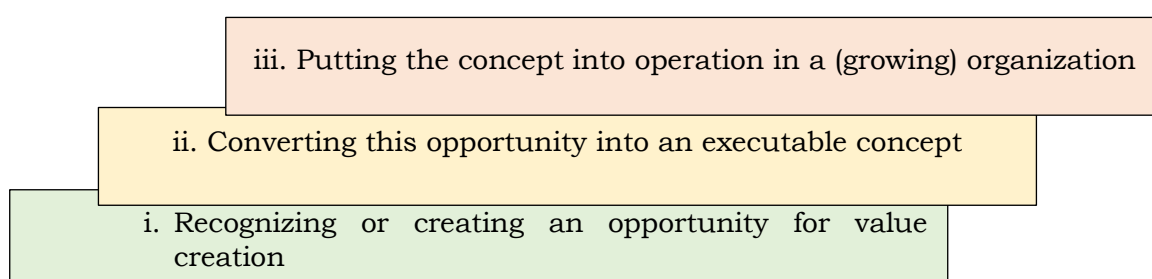
5. WORK-BASED LEARNING AND EXPERIENCES APPROACH

5.1. RATIONALE OF ENTREPRENEURIAL EXPERIENCE

The premise to be made in this section is that the focus of the ENROUTE project has always been to develop new entrepreneurial skills. Assumption supported by one important project result such as the production of innovative sports and tourism business models.

As stated previously, the world is in a state of flux, with market changes inevitably leading to new and varied job roles. Therefore, a need exists across all sectors for entrepreneurship. Entrepreneurship can be seen from different perspectives. For example, one can focus on the entrepreneurial orientation/identity of a person, meaning a focus on how to deal, as a person, with innovativeness, risk taking, pro-activeness, autonomy and competitive aggression. Clearly then, one can imagine that there is a direct link with the life skill competences discussed previously.

Furthermore, one can also focus on the entrepreneurial processes themselves, which can be linked to various organisations (profit and non-profit). Whilst the ultimate goal of these processes is to create value, that value can be more than just financial gains. It can also be related to social or sustainable values, or a combination of economic, social and sustainable values. The entrepreneurial process is then related to three phases:



Tab. 12. The phases of the entrepreneurial process

All of these elements can lead to a new business or organisation - a new enterprise. From that perspective, setting up a new company is another aspect of entrepreneurship. In modern times, it is relatively easy to start a new company, especially when the company is web-based, leading to a rise in “digital nomads” – effectively being able to work from any location. For tourism, the emergence of a new group can be seen as both market (demand) but also on the other spectrum as provider (supply). Crucially, the combination of this group within the tourist sector can lead to a new opportunity whereby nomads are delivering a supply to other nomads in an outdoor (sport) domain in different countries.

However, entrepreneurial processes are also important for existing companies. Innovations in products, markets, systems and so on are important for them as well. This means that entrepreneurial processes should be stimulated in all kinds of existing organisations as well. That could refer to employees who have some entrepreneurial attitude in the existing position of a company where these people are also known as intrapreneurs. Intrapreneurs work within a specific organisational structure where the organisation forms the actual framework. Within this framework new business principles are applied and new innovations are designed, tested and implemented.

Entrepreneurship is therefore the link between 21st century life skills as well as the key business perspectives - such as knowledge and technical skills - that are needed in order to perform well in any (new) organisation. This means that in educational programs there must be time, space and energy to assess the current situation, then find challenges to overcome them in the local, national and international domains.

Therefore, EN ROUTE training staff, aware of this framework, would test a process that:

- ✓ has strongly stimulated the production of ideas with practical and creative workshops in the phase of both life skills and technical modules implementation;
- ✓ has tried to translate - in a practical and easy way - the most advanced concepts of the business world for a sporting target;
- ✓ has conferred a great value to the phase of support of the productions of project works with a strong activity of collaboration between trainers, students and territorial stakeholders.

5.2. THE GROWTH OF PROJECT PROPOSAL IN SPORT AND TOURISM FIELD

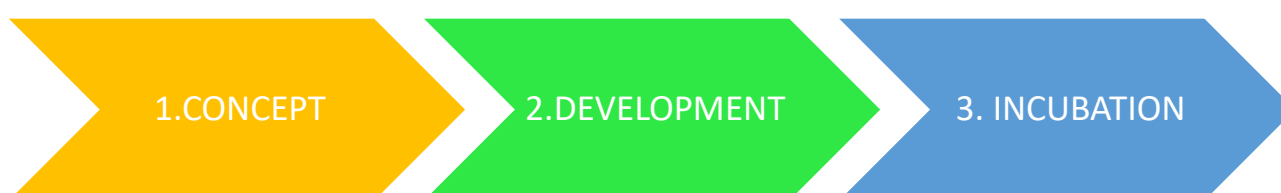
The generation and development of project ideas of sport and tourism, although they have been subject to different application in terms of space and time on a national basis, had led to the achievement of the expected result of the EN ROUTE project: the business project applicable in the field of sport and tourism, proposed by an individual learner or by a group of learners.

The project idea was first conceived by the participants in compliance with their specific vocation, either individual or collective; it had been further developed both in terms of sporting practice and in terms of personal strategic vision.

The **project concept** then took shape starting from different positions:

- a) from the interest on a specific territory, in a twofold key
 - 1. tourist destination on which to graft new projects for outdoor sports experiences
 - 2. territory to be developed from a tourist point of view (e.g. case of creation of a territorial brand, hub for tourism attraction in a depressed region)
- b) from the focus on a defined segment of tourists (e.g. a group of people with a specific disability, a generational group)
- c) as response to a specific request by a stakeholder (client).

The growth of a project can be framed into three macro-phases:



Tab. 13. The macro-phases of the growth of the project













In the very **first creative phase**, the **design concept** was induced by following the stringent project management methodology and then schematised as per the following steps:



Tab. 14. The steps for the project concept.

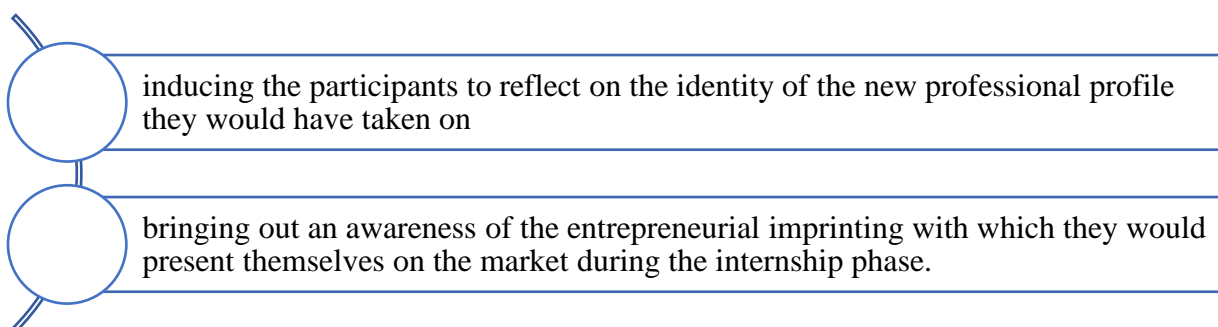
In the **second phase of the organic development of the project**, the growth of the idea was supported by the exercises provided as a corollary to the individual training modules provided by the e-learning platform.

These exercises were in fact conceived as project outcomes to be annexed to the initial proposal in order to go deeply and articulate its contents.

