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HYPRO4ST

WP3 Design And Development of the HyPro4ST Online training Course and Practical Guide

D3.2 Practical Guide for Trainers

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Document description	HyPro4ST Practical Guide for trainers and educators of higher and vocational education introduce them to the newly established curriculum and training content of the HyPro4ST online training course and will place a significant emphasis on working with project-based, micro, blended and work-based learning approaches and other important non-formal education methods and will support the targeted audience in facilitating effective training			

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	activities, both face-to-face and by distance. It will be available in EN, EL, HU, HR, PT, IT, SL.

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1. Introduction

1.1. Purpose of the HyPro4ST Practical Guide

The HyPro4ST Practical Guide aims to equip trainers and educators of higher and vocational education with the necessary knowledge and skills and to encourage them to apply integrated green, creative and digital processes in managing projects successfully in the sustainable tourism sector, and also transfer this knowledge effectively to other professionals and their peers.

It will be utilised for delivering the six HyPro4ST Seminars implemented in a blended-learning format within the framework of WP4: 6-day Face-to-Face Seminar and 20 hours of Self-Directed Learning.

Target Groups

The target groups that the HyPro4ST Practical Guide will address are:

- Trainers and educators of Higher Education and Vocational Education and Training,
- Higher Education and Vocational Education and Training organisations,
- Academia, Vocational Education and Training and enterprises' training/teaching staff.

HyPro4ST Practical Guide Content

The HyPro4ST Practical Guide will introduce the targeted audience to the HyPro4ST Curriculum and the content of the HyPro4ST Training Course (VOOC). It will place a significant emphasis on working with project-based, micro, blended and work-based learning approaches as well as other significant nonformal education techniques, and will assist the specific audience in conducting successful training activities, whether in-person or remotely, taking full advantage of the widespread availability of modern online learning platforms.

The **titles of the modules of the HyPro4ST Practical Guide** are:

- Module 1: The Green, Project, Creative and Digital Economy in relation to the Tourism Sector
- Module 2: Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers
- Module 3: Resilience/Soft skills for trainers in the sustainable tourism sector
- Module 4: Advanced Educational Practices for continuous/lifelong learning

The content of the HyPro4ST Practical Guide will be guided by the HyPro4ST Training Framework.

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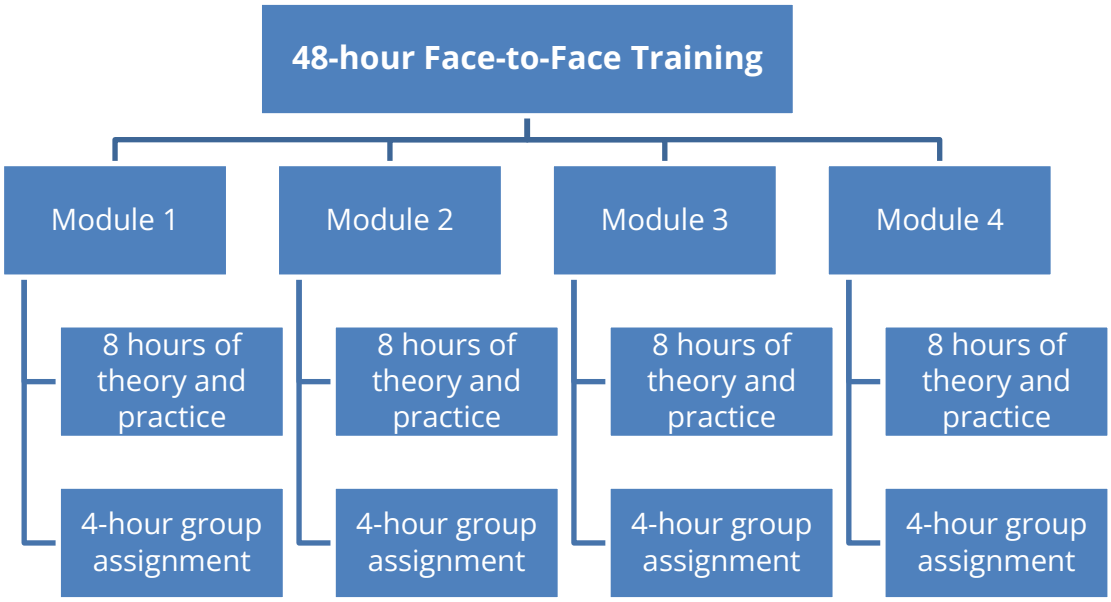
1.2 The Structure of the HyPro4ST Practical Guide (F2F & Self-Directed Learning, Modules, Duration)

The HyPro4ST Practical Guide will comprise a total of 68 hours of learning, provided in a blended-learning format as follows:

1.1. Figure

The face-to-face training



The 32 hours of Face-to-Face training (8 hours of theory and practice per module) will be delivered in 4 days, while the 16 hours devoted to the 4-hour group assignments of each module, will be delivered in 2 days.

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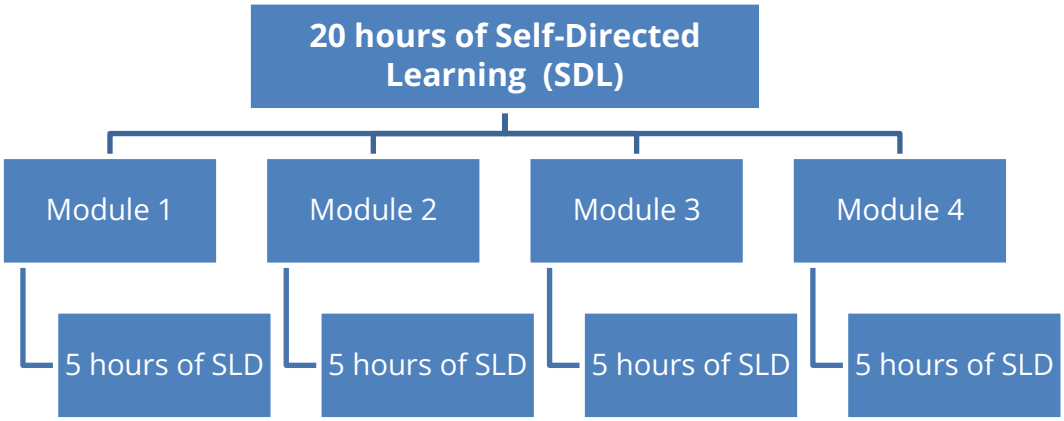
1.2. Figure

The Self-Directed Learning



All the SDL materials will be delivered and supported by the HyPro4ST Virtual Learning Hub.