	P.E.S.T./S.W.O.T. Analysis - Risk assessment
	Logical project frame
	Schedule of strategic activities
	Design of the sport & tourism product(s)
	Structure of the products portfolio
	Determination of the innovation factors
	Thinking on professional identity and brand
	Promotional plan
	Event concept
	Budget simulation
	Stakeholders matrix
	Drafting of the Business model canvas

Tab. 15. The e-learning exercises outcomes

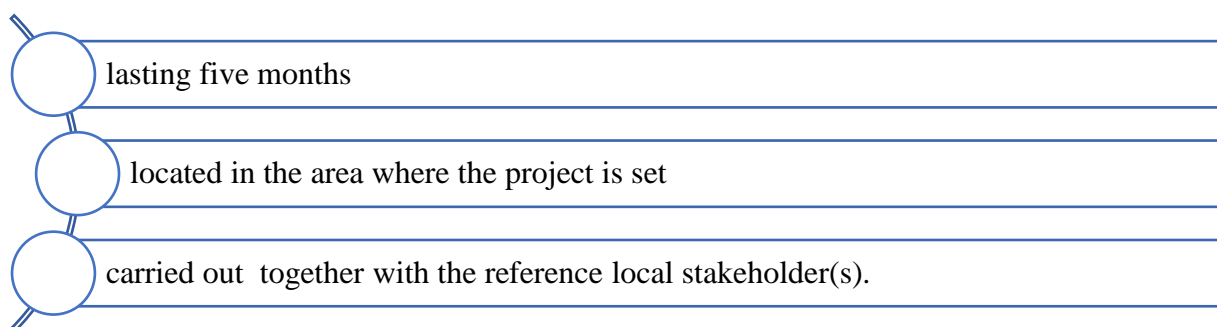
The aforementioned exercises also had the following purposes:



Tab. 16. The e-learning exercises purposes

The **third phase of incubation of the design concepts** has been in fact carried out through the internship.

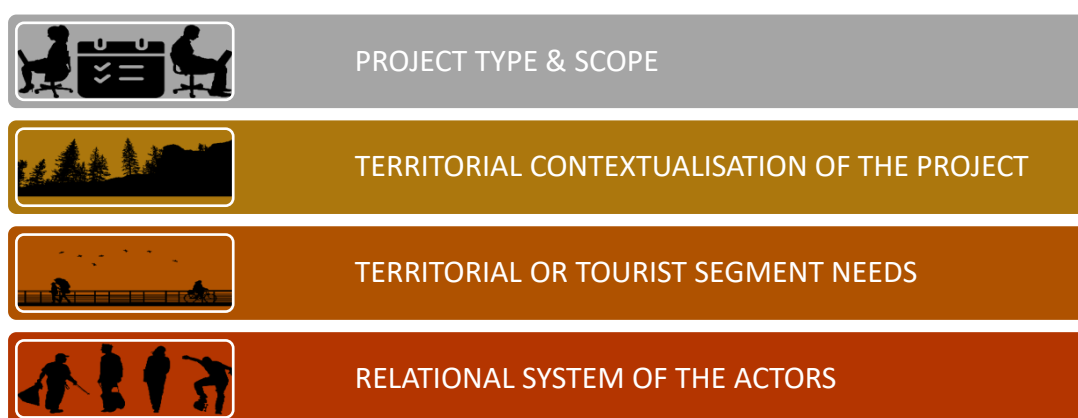
The **internship** was conceived not in terms of a conventional stage, but as a real entrepreneurial training ground featured as follows:



Tab. 17. The main features of the territorial internship

The selection of the **territorial partnership** for internships is the result of a sharing process between the Partners of the project EN ROUTE and their respective mentors, together with the learners, following the criteria of:

- type and scope of the project (e.g. project for launching new sports activities)
- territorial contextualisation of the project, i.e. the location in a specific area for logistical reasons (e.g. presence of cycle paths, navigable rivers, natural rock gyms)
- territorial or tourist segment needs (e.g. request by a local administration to develop the accessible tourism sector)
- relational system of the actors of this project, assuming that consolidated relationships between stakeholders facilitate the interaction processes necessary for the growth of a project.



Tab. 18. The main criteria for selecting the territorial internship

The **internship** was conceived and experienced by each learner as a work experience in a specific milieu; this experience produced:

- a direct confrontation with the territory and the reference stakeholder regarding the project idea and its developments;
- a modulation of the project idea with the consequent implementation of documents and reschedule of activities;
- the self-management of the learner, who had to deal with the organisation of tasks and the timing in accordance with the reference stakeholder;
- the full or partial field-experience of the project;
- eventual corrective actions on the project, follow up the results of the pilot experience;
- the final validation of each sport and tourism project.



Tab. 19. The steps of the internship

Each project was supervised throughout its course by the respective mentors identified on a national basis.

The role of the **mentor** during the growth phases of the project is:

- to provide the learner with a reference point for a conceptual and methodological support along the design activity, through periodic online and offline meetings;
- to monitor the state of the art (timing for access to the modules) and the progress of the e-learning path (completion of the exercises), through periodic accesses to the e-

learning platform of the EN ROUTE project and direct intervention in case of any system alerts issued by the platform administrator (Alert: “Students at risks”);

- to support the learner during the insertion into the territorial context, through live or remote presence, at least at the first meeting with the reference stakeholder;
- to monitor the efficiency of individual work and internship experience by requesting periodic updates on the work progress related to the project;
- to verify the effectiveness of the entire training course through the evidence and quality of the final output (final project);
- to observe and record on the observation tools and the final Portfolio prepared by the coordinator of the EN ROUTE project the evolution of the learner skills, mainly in the field of Life Skills;
- to verify the degree of satisfaction of the learner by means of the ad hoc survey on the quality of the training proposal and the internship phase.

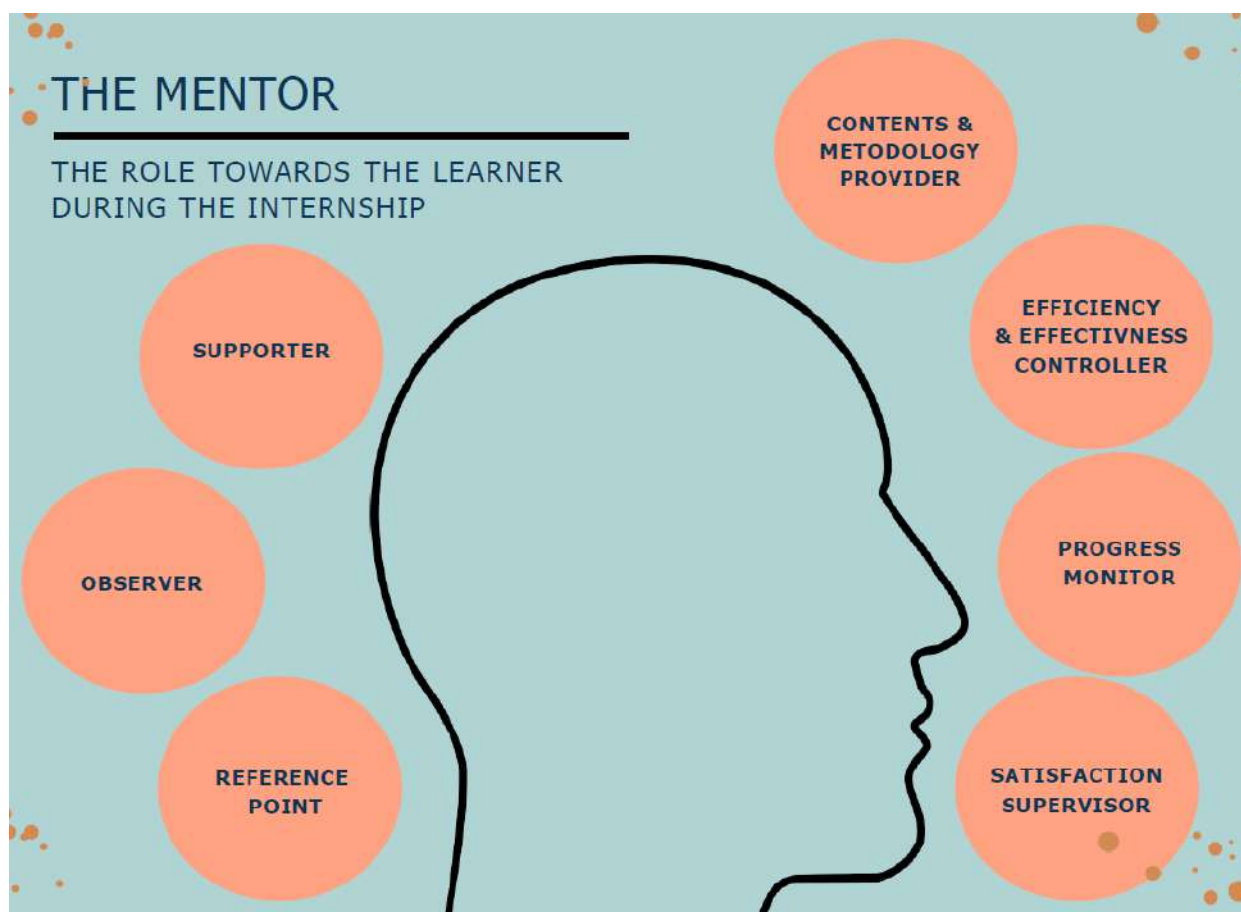


Fig. 12. The role of the mentor during the internship

5.3. PROJECT WORKS AND BUSINESS MODELS: THE FINAL APPLICATION OF THE PROPOSALS

The expectations relating to the projects works, as intellectual outputs of the EN ROUTE project, essentially concern the two factors:

- (1) **level of innovation** of the idea underlying the sport and tourism project;
- (2) **feasibility, scalability and replicability** of the proposed individual or group business model.

The factors taken into consideration to evaluate the design quality and the innovative scope of each project are related to the following subjects

- **product**
- **process and technology**
- **networking**
- **sustainability**

to be intended as in the chart below.

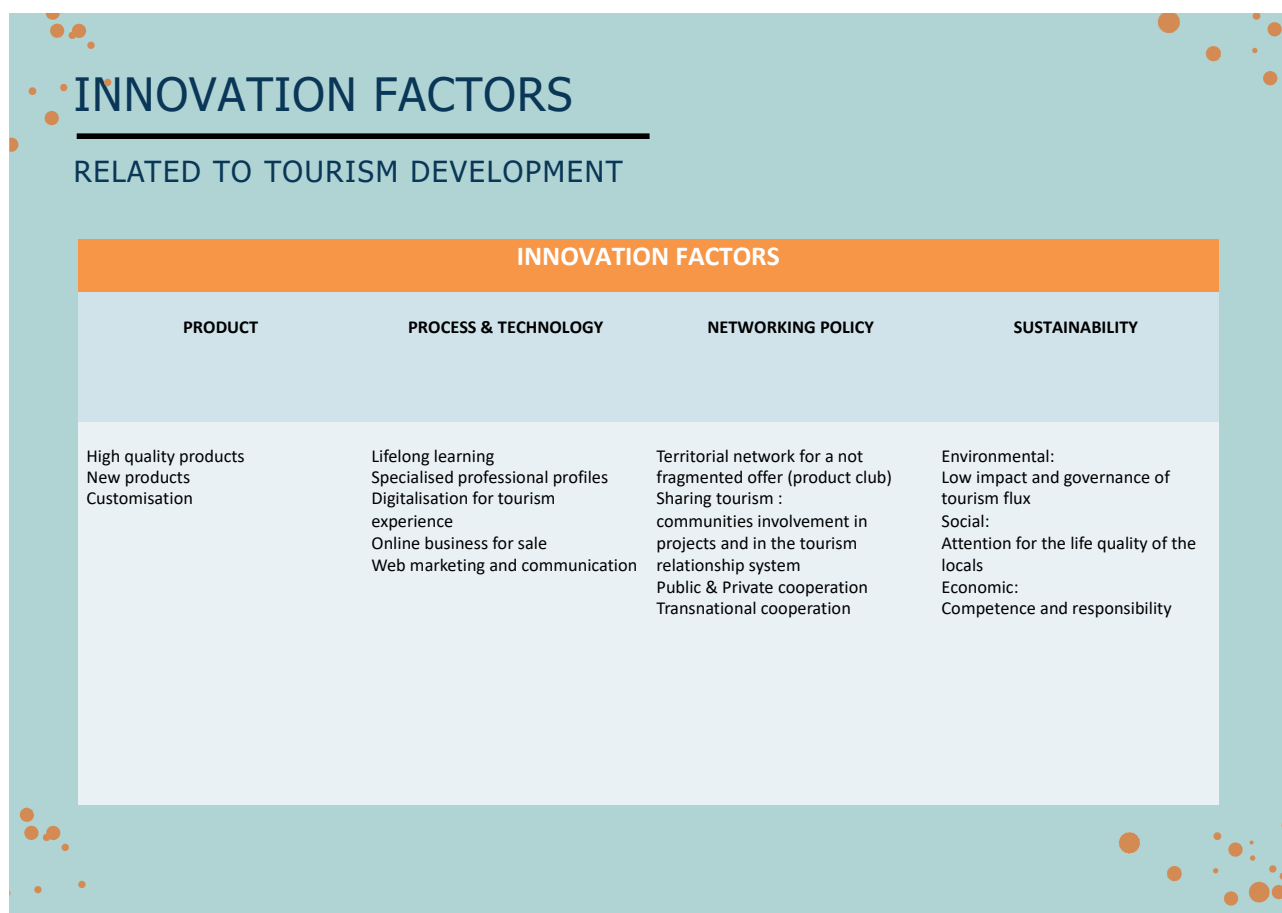


Fig. 13. The innovation factors related to the projects



Trainers and mentors have worked by stimulating the participants/learners to engage in their respective projects in the **search for innovation**, considered as an **element of distinction** and **competitive advantage** for a new business in the world of tourism. This is because it is not only European policies that are moving towards technological development in a digital dimension and towards the reworking of traditional processes in every sector, but also because **innovation** is today considered the keystone for the recovery in tourism.

Particularly, in the tourism sector, the factor of **sustainability** is now increasingly closer to the field of sport. As the UNTWO clearly states in the sustainability objectives in tourism development, established in 2019 *“tourism can contribute to sustainable development and the achievement of the 17 Sustainable Development Goals (SDGs) if properly developed and managed. As a segment of tourism, sport tourism also helps achieve sustainable development in a distinct way stemming from its characteristics [omissis]. The comparative strength of sport tourism lies in:*

- *Engagement in physical activities*
- *Opportunities for interactions*
- *High development potential almost anywhere (small events or light activities like walking in particular)”⁹.*

Sport therefore carries the intrinsic characteristic of **sustainability**, which in the EN ROUTE project was considered in the all-encompassing sense of the term. In the projects of the participants the concept of sustainability is represented in terms of environmental, social, technological-logistic, territorial, economic sustainability.

The vision of **sport** as a driving force for **tourism development** is one of the axioms of the EN ROUTE project that led the participants to work on the **feasibility, scalability and replicability of their respective business projects**.

The **feasibility** of the project was theoretically analysed and constructed in the analytical design phase, then tested in the field by working with the stakeholder and in the territory.

The **scalability** of the business, that is the possibility of increasing the business even exponentially without the use of proportional resources, was structured in the development of the project and in the study of the resources necessary for its implementation.

⁹ Tourism and the Sustainable Development Goals (SDGs) <https://www.e-unwto.org/doi/epdf/10.18111/9789284419661>



The **replicability** of the model was fine-tuned thanks to an intense session of scenario analysis and benchmarking, as well as a long-term vision of the operational strategies of each project.







The **level of innovation** of the EN ROUTE project was then revealed in the various declinations of the profile of the "Sport & Tourism Outdoor Manager" envisaged in the final project proposals. It takes on the role of:

- Travel coach specialised in specific tourism segments
- Fitness assistant for tourists
- Designer of sport & local culture experiences
- Planner of sport & tourism itineraries
- Planner of combined forms of green mobility
- Planner of urban outdoor tourism experiences
- Tour leader/Instructor in outdoor sport experiences
- Provider of outdoor sports & leisure services
- Sport events planner & manager for tourism scope
- Manager of Sport & Tourism Campus
- Sport & Tourism territorial network coordinator
- International coordinator of specific sport tourism experiences.

The projects resulting from this training path are in fact the **Intellectual Output of the EN ROUTE project**.