2. Purpose and Learning Outcomes

For each module, the purpose and the learning outcomes will be developed, following the best practices provided in the HyPro4ST Training Framework.

For each module, 2-3 learning outcomes per category (knowledge, skills, competencies) should be provided.

Module 1: The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector

Module No: 1	**Title:** The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector
Learning Level: EQF Level 5	**Duration:** • 8 hours of theory and practice • 4-hour group assignment • 5 hours of SLD
Purpose of the Module: Module 1 aims to provide a comprehensive and in-depth understanding of the interconnections between the green economy, project management, the creative economy and digitalization in the context of the tourism sector. This module aims to empower higher education and vocational	

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education trainers and educators by providing them with the essential knowledge and skills to effectively integrate these elements into their training programs.

Learning Outcomes:

Knowledge:

- 1) Understanding of the Green Economy in Tourism
- 2) Application of Project Management Principles
- 3) Integration of Creative Processes in Tourism
- 4) Competence in Digital Technologies in the Tourism Context
- 5) Recognition of Interconnections
- 6) Awareness of Emerging Trends

Skills:

- 1) Using Digital Technologies in Tourism Project Management
- 2) Facilitating Discussions and Activities
- 3) Analysis of Case Studies

Competencies:

- 1) Effective Communication of Complex Concepts
- 2) Preparation for Facilitating HyPro4ST Seminars

Module's Lessons:

1) Emerging Trends in Tourism

- Identification and discussion of emerging trends that will shape the future of tourism.
- Evaluation of how changes in technology, consumer preferences and market trends will affect project management in the tourism sector.

2) Fundamentals of the Green Economy in Tourism:

- Essential concepts regarding green and sustainable tourism.
- Essential concepts of the green economy and their specific application in the context of sustainable tourism.
- Impact of green economy practices on tourism.

3) Creativity in Tourism Project Development:

- Use of creative methods, such as design thinking, to drive innovation in project development.
- Applying creative processes to solve specific challenges in sustainable tourism.

4) Digital Technologies and Digital Transformation in Tourism:

- Understanding the Role of Digital Technologies in Tourism.
- Navigating the Path to Digital Transformation.

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Module 2: Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers

Module No: 2	**Title:** Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers
Learning Level: EQF Level 5	**Duration:** Face-to-face: 8 hours of theory and practice (1 day), 4-hour group assignment (half-day), and 5 hours of Self-Directed Learning

Purpose of the Module:

The purpose of this module is to provide the trainers and educators of Higher Education and Vocational Education and Training serving the sustainable tourism sector with practical insights, tools, and strategies to effectively deliver the HyPro4ST Online Training Course and support the learning journey of the tourism professionals towards getting certified as Sustainable Hybrid Project Managers.

Learning Outcomes:

Knowledge:

At the end of the module, the participant will be able to:

- Comprehend the significance of project management within the sustainable tourism industry, encompassing various approaches, frameworks, and methodologies applicable to sustainable projects.
- Describe the concepts of entrepreneurship and resilience within the context of hybrid project management in sustainable tourism.
- Define projectification and digital project management.

Skills:

At the end of the module, the participant will be able to:

- Navigate through advanced online learning platforms.
- Apply the hybrid and sustainable project management approaches in tourism industry's projects.
- Integrate entrepreneurial qualities and resilience strategies into the hybrid project management process.

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- Utilise digital project management concepts/tools effectively, especially in the context of establishing projectized tourism organisations and enhancing Project Management Office (PMO) effectiveness.

Competencies:

At the end of the module the participant will have acquired the responsibility and autonomy and will be able to:

- Value the importance of integrating into their training offerings the topics hybrid project management, entrepreneurship and digitalisation for the sustainable transformation of tourism sector.
- Demonstrate an adaptable and open-minded attitude towards embracing new learning opportunities.
- Showcase a resilient and persistent mindset, enabling him/her to overcome challenges and setbacks encountered during the learning process and project management activities in sustainable tourism.

Module's Lessons:

Lesson 1: Introduction to the HyPro4St Online Training Course

- The HyPro4ST Project
- The HyPro4ST Online Training Course (VOOC)
- The HyPro4ST Virtual Learning Hub

Lesson 2: Understanding Sustainable Hybrid Project Management

- The Importance of Project Management for the Sustainable Tourism Industry
- Project Management Development Approaches, Frameworks and Methodologies for the Sustainable Tourism Industry
- Initiating, Planning, Executing, Monitoring, Controlling and Closing Hybrid Projects

Lesson 3: Nurturing an Entrepreneurial and Creative Mindset in Sustainable Hybrid Tourism Project Managers

- The Entrepreneurial and Resilient Sustainable Hybrid Project Manager
- Using Design Thinking for fostering creativity and innovation in projects
- Becoming an Agile, Emotional Literate and Autonomous Learner Hybrid Project Manager

Lesson 4: Projectification and Digitalisation of a Tourism Organisation

- Defining the terms "Projectification" and "Digital Project Management"

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- Building a Hybrid Projectized Tourism Organisation by Creating a Project Management Office (PMO)
- Enhancing PMO Efficiency with Digital Tools

Groups Assignment

- This assignment will ask learners to develop an action plan for integrating Sustainable Hybrid Project Management principles and practices into a tourism business, by utilising entrepreneurial and digital tools/techniques.

Self-directed Learning

- Articles, videos, one project-based activity and one case study with 3-5 reflective questions on the topics of the above-mentioned lessons.

Module 3: Resilience/ Soft skills for trainers in the sustainable tourism sector

Module No: 3	**Title:** Resilience/Soft skills for trainers in the sustainable tourism sector
Learning Level: EQF Level 5	**Duration:** The module has an overall duration of 17 hours that is planned to be implemented as follows: 8 hours of theory and practice through face-to-face training 4-hour group assignment in the context of face-to-face training Duration of face-to-face activities: **2 days** 5 hours of Self-Directed Learning implemented at each trainees' own pace
Purpose of the Module: The purpose of this module is to support trainers in the sustainable tourism sector to understand and accept the pivotal role of soft and resilience skills in shaping not just a career path in the provision of training but an overall life trajectory. Particular focus is placed to foster a resilient mindset by helping trainers to develop knowledge, skills and attitudes to think, plan and act with empathy,	

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responsibility and adaptability so as to cope with uncertainty or stressors that may affect their training provisions and teaching.

Learning Outcomes:

Knowledge:

- Develop a better and deeper understanding on soft and resilience skills.
- Understand the discourse on and the practice of resilience and soft skills in a training context.
- Reflect on the relationship of formal, non-formal and informal learning for the development of soft and resilience skills.

Skills:

- To enable trainers to manage projects successfully in the sustainable tourism sector
- To transfer knowledge on soft and resilience skills effectively to other professionals and their peers.
- To develop positive mindset in managing challenges
- To be able to use shocks and disturbances (such as a financial crisis) with adaptability and flexibility - as events to catalyse renewal and innovation

Competencies:

- Strengthen own resilience and adaptive capacity.
- Develop own integrative view of the issues and challenges of resilience and soft skills.
- Have the confidence to manage the training environment, delegates, trainees and oneself.
- Be resilient as trainer under conditions of pressure, adversity, and temporary failure.

Module's Lessons:

Lesson 1 Introduction

- Classification of approaches to stress according to whether they emphasise 'stimulus' (stressors); 'response' (signs of strain) or 'transactional' (intervening) variables
- Why resilience skills – The importance of a shift from reactive crisis management towards proactive risk management for the promotion of sustainability in tourism
- Resilience profiling - Trainees and needs analysis on resilience skills

Lesson 2 Understanding Resilience and tips for teaching Resilience

1. **Understanding Resilience**

- The concept of resilience in different contexts

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- Resilience, diversification, education, adaptability and transformability
- Strategies to overcome standard adverse circumstance

2. Tips for teaching Resilience

- Enable the right trainee mindset (self-efficacy, motivation to learn)
- Simulations in the training process
- Promotion of self-regulation through the incorporation of errors into the training process

Lesson 3 Understanding Soft skills and tips for using soft skills in the teaching process

Building soft skills like teamwork and communication.

- Communication, cooperation and critical thinking in the context of adult education.
- Evidence-based Recommendations and Best Practices for Maximising Training Effectiveness
- Training designed to promote self-efficacy and reinforce self-efficacy afterwards
- Promotion of self-regulation/self-awareness through the incorporation of errors into the training process

Groups Assignment (4 learning hours/ 180')

Real-world-inspired team projects calibrated for learning by doing.

Description of the assignment: Upon the completion of the theoretical part of the training and after having watched the two videos suggested at the end of lessons 2 and 3 the trainees in groups of 4 are invited to go to the instructional plan and intervene in the content. The aim is without compromising the content to add elements that will make the training plan more vivid, more interactive. The trainees are invited to discuss and agree on the changes in the structure and add activities and techniques that will keep the audience engaged and motivated. As a final output the trainees prepare a short presentation/demonstration of the intervention that each group considers beneficial along with an explanation of the reasoning.

Self-directed Learning (5 learning hours/ 225')

The trainees will be provided access to resources i.e. study material that may allow the development of a deeper understanding about the concepts covered through the module and through self-reflective questions that will follow, will allow for trainers to expand their skills and competences.

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Module 4: Advanced Educational Practices for continuous/lifelong learning

Module No: 4	**Title:** Advanced Educational Practices for continuous/lifelong learning
Learning Level: EQF Level 5	**Duration:** Face-to-face: 8 hours of theory and practice (1 day), 4-hour group assignments (half-day), and 5 hours of Self-Directed Learning

Purpose of the Module: The goal of this module is to equip trainers with the necessary theoretical and practical knowledge of sustainable tourism, as well as the skills for lifelong learning. With this knowledge, trainers can inspire their students across all educational levels.

1. Conduct extensive research on sustainable tourism.

2. Familiarise the trainers with the current educational practices and their effectiveness in the field of sustainable tourism.

3. Gain a deep understanding of MOOC, VOOC, and XR and their applications in lifelong learning.

4. Compare and contrast the benefits and limitations of each of these methods.

5. Analyse how MOOC, VOOC, and XR can be used to enhance the quality and effectiveness of training programs in sustainable tourism.

6. Explore real-life examples of successful implementations of these methods in sustainable tourism training.

7. Identify the most suitable method for specific training needs in the field of sustainable tourism.

Moreover, this module will enable trainers to comprehend how MOOC, VOOC, and XR can be leveraged to enhance the quality and effectiveness of their training programs. The module will provide trainers with a comprehensive understanding of the nuances of each of these methods, thereby enabling them to choose the most appropriate one for their specific training needs.

Learning Outcomes:

The program goes beyond traditional teaching methods by offering engaging analytical exercises, real-world projects, and interactive hands-on activities. Unlike traditional teaching methods that rely heavily on lectures and standardised tests, this program offers a range of engaging analytical exercises, real-world projects, and interactive hands-on activities that help learners understand complex concepts and develop practical skills.

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- Identify the key competencies required for trainers in sustainable tourism management.
- Evaluate the effectiveness of traditional teaching methods in this field.
- Analyse the benefits and drawbacks of highly engaging analytical exercises, real-world projects, and interactive hands-on activities.
- Determine the most effective ways to develop critical thinking, problem-solving, and analytical skills in learners.
- Consider the potential challenges that learners may face in applying their knowledge to real-world situations.
- Evaluate the overall effectiveness and potential impact of the program on the field of sustainable tourism management.

The curriculum is tailored to equip future trainers with the necessary knowledge, skills, and competencies to navigate the constantly evolving landscape of sustainable tourism management.

Knowledge:

The course on sustainable tourism management offers a comprehensive and integrated study of various theories related to sustainable tourism management. The course emphasises the importance of lifelong learning and provides learners with various techniques to achieve this.

- Explore the different techniques for achieving lifelong learning, such as MOOCs, VOOCs, and XR.
- Examine the dynamic nature of tourism organisations and how they respond to changing circumstances.
- Consider the long-term impact of decisions on the environment, society, and economy.
- Evaluate the effectiveness of the course in providing learners with a deep understanding of sustainable tourism management and the tools necessary to succeed in this field.
- Provide recommendations for improving the course or implementing sustainable tourism management practices in real-world scenarios.

Skills:

Trainers in the field of sustainable tourism possess an exceptional ability to comprehend, adjust, and evaluate complex lifelong learning methodologies.

- Identify the lifelong learning methodologies used by trainers in sustainable tourism.
- Analyse how trainers inspire and motivate their students to pursue innovative and sustainable tourism concepts.

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- Examine the communication and deliberation techniques used by trainers to reach unanimous decisions.
- Research the impact of trainers in sustainable tourism on the future of the industry.
- Gather examples of successful sustainable tourism initiatives created by trainers and their students.