The file of each project can be consulted in the project document called "**PROPOSAL OF INNOVATIVE MODELS for designing territorial tourism offer through outdoor sport**". This document can be considered as the catalogue of the projects listed according to the partner countries of the EN ROUTE project.

Here, each project file is organised according to the following scheme:

	Project work summary
	Business model and scalability
	Role of the new “Sport and Tourism Outdoor Manager”
	Territorial network to support innovation
	Innovation factors
	Key-words

Tab. 20. The project file in the document “PROPOSAL OF INNOVATIVE MODELS”

Finally, all files can be easily consulted on a thematic basis also by means of two useful tools:

	the Key-word search Sport & tourism thematic list
	the Synoptic table based on country and type of sport

Tab. 21. The reading tools of the document “PROPOSAL OF INNOVATIVE MODELS”

6. CONCLUSION

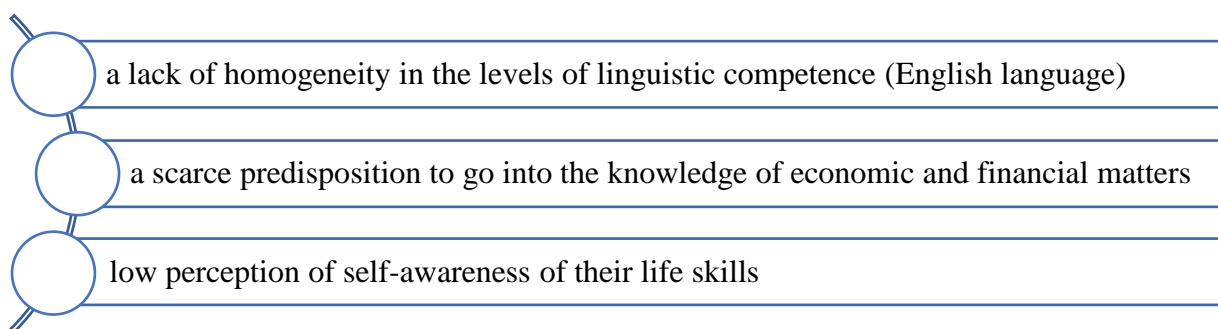
The training path for the “Sport and Tourism Outdoor Manager” was in fact an induced experiment of environmental migration (life move) of each individual taking part in the project. Such experimentation:

- led to a consequent adaptation (life change) of the participant through the training to the new context (training);
- gave birth to a new professional dimension of the participant through an entrepreneurship education and through the operational engagement in a territorial organisation (internship);
- triggered the activation of the participant for the creation of a new professional ecosystem (networking);
- made the participant acquire the ability to design a tourism offer proposal, through the formulation of a project work, that is the expression of individual professional evolution anchored to territorial tourism development (innovation).

The path of the EN ROUTE project generally recorded some critical issues.

In terms of Life skills, although it may be thought that transversal skills are more developed for sports experts for the special role of sport, many participants did not have the perception of the “self”. Tested tools such as feedback from professional and personal contexts compared to self-evaluation reports have been fundamental to empower participants, increase their motivation and support their spirit of initiative for all learning activities.

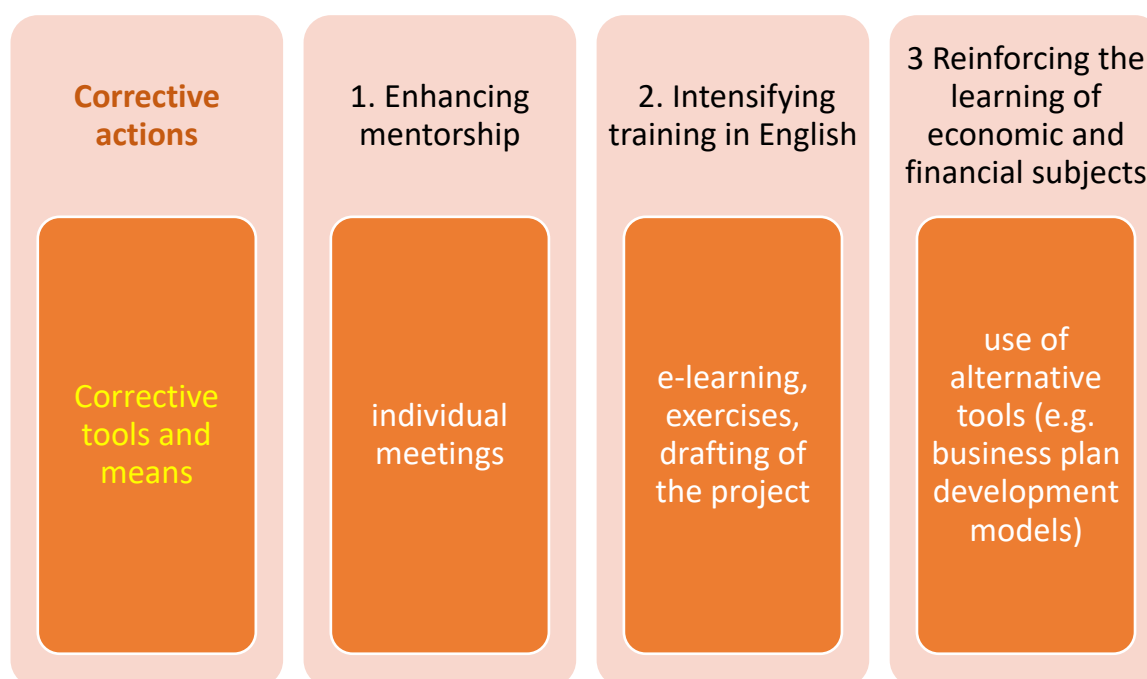
In terms of Technical skills, initially, we observed a resistance to change and a generalised difficulty in acquiring a rigorous design methodology from the part of some participants. As for the knowledge and technical skills, we pointed out the following remarks:



Tab. 22. The critical points related to life and technical skills

These critical issues were resolved by adopting in itinere, at the discretion of the trainers, mentors and the Project Coordinator, a corrective plan aimed at:

1. enhancing mentorship activities in a maieutic key to develop soft skills, to unlock decision-making stalls, to overcome creative impasses, through dedicated individual meetings with the participant and the mentor and / or the trainer;
2. intensifying training in English, through e-learning, exercises and drafting of the project;
3. giving additional support to reinforce the learning of economic and financial subjects, through the use of alternative tools (e.g. business plan development models).



Tab. 23. The corrective actions for criticisms in technical subjects learning

With reference to the professional figure of the "Sport and Outdoor Tourism Manager" initially hypothesized by this project in terms of skills, there is no need to redesign the cross-sectors profile.

We could only consider intervening with an implementation plan to improve the learning path initially traced.

IMPLEMENTATION PLAN	empowering the session of the training dedicated to the areas of life skills, in particular to assertive communication, negotiation, leadership, the exercise of creativity, the predisposition to life change
	intervening on the selection criteria, making the criterion of knowledge of a vehicular foreign language more stringent and severe
	increasing the part and the time dedicated to linguistic practice (vehicular foreign language)
	calibrating the modules dedicated to the development of economic and financial skills to the actual needs of the new professional profile

Tab. 24. Implementation plan

Therefore, despite some critical issues that emerged but overcome by the collaboration of the European trainers' staff, the EN ROUTE project at its termination dated the end of 2021, reconfirms the validity of the initial intuition that generated it. In particular, the global pandemic situation caused by COVID-19 has substantially changed the tourist demand, which today is turning in an ever increasing and heterogeneous way to recreational-sporting opportunity, to hiking experiences, to active holidays in the open air, taking place in accordance with the widespread need of health care and safety.

Furthermore, the sport tourism segment today includes not only the professional athletes and the sport amateurs but also the travellers for sport events. The tourism statistics show that there is also a growing number of leisure tourists¹⁰ who do not travel motivated by

¹⁰ UNTWO, The increasing sport tourism segment trend- <https://www.unwto.org/world-sports-tourism-congress>

the need to practice a sport, but who, in their holiday time, wish to intercept well managed outdoor experiences, to be consumed in a self-service or guided mode.

A large part of them increasingly appreciates customised or tailor-made programs and domestic travel, while dreaming of future opportunities¹¹.

The profile of the "Sport & Tourism Outdoor Manager" as conceived in the EN ROUTE project is structurally ready to respond to the aforementioned and current market needs.

The training path illustrated here is in fact an immediate useable format:

- it can be used by scholars, researchers, career counselling experts
- it can be replicated in the form of post-university advanced training (master or similar) aimed at graduates in motor science (or equivalent degrees) or professionals from the world of sport who want to translate their professionalism into the tourism sector.

As mentioned in the EN ROUTE skills' need analysis, the evident shortage of recognition of sport profiles in European National Catalogue of Occupational Standards, as well as in European Skills/Competences, Qualifications and Occupations (ESCO), the new "Sport & Tourism Outdoor Manager" is one of the profiles that finally could fill this gap.

This process also calls into question the national legislators in the field of tourism professions: will they accept and admit from a regulatory point of view the innovative professionalism of the "Sport & Tourism Outdoor Manager"?

¹¹ European Commission "Behavioural changes in tourism in times of Covid-19"

<https://publications.jrc.ec.europa.eu/repository/handle/JRC121262>

UNTWO "Understanding Domestic Tourism and Seizing its Opportunities"

<https://www.e-unwto.org/doi/pdf/10.18111/9789284422111>

UNTWO "Covid-19 and tourism statistics" <https://www.unwto.org/covid-19-and-tourism-statistics>



7. ANNEXES



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ANNEX I

FINAL BADGE OF COMPETENCES

Name Surname

Sport and Tourism Outdoor Manager

This Badge is released by:

in the frame of the project:

ENROUTE: Enhancing Sport Profiles Skills Validation for New Tourist Routes





Code:

8FZ59Pbis2





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of the European Union

SPORT AND TOURISM OUTDOOR MANAGER

LEARNING OUTCOMES

PART A

Module 1. TEAMBUILDING / TEAMWORK / LEADERSHIP:

- work in cooperative ways (e.g. membership feeling) with different people to realize common goals
- work with fellow group members (with each other strengths and weaknesses) to coordinate a sport and outdoor tourism event, reflecting the wishes and expectations of the client and event target group
- have a positive impact on collaboration within the project group, contributing to the group's development as a team
- take the lead of him/herself, others and the content of a small group within sport outdoor organisations and settings
- make operational, tactical and strategic decisions in the best interest of all involved based on relevant arguments and information with respect of the represented organisation's mission and vision
- develop communities and networking by having impact on the intersections of the values of sport(outdoor) tourism
- examine the own sport identity and develop a standard about who he/she wants to be as a sports professional

Module 2. CRITICAL THINKING / PROBLEM SOLVING

- use change management tools to implement new products
- show critical thinking by identifying, analysing, and evaluating the communication behaviours of others and themselves in a variety of contexts
- make decisions based on arguments

Module 3. CREATIVE / INNOVATION / SENSE OF INITIATIVE

- follow a design thinking approach to come to new (project) solutions
- use creativity in developing innovations

Module 4. EMPATHY / INTERCULTURAL

- understand other perspectives and bring these different perspectives together
- appoint cultural differences and engage in a dialogue of merits, ethics and challenges with (non)professionals/partners

Module 5. NEGOTIATION / EFFECTIVE COMMUNICATION

- negotiate with respect to stakeholders to come to the best outcome in benefit of the organisation
- provide/present mass and individuals with information and interact with stakeholders (with use of social media) in a proper way to realize goals and objectives

PART B

Module 1. TOURISM LEGISLATION, EUROPEAN, NATIONAL, REGIONAL FRAMEWORK OF LAW AND PROGRAMMES

- identify the laws and policies of the European Union which impact on providers of tourism products or services
- act with respect to the law and within the context of an identified regional policy
- act with respect to the explicit and implicit (safety) regulations in the context of sport tourism outdoor activities

Module 2. PROJECT MANAGEMENT - MAIN ELEMENTS and

Module 3. PROJECT MANAGEMENT – SPORT AND TOURISM SCENARIO

- realize defined project goals and objectives in an organisation with knowledge and skills of a project-based approach
- organise in a structured manner an (sport/event sport and tourism) services in an outdoor context to realize on beforehand defined objectives
- formulate goals, motivate people, coordinate working processes and organise decisions in a suitable way that fit in the formulated sport tourism context
- develop new business models as part of entrepreneurial ideas and concepts in the sport outdoor and tourism context
- design the various organisational operating processes (logistical, HR, marketing, financial) to ensure that defined objectives are met
- analyse and advice on financial accounting and management accounting issues of profit and non-profit organisations in the context of sport (outdoor) tourism
- use change management tools to implement new products and processes in an outdoor organisation
- differ between different types of innovation and different phases and components of innovation during the sport and outdoor tourism orientation
- use an approach in developing and implementing innovations

Module 4. MARKETING AND PROMOTION

- bring products, services, processes and organisation under attention to existing and new stakeholders of a sport outdoor and/or tourist-oriented organisation
- explore trends and developments in the area of sport and outdoor tourism and apply this knowledge to develop sport and tourism services in line with target group's characteristics

Module 5. SPORT AND TOURISM BUSINESS STRATEGY – BUDGET AND ECONOMIC PLANS

- evaluate the real costs to start a business, identifying the difference among various type of enterprise
- define financial plan to start a business, planning for future needs of the business
- develop means of assessment, monitoring economic evolution of business

Module 6. SPORT AND TOURISM BUSINESS STRATEGY – STAKEHOLDERS ROLES

- distinguish the different perspectives of stakeholders in a destination for sport and tourist activities
- use an approach that support the acceptance of stakeholders of (innovative) changes and processes in an outdoor organisation
- show an entrepreneurial orientation in interacting with sport and outdoor tourism stakeholders
- manage networks with the help of basic ICT tools him/herself and others
- identify the essential stakeholders to support project/activities and assess the levels of influence and the impact on projects' outcomes

Module 7. SPORT AND TOURISM BUSINESS STRATEGY – ENTREPRENEURSHIP DEVELOPMENT

- act in an entrepreneurial way to create and realize added value(s) to content, organisation, customers and other stakeholders
- demonstrate and reflect on own entrepreneurial attitude in the context of sport and outdoor tourism



SPORT AND TOURISM OUTDOOR MANAGER

LEARNING OUTCOMES

PART A

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- work in cooperative ways (e.g. membership feeling) with different people to realize common goals
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- take the lead of him/herself, others and the context of a small group within sport outdoor organisations and settings
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- use creativity in developing innovations



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- appoint cultural differences and engage in a dialogue of merits, ethics and challenges with (non)professionals/partners

Module 5. NEGOTIATION / EFFECTIVE COMMUNICATION

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- provide/present mass and individuals with information and interact with stakeholders (with use of social media) in a proper way to realize goals and objectives

PART B

Module 1. TOURISM LEGISLATION. EUROPEAN, NATIONAL, REGIONAL FRAMEWORK OF LAW AND PROGRAMMES

- identify the laws and policies of the European Union which impact on providers of tourism products or services
- act with respect to the law and within the context of an identified regional policy
- act with respect to the explicit and implicit (safety) regulations in the context of sport/tourism outdoor activities

Module 2. PROJECT MANAGEMENT - MAIN ELEMENTS and

Module 3. PROJECT MANAGEMENT – SPORT AND TOURISM SCENARIO

- realize defined project goals and objectives in an organisation with knowledge and skills of a project-based approach
- organize in a structured manner an (sport)event sport and tourism services in an outdoor context to realize on beforehand defined objectives
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- design the various organisational operating processes (logistical, HR, marketing, financial) to ensure that defined objectives are met
- analyse and advice on financial accounting and management accounting issues of profit and non-profit organisations in the context of sport (outdoor) tourism
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- identify the essential stakeholders to support project/activities and assess the levels of influence and the impact on projects' outcomes

Module 7. SPORT AND TOURISM BUSINESS STRATEGY – ENTREPRENEURSHIP DEVELOPMENT

- act in an entrepreneurial way to create and realize added value(s) to context, organisation, customers and other stakeholders
- demonstrate and reflect on own entrepreneurial attitude in the context of sport and outdoor tourism



ANNEX II

LIFE SKILLS ASSESSMENT



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LIFE SKILLS, SELF-ASSESSMENT QUESTIONNAIRE

Considering your previous work experiences and your life contexts, how would you evaluate these skills?