Competencies:

Trainers are an essential part of any educational institution, as they play a crucial role in preparing students for successful futures. One of the key aspects of a trainer's role is to exhibit proactive and constructive behaviour. This includes effectively resolving problems and engaging in critical analysis. Trainers must skilfully analyse facts and circumstances to identify the root cause of a problem and then select appropriate solutions.

- Understand the definition and importance of lifelong learning competencies.
- Identify examples of successful training programs that incorporate these competencies.
- Analyse the impact of these competencies on student success in different fields.
- Understand the latest trends and developments in computational thinking and how it can be effectively taught to students.
- Analyse different strategies for fostering collaboration, communication, creativity, critical thinking, character development, citizenship, and computational thinking in the classroom.
- Provide concrete examples of how trainers can effectively incorporate these competencies into their teaching methods.
- Discuss the challenges and potential solutions for implementing these competencies in a broader educational context.
- Provide recommendations for policymakers, educational institutions, and trainers on how to promote lifelong learning competencies among students.

Module's Lessons (Topics):

The course consists of Face-to-face: 8 hours of theory and practice (1 day), 4-hour group assignments (half-day), and 5 hours of Self-Directed Learning.

References: Making Lifelong Learning a Reality (2022), Handbook, UNESCO Institute for Lifelong Learning: https://unesdoc.unesco.org/ark:/48223/pf0000381857

Lesson 1: Introduction to the Advanced Educational Practices for Continuous/Lifelong Learning – An Integrated Approach to Sustainable Development

- The definition of **Lifelong Learning**
- The **5 key elements** of Lifelong Learning
- **The connection between Lifelong Learning** and **Sustainable Development Goals**

Lesson 2: Understanding the Challenges and the Need of Institutions Why an effective Lifelong strategy is needed: Digital Transformations and Demographic changes in the World

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- Climate challenges, Health and well-being after COVID-19

Lesson 3: Project-based Learning

- Defining the importance of **project-based learning**
- MOOC and VOOC applications in the project-based learning

Lesson 4: Digital Methods and Tools in Lifelong Learning

- Defining the terms Extended Reality (XR), Virtual Reality (VR), and Augmented Reality (AR)
- The application of XR, VR and AR in Lifelong Learning

Groups Assignment

- This assignment will ask future trainers to develop a strategic teaching plan for Lifelong Learning, implementing, and using all the digital methods and best practices that are integrated into the Advanced Educational Practices for Lifelong Learning.

Self-directed Learning

- Articles, videos, and one project-based activity, case-study.

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3. Theoretical Chapter

3.1 The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector

Lesson 1: Emerging Trends in Tourism

In recent years, the term "sustainability" has gained notoriety and significance worldwide, which has led to significant changes both in the daily lives of individuals and in society and organisation.

This has resulted in significant changes in the daily lives of individuals, as well as in society and organisations.

Trends in sustainability have emerged in an attempt to meet to the constantly evolving needs of both individuals and groups.

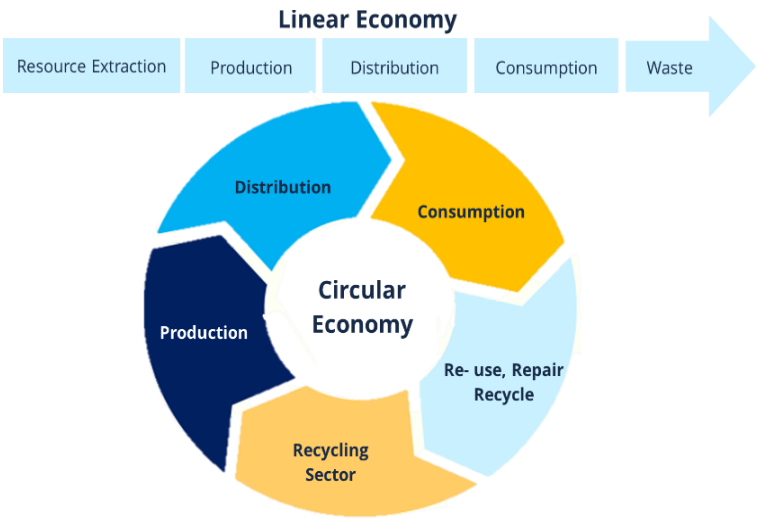
Trends in Sustainability

1) **Circular Economy**: The Circular Economy is a model of production and consumption that is based on principles of sustainability and advocates reduction, reuse, recovery and recycling of materials and energy.

Linear Vs Circular Economy

3.1. Figure

Linear Vs Circular Economy, own elaboration



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In a linear economy, resources are used to create products that are eventually disposed of after their use. This is often referred to as the "take-make-dispose" model.

In this system, raw materials are extracted, processed into goods, and then disposed of as waste. It's a one-way flow from extraction to disposal, with limited consideration for the finite nature of resources and the environmental impact of waste generation.

The focus is primarily on maximising production and consumption, without much emphasis on resource efficiency or sustainability.

A circular economy is designed to emulate natural ecosystems where resources are reused and regenerated.

This is achieved through strategies such as recycling, remanufacturing, refurbishment, and sharing platforms. Rather than following a linear path from extraction to disposal, the circular economy aims to close the loop by reintroducing materials back into the production cycle.

The focus is on designing products and systems for longevity, durability, and recyclability, thus reducing the overall environmental impact and promoting sustainable resource management.

2) **Renewable Energy:** Renewables are sources of energy that come from natural resources that are naturally renewed over time, despite their use and consumption: Solar Energy; Wind Energy; Hydropower; Geothermal energy; Tidal Energy; Hydrogen Energy; Biomass.

3) **Sustainable Fashion:** The concept of sustainable fashion involves the preservation of the environment throughout every stage of production, ranging from the extraction of raw materials and resources to the distribution of the final product.

4) **Carbon Neutrality and Net-Zero Goals:** Carbon Offset programs.

Carbon offsets are certificates tied to initiatives that reduce carbon dioxide (CO2) levels in the atmosphere, purchasable to support climate change mitigation rather than directly lowering personal emissions.

These certificates fund projects like renewable energy adoption, afforestation efforts, or sustainable agriculture, aiding in the global reduction of emissions.

They provide individuals and organisation with a means to counterbalance their carbon footprint and contribute to environmental conservation.

Carbon Neutrality: It implies having a balance between emitting carbon into the atmosphere and absorbing it from it. Balancing carbon dioxide emissions with removal or offsetting, aiming to mitigate the impact of human activities on climate change.