(1 = minimum score; 5 = maximum score)

	1	2	3	4	5
- When I work in a team, I feel like being part of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- When I work in a team, I share my ideas with other members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- When I work in a team, I am able to help people to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- When I work in a team, I am able to manage conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I am able to interact effectively with team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I am able to coordinate effectively a teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I am able to divide and delegate tasks competently amongst the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I am able to provide useful feedback to team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I am able to involve all team members, inspire and lead others to achieve the goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- When I face a complex problem, I am able to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- When I face a problem, I analyse it by evaluating the situation and its causes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- When I face a problem, I analyse in depth its nature and characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- When I face a complex problem, I break it down into parts and understand their relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I analyse a situation or a problem very thoroughly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I am able to elaborate and improve on ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I can recognise the limitations of a proposal and suggest alternatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| - I can promote a variety of creative perspectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When I have to find a solution, I think of uncommon alternatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I step outside the box to find different solutions to a problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I see the opportunities for possible actions that I could take | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I support and promote proposals for change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I can analyse and organise complex information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I can speak clearly and professionally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to present all information clearly, concisely and logically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I can understand and use body language communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to adopt an attitude of understanding, respect and empathy for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I demonstrate acceptance and value cultural differences when carrying out duties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to mediate situations of conflict and misunderstanding in intercultural contexts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to recognise the essential stakeholders to support projects/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I can create and manage relationship that can support my projects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to use the network of contacts and informal channels to obtain information useful to carry out my activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to maintain relationship over time, dedicating time and energy to them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to understand the feeling of people around me | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| - I can listen carefully to others, paying attention to their words and to non-verbal behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to put myself in others' shoes, understanding what generated their feelings and moods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I demonstrate to understand others' point of view even when it is different from my own | | | | | |
| - I am able to understand how actions and statements will be perceived by others and to use them to obtain consent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to use a personalised communication according to the interlocutor to obtain his/her consent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to convince others according to their personal interests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - I am able to keep control in difficult situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate what your distinctive characteristics are: strengths and weakness (minimum: 2000 maximum 10.000 characters)

--

Please indicate what are, in your opinion, the aspects that you should improve and what the results of these improvements would be (minimum: 2000, maximum: 10.000 characters)

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In order to identify your desired future:

a. Make a list of 27 things you would like to try or do in your life

b. Describe your life in 10 years.

Age in 10 years: ...

b.1 Define your profession and indicate which aspects you like best

b.2 In your work the main activities consist of:

b.3 The people you hang out with often are (also describe how you spend time with them)

b.4 The people you live with are:

b.5 The place where you live is (indicate the city where you live, describing the geographical context and the reason for your choice)

LIFE SKILLS, FEEDBACK QUESTIONNAIRE (PROFESSIONAL CONTEXT)

If you were to give a description of this person what would you say about:

His/her distinctive features: strengths and weaknesses

Indicate which aspects, in your opinion, he/she should improve and what the results of those improvements would be

**With reference to his/her abilities, what score would you indicate for each of the following competences
(1 = minimum score; 5 = maximum score)**

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| - When he/she works in a team he/she feels like being part of it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she works in a team he/she shares his/her ideas with other members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she works in a team he/she is able to help people to solve problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she works in a team he/she is able to manage conflicts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to interact effectively with team members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to coordinate effectively a teamwork | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to get and delegate tasks competently amongst the team | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to provide useful feedback to team members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to involve all team members, inspire and lead others to achieve the goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she faces a complex problem he/she is able to make decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she faces a problem, he/she analyses it by evaluating the situation and its causes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she faces a problem, he/she analyses in depth its nature and characteristics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she faces a complex problem, he/she breaks it down into parts and understands their relationship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she analyses a situation or problem very thoroughly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| - He/she can elaborate and improve on ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can recognise the limitations of a proposal and suggest alternatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can promote a variety of creative perspectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she has to find a solution, he/she also thinks of uncommon alternatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she are able to step outside the box to find different solutions to a problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she sees the opportunities for possible actions that he/she could take | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she supports and promotes proposals for change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can analyse and organize complex information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can speak clearly and professionally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to present all information clearly, concisely and logically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can understand and use body language communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she knows how to adopt an attitude of understanding, respect and empathy for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can demonstrate acceptance and value cultural differences when carrying out duties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to mediate situations of conflict and misunderstanding in intercultural contexts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to recognize the essential stakeholders to support projects/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can create and manage relationship that can support his/her projects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to use the network of contacts and informal channels to obtain useful information to carry out his/her activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| - He/she is able to maintain relationship over time, dedicating time and energy to them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can understand the feeling of people around him/her | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to listen carefully to others, paying attention to their words and to non-verbal behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to put himself in others' shoes, understanding what generated their feelings and moods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to understand others' point of view even when it is different from his/her own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to understand how actions and statements will be perceived by others and to use them to obtain their consent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to use a personalized communication based on the interlocutor to obtain consent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to convince others according to their personal interests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to keep control in difficult situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LIFE SKILLS, FEEDBACK QUESTIONNAIRE (PERSONAL CONTEXT)

If you were to give a description of this person what would you say about:

His/her distinctive features: strengths and weaknesses

Indicate which aspects, in your opinion, he/she should improve and what the results of those improvements would be

**With reference to his/her abilities, what score would you indicate for each of the following competences
(1 = minimum score; 5 = maximum score)**

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| - When he/she works in a team, he/she feels like being part of it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she works in a team, he/she shares his/her ideas with other members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she works in a team, he/she is able to help people to solve problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she works in a team, he/she is able to manage conflicts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to interact effectively with team members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to provide useful feedback to team members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she is able to involve all team members, inspire and lead others to achieve the goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she faces a complex problem, he/she is able to make decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she faces a problem, he/she analyses it by evaluating the situation and its causes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she faces a problem, he/she analyses in depth its nature and characteristics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - When he/she faces a complex problem, he/she breaks it down into parts and understands their relationship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she analyses a situation or a problem very thoroughly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can elaborate and improve on ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can recognise the limitations of a proposal and suggest alternatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - He/she can develop and promote a variety of creative perspectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- When he/she has to find a solution, he/she also thinks of uncommon alternatives ☐ ☐ ☐ ☐ ☐
- He/she are able to step outside the box to find different solutions to a problem ☐ ☐ ☐ ☐ ☐
- He/she sees the opportunities for possible actions that he/she could take ☐ ☐ ☐ ☐ ☐
- He/she supports and promotes proposals for change ☐ ☐ ☐ ☐ ☐
- He/she can analyse and organise complex information ☐ ☐ ☐ ☐ ☐
- He/she can speak clearly and professionally ☐ ☐ ☐ ☐ ☐
- He/she is able to present all information clearly, concisely and logically ☐ ☐ ☐ ☐ ☐
- He/she can understand and use body language communication ☐ ☐ ☐ ☐ ☐
- He/she knows how to adopt an attitude of understanding, respect and empathy for diversity ☐ ☐ ☐ ☐ ☐
- He/she can demonstrate acceptance and value cultural differences when carrying out duties ☐ ☐ ☐ ☐ ☐
- He/she is able to mediate situations of conflict and misunderstanding in intercultural contexts ☐ ☐ ☐ ☐ ☐
- He/she is able to maintain relationship over time, dedicating time and energy to them ☐ ☐ ☐ ☐ ☐
- He/she can understand the feeling of people around him/her ☐ ☐ ☐ ☐ ☐
- He/she is able to listen carefully to others, paying attention to their words and to non-verbal behaviour ☐ ☐ ☐ ☐ ☐
- He/she is able to put himself in others' shoes, understanding what generated their feelings and moods ☐ ☐ ☐ ☐ ☐
- He/she is able to understand the point of view of others even when it is

different from his/her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- He/she is able to understand how actions and statements will be perceived by others and to use them to obtain consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- He/she is able to use a personalised communication according to the interlocutor to obtain consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- He/she is able to convince others according to their personal interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- He/she is able to keep control in difficult situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEX III

SPORT AND TOURISM OUTDOOR

MANAGER

TECHNICAL MODULES



Co-funded by the
Erasmus+ Programme
of the European Union



Module 1. TOURISM LEGISLATION. EUROPEAN, NATIONAL, REGIONAL FRAMEWORK OF LAW AND PROGRAMMES				
LEARNING UNIT DESCRIPTION	KNOWLEDGES, SKILLS, COMPETENCES	LEARNING OUTCOMES	TRAINERS	N. OF HOURS
<p>The module “Tourism legislation. European, National, Regional framework of law and programmes” aims at supporting participants to develop the legal knowledge and skills they need in order to understand and have confidence with the legislation of tourism at different levels of governances as well as with the EU programmes and principles of Tourism policies.</p> <p>The module offers a background in the field of sport and tourism opportunities making participants in the condition to analyse the appropriate tools to support their idea project.</p>	<p>(K)</p> <p>Tourism Law and Policies at Regional, national and EU levels</p> <p>EU Consumer Protection and Tourism, Implications of competition policy for tourism practitioners, Transport (Tour Operators and Travel Agents)</p> <p>EU Programmes on Tourism: principles, initiatives and grants</p> <p>EU Programmes on Sport: principles, initiatives and grants and their connection with tourism</p> <p>(S)</p> <p>Able to manage activities and services in the respect of sectors’ legislation</p> <p>Able to choose the suitable grant opportunities to support their own business/activity</p> <p>Able to obtain the correct information on EU policies evolution and use them to define new innovation plans for their own business</p> <p>(C)</p> <p>Demonstrate knowledge and understanding of the structure, roles and functions in agreement and contracts</p> <p>Demonstrate a critical awareness of the evolution of law and programmes in sport and tourism in EU</p> <p>Communicate legal arguments clearly to the customers in dealing supplying services.</p>	<p>-Describe the practical application of legislation within the tourism sector</p> <p>-Identify the laws and policies of the European Union which impact on providers of tourism products or services.</p> <p>-Recognize the main principles of EU policies in sport and tourism, shaping possible services in the framework of EU grants</p>	<i>To be filled in</i>	6
<p><u>Methodology:</u></p> <p>This module could be learnt online also through online interactive workshop.</p>				

Module 2. PROJECT MANAGEMENT – main elements				
LEARNING UNIT DESCRIPTION	KNOWLEDGES, SKILLS, COMPETENCES	LEARNING OUTCOMES	TRAINERS	N. OF HOURS
The module “Project management – main elements” aims at providing a first overview of the design activity, offering easy tools for designing in full autonomy and in team, learning the basic skills of how organise time, resources and people.	<p>(K)</p> <ul style="list-style-type: none"> - General concept and processes of PM; -The structure of the project; - Processes to manage; - Projects’ main actors and roles (stakeholders, customers, sponsors, project staff) - Concepts of outcomes and output - General success indicators - First main elements of costs management - Time and risk management definition - How to communicate a project <p>(S)</p> <ul style="list-style-type: none"> - Able to prepare a sample project implementation plan including objectives and deliverables, budget, timeline, and staffing plan. - Demonstrate skills in planning, implementation and monitoring all aspects of projects including administrative, financial, personnel, data management, and evaluation. - Able to develop a process improvement plan including steps for a small test of change - Demonstrate understanding, and use, of advanced scheduling and costing software applications <p>(C)</p> <p>Understand what is meant by the meaning of “project” and provide examples of different types of projects and monitoring and improvement processes.</p>	<p>Design and manage successful projects in different contexts.</p> <p>Plan and allocate resources, to profile simple budget, to plan risk management stakeholder management, and control procedures.</p> <p>Evaluate the level of innovation and the sustainability of a project</p>	<i>To be filled in</i>	6

	<p>Describe the concepts used in project management, project planning and development of project plan, preparing budgeting and financial management, human resources management, data management, development and monitoring of project timeline and deliverables, interim and final reporting, and internal evaluation.</p> <p>Individuate the real value of a project, elaborating the effective strategy to increase the impact and disseminate the innovation of a proposal.</p>			
<p><u><i>Methodology:</i></u></p> <p>This module is carried out through a theoretical and practical approach of a mix of learning in presence (workshops) as well as asynchronous online lectures, practical group work online tutorials and face-to-face and online project workshops. In particular, the module can be managed in different sessions: 1) Lecture and Discussion, 2) Small Group Work, 3) Fieldwork and Discussion, 4) Fellow Presentations.</p>				

Module 3. PROJECT MANAGEMENT – sport and tourism scenario				
LEARNING UNIT DESCRIPTION	KNOWLEDGES, SKILLS, COMPETENCES	LEARNING OUTCOMES	TRAINERS	N. OF HOURS
<p>The module “Project management – sport and tourism scenario” aims at providing means to design possible innovative services in sport and tourism field.</p> <p>This module is carried out through a theoretical and practical approach of a mix of learning in presence (workshops) as well as asynchronous online lectures, practical group work online tutorials and face-to-face and online project workshops.</p>	<p>(K)</p> <p>Project Design and Management in the sport and tourism field (elements of survey of territorial needs, project cycle, evaluation and monitoring, follow up of results)</p> <p>How to define an idea project (brainstorming activity)</p> <p>How to check the level of innovation</p> <p>Territorial partnership Building and Public private Agreements</p> <p>Effective communication of a sport and tourism service</p> <p>(S)</p> <p>Able to evaluate and apply a range of established techniques in the field of sport and tourism project management to the execution of a project.</p> <p>Able to understand the importance of project management for efficient sport and tourism services performance, organisational development and business management.</p> <p>Able to communicate the projects’ results and to define agreement for the sustainability of the project outcomes</p> <p>(C)</p> <p>Select real territorial needs, objectives and apply appropriate strategy understand contemporary challenges. Read, understand and produce reports for monitoring performances.</p> <p>Demonstrate to share ideas of innovation, best solutions to the needs both individually and in teamwork.</p> <p>Demonstrate to know how to develop networks to support new business ideas and models.</p>	<p>Manage successful projects in a cross-sectoral contexts.</p> <p>Evaluate the level of innovation and the sustainability of sport and tourism services and projects of territorial development</p> <p>Analyse critically and reflect upon different approaches to project management, to define new ideas, services, networks and established strategies to diffuse best practice.</p> <p>Understand and identify the knowledge and skills required for successful project management in organisations and for networks supporting the project ideas.</p> <p>Identify key stakeholders and assess their interests and influence</p> <p>Identify existing network and establish appropriate network</p>	<p><i>To be filled in</i></p>	<p>6</p>
<p><u>Methodology:</u></p> <p>This module is carried out through a theoretical and practical approach of a mix of learning in presence (workshops) as well as asynchronous online lectures, practical group work online tutorials and face-to-face and online project workshops. Design thinking could be one of the more appropriate methodology for this module.</p> <p>In particular the module can be managed in different sessions: 1) Lecture and Discussion, 2) Small Group Work, 3) Fieldwork and Discussion, 4) Fellow Presentations.</p>				