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Net- Zero Goals: It involves cutting greenhouse gas emissions as much as possible in order to achieve values close to zero. Aim to balance greenhouse gas emissions with removals or offsets, resulting in no net increase in atmospheric emissions.

5) **Sustainable Transportation:** Sustainable transportation encompasses modes of transport that prioritise low and zero emissions, energy efficiency, and affordability. This includes electric vehicles, alternative-fuel vehicles, and the use of domestic fuels.
6) **Sustainable Agriculture:** Sustainable agriculture is an approach to agriculture that aims to safeguard the environment, enhance natural resources, and make optimal use of non-renewable resources. It ensures the satisfaction of society's present food and textile requirements while preserving the capacity of future generations to meet their needs.
7) **Environmental, social, and corporate governance (ESG):** It refers to criteria used to assess a company's performance in sustainability and ethical practices, and its impact in three key areas: environmental sustainability, social responsibility, and corporate governance practices. It evaluates factors such as environmental impact, social responsibility, and corporate governance, aiding investors in making socially responsible investment decisions.

Social criteria: evaluate how a company treats its employees, customers, suppliers, and local communities, covering aspects such as human rights, diversity and inclusion, occupational health and safety, and corporate social responsibility.

Governance criteria: focus on a company's internal policies and practices related to ethics, transparency, and accountability, including board diversity, executive compensation, and shareholder rights.

Environmental criteria: assess a company's efforts to minimise its ecological footprint, including carbon emissions, energy efficiency, and waste management practices.

8) **Green Building:** Also known as sustainable buildings or green construction, refers to the design, construction, and operation of buildings in an environmentally responsible and resource-efficient manner. Green buildings are designed to minimise their environmental impact throughout their entire lifecycle, from construction and operation to demolition or deconstruction.

Emerging trends in sustainable tourism

1) **Community-based tourism:** This is a form of tourism where the local community has substantial control over, and involvement in, its development and management, and a major proportion of the benefits remain within the community.

Community-based tourism is characterised by the active involvement of local communities in the planning, development, and management of tourism activities.

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This approach empowers communities to preserve and showcase their cultural heritage, natural resources, and traditional practices.

By directly participating in tourism initiatives, locals can generate income, create employment opportunities, and retain control over their land and resources.

Furthermore, community-based tourism fosters mutual respect and understanding between visitors and residents, leading to authentic cultural exchanges and enriching travel experiences.

2) **Slow tourism:** This trend encourages travellers to slow down and spend more time in each destination, allowing them to have a deeper connection with the local culture, cuisine, and environment.

Slow tourism encourages travellers to adopt a more relaxed and mindful approach to travel, prioritising quality over quantity and depth over breadth.

Instead of rushing from one tourist attraction to another, slow travellers immerse themselves in the local lifestyle, taking the time to appreciate the nuances of each destination.

This may involve staying in small-scale accommodations, dining at local eateries, and engaging in sustainable activities such as hiking, cycling, or wildlife watching.

By slowing down the pace of travel, tourists can forge meaningful connections with local communities, savour authentic culinary experiences, and minimise their carbon footprint.

3) **Sustainable food and gastronomy:** This trend focuses on promoting local cuisines and reducing food waste, which can help support local economies and reduce the environmental impact of tourism.

Sustainable food and gastronomy highlight the importance of supporting local food systems and promoting culinary diversity while minimising the environmental impact of food production and consumption.

This trend encourages travellers to explore the rich tapestry of regional cuisines, from farm-to-table dining experiences to street food markets showcasing traditional delicacies.

By choosing locally sourced, seasonal ingredients and embracing sustainable cooking practices, tourists can reduce their carbon footprint, support small-scale producers, and preserve culinary heritage.

Additionally, initiatives aimed at reducing food waste, such as composting programs and surplus food redistribution schemes, contribute to the sustainability of the tourism industry.

4) **Circular economy tourism:** This trend involves minimising waste and making the most of resources. It aims to ensure sustainable consumption and production patterns.

Circular economy tourism is centred around the principles of resource efficiency, waste reduction, and sustainable consumption and production.

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This approach seeks to minimise the environmental impact of tourism activities by adopting circular business models that prioritise reuse, recycling, and regeneration.

Examples include the refurbishment of existing infrastructure, the repurposing of waste materials, and the development of closed-loop systems for water and energy management.

By embracing circular economy principles, tourism businesses can minimise their reliance on finite resources, reduce their carbon emissions, and contribute to the transition towards a more sustainable economy.

5) **Reducing single-use plastics:** Many tourism businesses are working to reduce their use of single-use plastics, which can have a significant impact on the environment.

The reduction of single-use plastics is a crucial initiative aimed at mitigating the environmental impact of plastic pollution on marine ecosystems, wildlife, and human health.

In the tourism sector, efforts to eliminate single-use plastics involve the adoption of alternative materials such as biodegradable plastics, paper, glass, or metal.

Additionally, businesses may implement strategies to encourage reusable alternatives, such as providing refillable water stations, offering reusable shopping bags, and incentivizing guests to bring their own containers.

By minimising the use of single-use plastics, the tourism industry can play a significant role in safeguarding the planet's fragile ecosystems and promoting a more sustainable future.

Lesson 2: Fundamentals of the Green Economy in Tourism

Before diving into the main topic, it's important to understand other related concepts such as sustainability in the tourism sector, the SDGs, the GSTC, and ETIS. This unit aims to provide a comprehensive understanding of the concept of sustainability in the context of the tourism sector. We will delve into the three pillars of sustainability, explore how they intersect with tourism, discuss the impacts of tourism on these pillars and highlight the importance of sustainable practices in mitigating these impacts.

Importance of the topic in the current global context

Sustainability in the tourism sector is of paramount importance. As one of the world's largest economic sectors, tourism has significant impacts on the environment and local communities. With the increasing awareness of climate change and its impacts, there is a growing need for the tourism industry to adopt sustainable practices. Moreover, the COVID-19 pandemic has highlighted the vulnerability of the tourism sector and the need for resilience, which can be enhanced through sustainable practices. Therefore, understanding and implementing sustainability in the

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tourism sector is crucial for its long-term viability and for the well-being of our planet and its inhabitants. Tourism as a tool for sustainable development: satisfying the needs and desires of Demand (visitors), Supply (public entities and private companies) and Local community and protecting the tourism resource base (natural and cultural).

Dimensions: economic, social, cultural, political, technological, environmental.