Module 4. MARKETING AND PROMOTION				
LEARNING UNIT DESCRIPTION	KNOWLEDGES, SKILLS, COMPETENCES	LEARNING OUTCOMES	TRAINERS	N. OF HOURS
<p>The module “Marketing and Promotion” aims at developing essential knowledges of product design and marketing as well as the fundamental competencies among entrepreneurship field. In particular the module diffuses elements of adequate promotional marketing strategies, how to present products on the market, how to structure tourism products linking with sport and territorial products calibrated on the tourists’ needs.</p> <p>It aims also to learn correct style of communication, during tourist experience of the territory.</p>	<p>(K)</p> <p>Marketing elements: market and targets</p> <p>Benchmarking techniques</p> <p>Promotional marketing techniques</p> <p>Use of digital tools and channels</p> <p>Tourism legislation</p> <p>Destination geography</p> <p>Local gastronomic culture</p> <p>Local economic and productive reality</p> <p>Communication styles (relational aspects, listening techniques, group management, etc)</p> <p>Psychologic aspect of communication</p> <p>Elements of intercultural negotiation</p> <p>Problem solving techniques</p> <p>Engagement techniques</p> <p>(e.g. gamification)</p> <p>(S)</p> <p>Able to design products and services and to promote accordingly to marketing strategies (consumption psychology and needs marketing)</p> <p>Able to apply techniques for mapping the tangible and intangible assets of the destination</p> <p>Able to connect customers’ sport needs with the territorial values and products</p> <p>(C)</p> <p>Develop territorial paths / experiences, by practicing the chosen sport</p>	<p>Draw up products and development projects</p> <p>Analyse the tourists ‘needs</p> <p>Design territorial tourist services, selecting the most effective promotion strategy</p>	<i>To be filled in</i>	18
				4 (digital tourism)

	Select the local heritage offer and relate it to the tourists' interests / tastes Investigate the needs of the tourist and his decision-making dynamics Create a business asset Conduct a business in compliance with current law Provide the tourist with correct and understandable information about sports and the use of the holiday. Inform the tourist of potential risks and anticipate solutions. Help the tourist quickly and effectively.			
<p><u><i>Methodology:</i></u></p> <p>This module is carried out through a theoretical and practical approach of a mix of learning in presence (workshops) as well as asynchronous online lectures, practical group work online tutorials and face-to-face and online project workshops. Design thinking could be one of the more appropriate methodology for this module. In particular the module can be managed in different sessions: 1) Lecture and Discussion, 2) Small Group Work, 3) Fieldwork and Discussion, 4) Fellow Presentations.</p>				

Module 5. SPORT AND TOURISM BUSINESS STRATEGY –Budget and Economic Plans				
LEARNING UNIT DESCRIPTION	KNOWLEDGES, SKILLS, COMPETENCES	LEARNING OUTCOMES	TRAINERS	N. OF HOURS
The module “Sport and Tourism Business Strategy – Budget and Economic Plans” aims at introducing a milestone-planning for the realization of economic framework of a business, developing know how to read budget charts and to implement the first costs system of the business model start up.	<p>(K)</p> <p>The concept of business in the society</p> <p>The type of budget, budget and financial charts</p> <p>The main element of budgeting (costs, incomes, loss, margin.)</p> <p>The main factors of business success in an economic view</p> <p>The efficiency, efficacy, effectiveness concepts</p> <p>The impact of a benchmarking analysis on economic plan</p> <p>(S)</p> <p>Able to develop a budget for their business idea</p> <p>Able to understand what types of resources are needed to start up a business and know how to identify resource providers</p> <p>(C)</p> <p>Know how to determine costs of starting a business and how to find out means to support start-up phase</p> <p>Define the economic plan in accordance with all the project sessions and the business mission</p> <p>Assess the quality management on the basis of the cost-effectiveness principles</p>	<p>Evaluate the real costs to start a business, identifying the difference among various type of enterprise</p> <p>Define financial plan to start a business, planning for future needs of the business</p> <p>Develop items of assessment, monitoring economic evolution of business</p>	<i>To be filled</i>	6
<p><u>Methodology:</u></p> <p>This module will be learnt by lectures, and participants will also learn through completing interactive exercises, with feedback. Students will be required to supplement the knowledge they acquire from lectures by independent study, and will be able to evaluate their comprehension through the completion of exercises in workshop in presence also through online interactive workshop.</p>				

Module 6. SPORT AND TOURISM BUSINESS STRATEGY –Stakeholders Roles				
LEARNING UNIT DESCRIPTION	KNOWLEDGES, SKILLS, COMPETENCES	LEARNING OUTCOMES	TRAINERS	N. OF HOURS
<p>The module “Sport and Tourism Business Strategy – Stakeholders Roles” aims at giving tools for an effective stakeholders’ participation strategy, to analyse and assess a project territorial context and to determine how to negotiate a project outcomes application and diffusion. In particular it develops competences of which individuals, groups or organisations need to be involved to support the implementation of sport and tourism innovative proposals.</p>	<p>(K)</p> <ul style="list-style-type: none"> - The existing network of European National and Regional stakeholders, who could influence projects, processes and outcomes in different context - The main factors of stakeholders’ analysis and stakeholder’s participation strategy - Rules and factors of negotiation and main tools (contracts and agreements) <p>(S)</p> <ul style="list-style-type: none"> Able to assess the influence and the importance of various stakeholders Able to identify the stakeholders’ roles and different way of participation in networks Able to stipulate contract and agreements on the basis of different roles and way of participation Able to monitor relationship and strategy to maintain during different stages <p>(C)</p> <ul style="list-style-type: none"> Draw out the interests of stakeholders in relation to the problems which a project is seeking to address Define the appropriate type of participation by different stakeholders, during all different stages of the project Identify relations between stakeholders which can be built upon, and may enable “coalitions” of project sponsorship, ownership and cooperation Identify potential conflicts of interest between stakeholders, which will influence the assessment of the project’s risks. 	<p>Identify the essential stakeholders to support project/activities and assess the levels of influence and the impact on projects’ outcomes</p> <p>Draw out the engagement of relevant stakeholders, involving them as a key part of a project</p> <p>Design the correct legal base for stakeholders ‘engagement and assess their roles and participation</p> <p>Define and implement participation stakeholders’ networks building long-term relationship</p>	<i>To be filled in</i>	6
<p><u>Methodology:</u></p> <p>This module is carried out through a theoretical and practical approach of a mix of learning in presence (workshops) as well as asynchronous online lectures, practical group work online tutorials and face-to-face and online project workshops.</p> <p>In particular the module can be managed in different sessions: 1) Lecture and Discussion, 2) Small Group Work, 3) Fieldwork and Discussion, 4) Fellow Presentations.</p>				

Module 7. SPORT AND TOURISM BUSINESS STRATEGY –Entrepreneurship Development				
LEARNING UNIT DESCRIPTION	KNOWLEDGES, SKILLS, COMPETENCES	LEARNING OUTCOMES	TRAINERS	N. OF HOURS
The module “Sport and Tourism Business Strategy – Entrepreneurship Development” aims at thinking how to make the business idea in a logical concept and a potential legal frame.	<p>(K)</p> <ul style="list-style-type: none"> - Basic concepts of entrepreneurship and quality of an entrepreneur - The main factors of a business plan and how to develop different sections of the business concept - The elements of corporate law <p>(S)</p> <p>Able to individuate different business frameworks, choosing the right form for different business</p> <p>Able to explain the value of a business and develop simple business plan</p> <p>(C)</p> <p>Set up a plan of project idea showing the business future expectation and possible session of improvement</p> <p>Define a legal frame of business idea accordingly to the mission of the enterprise, the future expected results and the available resources for the difference steps of business development</p> <p>Design business development strategies.</p>	<p>Demonstrate the value of a business, through a plan identifying business idea, strategy, mission, resources and financial details</p> <p>Identifying the viability of a business idea through the assessment of the business key features, the organization and the resources</p> <p>Individuate the proper legal frame for the business model defining in the business plan</p>	<i>To be filled in</i>	8
<p><u>Methodology:</u></p> <p>This module is carried out through a theoretical and practical approach of a mix of learning in presence (workshops) as well as asynchronous online lectures, practical group work online tutorials and face-to-face and online project workshops.</p> <p>In particular the module can be managed in different sessions:</p> <p>1) Lecture and Discussion, 2) Small Group Work, 3) Fieldwork and Discussion, 4) Fellow Presentations.</p>				

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