Negative impacts of tourism

- Economic leakage: When the majority of the money spent by tourists leaves the destination country.
- Damage to the natural environment: Pollution, habitat destruction, and stress on local resources
- Overcrowding: When too many tourists visit a destination, leading to strain on infrastructure and resources.
- Tourism accounts for 8% of global greenhouse gas emissions.

Importance of sustainable tourism

- Sustain the cultural characteristics of the receiving community;
- Contribute to improving the quality of life of residents;
- Stimulate employment of local residents in the economic activities that make up the tourism industry;
- Sustain, enhance and conserve the landscape and habitats, considering the carrying capacity;
- Stimulate a balance between tourism growth and environmental conservation;
- Minimise negative environmental and socio-cultural impacts;
- Optimise visitor and resident satisfaction;
- Maximise long-term growth for the destination;
- Sustain the tourism industry.

Role of stakeholders in sustainable tourism

- **Identification of key stakeholders in sustainable tourism:** These can include local communities, tourists, tourism businesses, governments, and non-governmental organisations.
- **Discussion of the roles and responsibilities of these stakeholders:** For example, local communities can participate in decision-making processes, tourists can make sustainable choices, tourism businesses can adopt sustainable practices, governments can implement policies that promote sustainable tourism, and non-governmental organisations can advocate for sustainable tourism.

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Sustainable Development Goals

In 2015 the UN launched the 2030 Agenda for Sustainable Development, adopted by world leaders. The new Agenda calls on countries to make efforts to achieve 17 Sustainable Development Goals (SDGs) over the next 15 years. The Sustainable Development Goals will guide policy and funding for the next 15 years, starting with a historic pledge on 25 September 2015 to end poverty around the world permanently.

How to implement the SDGS in tourism?

1) Understand the SDGs: Familiarise yourself with the 17 SDGs and their associated targets and indicators. This understanding will help you identify areas where tourism can contribute positively.

2) Promote Responsible Tourism: Encourage tourism businesses and destinations to adopt responsible and sustainable practices. This includes minimizing environmental impacts, respecting local cultures, supporting local economies, and promoting social inclusion.

3) Partnerships and Collaboration: Foster partnerships between governments, businesses, NGOs, and local communities to work towards common sustainability goals. Collaboration is essential for implementing large-scale changes in the tourism sector.

4) Education and Awareness: Raise awareness among tourists, travel operators, and local communities about the importance of sustainable tourism practices and the SDGs. Education can empower stakeholders to make informed decisions that benefit both people and the planet.

Poverty Alleviation (SDG 1): Promote tourism initiatives that create employment opportunities, particularly for marginalised communities, and contribute to poverty reduction through economic empowerment.

Zero Hunger (SDG 2): Support local food systems and promote access to nutritious food for tourists and local communities. Encourage the use of local produce in hotels and restaurants to support small-scale farmers.

Good Health and Well-being (SDG 3): Ensure that tourism activities prioritise the health and safety of tourists and local communities. Provide access to healthcare services for both tourists and residents in tourism destinations.

Quality Education (SDG 4): Support educational initiatives that promote sustainable tourism practices and cultural exchange. Encourage tourists to engage with local communities in meaningful ways that foster mutual learning.

Gender Equality (SDG 5): Promote gender equality within the tourism sector by empowering women through entrepreneurship, leadership roles, and equal employment opportunities.

Clean Water and Sanitation (SDG 6): Ensure access to clean water and sanitation facilities for tourists and local residents. Encourage water conservation measures in tourism operations.

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Affordable and Clean Energy (SDG 7): Promote the use of renewable energy sources in tourism facilities and transportation to reduce carbon emissions and dependency on fossil fuels.

Decent Work and Economic Growth (SDG 8): Create decent job opportunities in the tourism sector while ensuring fair wages, safe working conditions, and opportunities for skill development and career advancement.

Industry, Innovation, and Infrastructure (SDG 9): Invest in sustainable tourism infrastructure and support innovation in tourism products and services that minimise environmental impacts and enhance visitor experiences.

Reduced Inequalities (SDG 10): Address inequalities within the tourism sector by promoting inclusive policies, providing equal access to tourism benefits for all segments of society, and respecting the rights of indigenous communities and minorities.

Sustainable Cities and Communities (SDG 11): Promote sustainable tourism practices in urban areas by managing tourism flows, preserving cultural heritage, and improving infrastructure to enhance the quality of life for residents and visitors alike.

Responsible Consumption and Production (SDG 12): Encourage sustainable consumption and production patterns among tourists and tourism businesses by reducing waste, promoting recycling, and choosing eco-friendly products and services.

Climate Action (SDG 13): Mitigate the carbon footprint of tourism activities by promoting low-carbon transportation options, supporting reforestation and conservation projects, and advocating for climate-friendly policies within the tourism industry.

Life Below Water (SDG 14): Protect marine ecosystems and biodiversity by promoting responsible diving, snorkelling, and marine tourism activities that minimise negative impacts on underwater habitats.

Life on Land (SDG 15): Support conservation efforts and responsible wildlife tourism practices that preserve terrestrial ecosystems, protect endangered species, and minimise habitat destruction.

Peace, Justice, and Strong Institutions (SDG 16): Promote peaceful and inclusive societies by respecting local laws, customs, and human rights in tourism destinations and supporting initiatives that promote social justice and community empowerment.

Partnerships for the Goals (SDG 17): Strengthen partnerships between governments, businesses, civil society organisations, and local communities to achieve sustainable tourism development and maximise the positive impacts of tourism on the SDGs.

What is the GSTC – Global Sustainable Tourism Council?

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3.2. Figure

GSTC Destination Criteria, own elaboration

SECTION A: Sustainable management:

A(a) Management structure and framework

- A1 Destination management responsibility
- A2 Destination management strategy and action plan
- A3 Monitoring and reporting

A(b) Stakeholder engagement

- A4 Enterprise engagement and sustainability standards
- A5 Resident engagement and feedback
- A6 Visitor engagement and feedback
- A7 Promotion and information

A(c) Managing pressure and change

- A8 Managing visitor volumes and activities
- A9 Planning regulations and development control
- A10 Climate change adaptation
- A11 Risk and crisis management

SECTION B: Socio-economic sustainability:

B(a) Delivering local economic benefits

- B1 Measuring the economic contribution of tourism
- B2 Decent work and career opportunities
- B3 Supporting local entrepreneurs and fair trade

B(b) Social wellbeing and impacts

- B4 Support for community
- B5 Preventing exploitation and discrimination
- B6 Property and user rights
- B7 Safety and security
- B8 Access for all

The Global Sustainable Tourism Council (GSTC) is a leading organisation dedicated to promoting sustainable practices in the travel and tourism industry. Established in 2010, it functions as a non-profit and independent body with a focus on setting global standards for sustainable tourism. The GSTC plays a multifaceted role in the tourism sector:

Establishing and managing: They develop and manage the **GSTC Criteria**, a comprehensive framework outlining the **best practices** for managing destinations and businesses sustainably. **Accreditation and recognition**: The GSTC accredits certification bodies that independently assess destinations and businesses against the established criteria. This accreditation ensures the **credibility and reliability** of various sustainability certifications in the tourism industry.

Knowledge sharing and capacity building: They actively engage in **education and awareness-raising initiatives**, providing resources and training programs to various stakeholders in the tourism sector. This empowers destinations and businesses to implement sustainable practices effectively.

By setting standards, facilitating accreditation, and promoting knowledge sharing, the GSTC plays a crucial role in driving **sustainable tourism development** worldwide. Their efforts contribute to building a more **responsible and ethical** tourism industry that benefits both local communities and the environment. The GSTC Criteria serve as the global standards for sustainability in travel and tourism. The Criteria are used for education and awareness-raising, policymaking for businesses and government agencies and other organisation types, measurement and evaluation, and as a basis for certification. These criteria encompass four key pillars:

Sustainable management: Effective governance, responsible marketing, and destination planning.

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Socioeconomic impacts: Respecting labour rights, supporting local communities, and ensuring fair distribution of benefits.

Cultural impacts: Protecting cultural heritage, fostering understanding, and promoting cultural diversity.

Environmental impacts: Minimising resource consumption, managing waste responsibly, and protecting biodiversity.

European Tourism Indicators System (ETIS)

The European Tourism Indicators System (ETIS) is a framework developed to monitor and assess the performance of tourism in Europe. This tool is essential for understanding and analysing the sustainability, competitiveness, and socio-economic impact of the tourism sector across the European region. Through a comprehensive and standardised approach, ETIS provides a framework for collecting relevant and comparable data, enabling policymakers, tourism professionals, and researchers to monitor trends, identify areas for improvement, and make informed decisions to promote sustainable tourism development in Europe. In this introduction, we will explore the key components and objectives of the European Tourism Indicators System, highlighting its importance in the context of the European tourism landscape.

The European Tourism Indicators System (ETIS) is a voluntary tool developed by the European Commission to assist tourism destinations in monitoring and measuring their sustainability performance. It emphasises a locally owned and led process for data collection and analysis, allowing destinations to assess the impact of tourism on their economic, social, cultural, and environmental well-being. It is important to note that ETIS is not a certification scheme or a ranking system. The aim is to enable destinations to monitor their progress over time, compare themselves to best practices, and communicate their sustainability efforts to stakeholders, such as residents, tourists, and investors. ETIS is a system of indicators suitable for all tourist destinations, encouraging them to adopt a more intelligent approach to tourism planning. It is:

A **management tool**, supporting destinations that want to take a sustainable approach to destination management.

A **monitoring system**, easy to use for collecting data and detailed information and to let destinations monitor their performance from one year to another.

An **information tool** (not a certification scheme), useful for policymakers, tourism enterprises and other stakeholders.

ETIS is a toolkit that provides 27 core indicators and 40 optional indicators across various dimensions of sustainability, subdivided into four categories:

- **Destination management;**

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- **Social and cultural impact;**
- **Economic value;**
- **Environmental impact.**

Destinations can choose the indicators most relevant to their specific context and collect data through various methods such as surveys, administrative records, and stakeholder consultations. By analysing the collected data, destinations can gain insights into their strengths and weaknesses, identify areas for improvement, and set strategic goals to enhance their sustainability performance.

Green Tourism

The convergence of tourism and sustainability has catalysed the emergence of the green economy within the travel industry. This paradigm shift underscores the importance of environmental conservation, social equity, and economic viability in tourism practices. In this exploration, we delve into the fundamental principles of the green economy in tourism, illuminating its transformative potential for destinations worldwide. Green tourism, also known as sustainable tourism or eco-tourism, refers to a form of travel that prioritises environmental conservation, social responsibility, and economic viability. It involves minimising negative impacts on the environment and local cultures while maximising the benefits for host communities and promoting the preservation of natural and cultural heritage. Green tourism encompasses various practices and initiatives aimed at reducing carbon emissions, conserving biodiversity, supporting local economies, and fostering cultural exchange, ultimately aiming to create a more sustainable and equitable tourism industry. Sustainability in tourism hinges upon three fundamental pillars: environmental sustainability, social equity, and economic viability. These pillars serve as the guiding principles for shaping policies, practices, and initiatives aimed at fostering a more sustainable tourism industry: **Environmental Sustainability, Social Equity** and **Economic Viability.**

Challenges

Resistance to Change: Traditional models of tourism often prioritise short-term gains over long-term sustainability. Resistance to change from industry stakeholders, including businesses, governments, and consumers, poses a significant obstacle to the adoption of sustainable practices.

Infrastructure Limitations: Developing green infrastructure and implementing sustainable technologies require significant investments and may face logistical challenges, particularly in remote or underdeveloped destinations.

Lack of Awareness and Education: Many travellers and tourism operators remain unaware of the environmental and social impacts of their activities. Addressing this knowledge gap and fostering a culture of sustainability requires comprehensive educational campaigns and capacity-building initiatives.

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Policy and Regulatory Barriers: Inadequate regulatory frameworks and inconsistent enforcement of environmental and social standards hinder the mainstreaming of sustainable tourism practices. Aligning policies at local, national, and international levels is essential to overcome these barriers.

Opportunities

Market Demand for Sustainable Tourism: Increasing consumer awareness and demand for sustainable travel experiences present a significant opportunity for businesses to differentiate themselves by offering eco-friendly products and services.

Innovation and Technology: Advances in technology, such as renewable energy solutions, eco-friendly transportation, and digital platforms for sustainable tourism, pave the way for innovative solutions to environmental and social challenges.

Collaborative Partnerships: Collaboration among stakeholders, including governments, businesses, NGOs, and local communities, fosters collective action and knowledge-sharing, facilitating the implementation of sustainable practices at scale.

Economic Resilience: Investing in sustainable tourism initiatives enhances destination resilience to external shocks, such as climate change impacts or economic downturns, by diversifying revenue streams and reducing dependency on mass tourism.

Impact of green economy practices on tourism

Environmental Conservation: Green tourism practices preserve natural resources and ecosystems. Examples include reducing carbon emissions, minimising waste, and conserving water and energy. Eco-friendly accommodation can use renewable energy and sustainable waste management.

Attraction for Eco-Conscious Travelers: Eco-conscious travellers prioritise sustainability. Implementing green practices can attract them, leading to economic benefits.

Improved Destination Resilience: Green economy practices can enhance tourist destinations' resilience to environmental risks and climate change. Investing in eco-friendly infrastructure and disaster preparedness measures can mitigate adverse effects, safeguarding the tourism industry and supporting long-term sustainability.

Enhanced Brand Reputation: Going green can boost the reputation and competitiveness of tourism destinations and businesses. Eco-certifications and sustainability awards provide recognition for environmentally friendly practices, which can differentiate destinations in a crowded market. The positive media attention generated by green initiatives can attract more visitors and enhance the destination's brand image.

Community Empowerment and Social Equity: Sustainable tourism practices that prioritise community engagement can promote social equity and empower local residents.

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Cost Savings and Efficiency: Green economy practices can save costs and improve efficiency for tourism businesses. Energy-efficient tech, waste reduction, and sustainable procurement can lower operating costs. Green infrastructure investments yield economic benefits through increased productivity and resource conservation.

Lesson 3: Creativity in Tourism Project Development

Considering the constant evolution of the world, integrating sustainability into our daily lives is becoming imperative. As we face increasingly complex challenges, it is crucial to adopt solutions and measures marked by innovation and creativity.

We cannot hope to solve today's problems with old-fashioned approaches that are not aligned with the current context. Therefore, the need to adopt innovative and creative measures becomes even more pressing.

Creativity and Innovation

Often arises unexpectedly, such as during routine activities.

And has the power to transform industries, address global challenges, and create a more sustainable future for all.

The United Nations acknowledges the pivotal role of creativity and innovation in achieving sustainable development goals.

Individuals worldwide are finding innovative ways to integrate sustainability into business models and contribute to positive change.

Sustainable development demands innovative leaders who can address complex global challenges through novel and human-centred approaches.

The Power of Design Thinking

Design Thinking offers a systematic and human-centred approach to problem-solving, adding significant value to leaders grappling with the challenges of the 2030 Agenda.

It catalyses conversation for change, reframes problems, fosters collaborative creativity, and provides a solution-based approach to complex challenges.

Design Thinking offers an innovative approach to addressing the interconnected and complex challenges of the 2030 Agenda.

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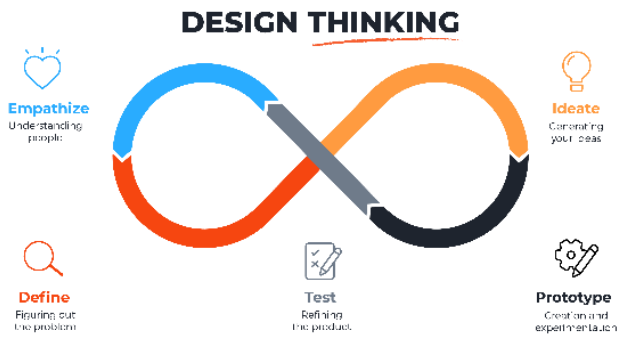
By breaking down silos, fostering collaboration, and embracing a new way of working, leaders can advance sustainable development goals and promote the behaviours outlined in the UN Leadership Framework.

Stages of Design Thinking:

3.3. Figure

Stages if Design Thinking



Note: https://www.maqe.com/insight/the-design-thinking-process-how-does-it-work/

1) **Empathise:** Gain a deep understanding of the problem by empathising with users and their needs, setting aside assumptions to gain valuable insights.
2) **Define:** Synthesise observations to define core problems, creating problem statements to guide ideation and solution development.
3) **Idea:** Generate creative ideas by thinking outside the box, exploring alternative perspectives, and employing various ideation techniques.
4) **Prototype:** Experiment and iterate to identify the best solutions, embracing a mindset of learning from failure and seeking feedback to refine prototypes.
5) **Test:** Gather feedback from stakeholders to refine and improve prototypes, ensuring solutions effectively address identified problems.

Design Thinking in the Tourism Sector

Design thinking in tourism involves applying a human-centred approach to innovation and problem-solving within the tourism industry, enabling tourism organisations to develop solutions that are tailored to the needs and preferences of travellers, while also benefiting destination communities and stakeholders.

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It emphasises empathy, creativity, and iterative prototyping to develop solutions that meet the needs and desires of travellers, destination communities, and other stakeholders.

By empathising with users, defining problems, ideating creative solutions, prototyping, and testing iteratively, design thinking can drive positive change and innovation within the tourism industry.

Creativity in Tourism Project Development

1) **Unique Experiences:** Tourism projects aim to create unforgettable and distinctive experiences for travellers through innovative concepts and activities.
2) **Destination Branding:** Creativity in tourism project development strengthens destination branding by highlighting its unique attributes and attractions to attract visitors.
3) **Community Engagement:** Involving local communities ensures tourism projects are culturally authentic and socially responsible, enriching the visitor experience.
4) **Sustainability and Innovation**: Creativity drives sustainable tourism by inspiring innovative solutions to environmental and social challenges within project development.
5) **Collaboration and Partnerships:** Collaborative efforts between stakeholders foster creativity and drive tourism project development through shared expertise and resources.
6) **Technology Integration:** Technology enhances tourism project creativity by enabling immersive experiences and digital storytelling for visitors.

Cultural Preservation and Heritage Interpretation: Creativity preserves cultural heritage by presenting it in innovative and engaging ways, fostering appreciation and understanding among visitors.

Lesson 4: Digital Technologies and Digital Transformation in Tourism

This lesson examines how digital tools are revolutionising the tourism industry. From online booking systems to personalised experiences and innovative marketing, digital transformation has reshaped how businesses operate and travellers plan their trips. This topic explores the opportunities, challenges, and strategies for leveraging digital technologies to enhance competitiveness and sustainability in tourism.

Introduction to Digital Transformation in Tourism

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Digital transformation in tourism involves the integration of digital technologies into the industry, fundamentally changing how businesses operate and how travellers engage with tourism products and services.

3.4. Figure

Digital Transformation trends in Hospitality and Tourism Sector

Note: https://10xds.com/blog/digital-trends-for-hospitality-tourism/

- **Digital Tools for Booking and Reservation Systems**

Online booking platforms are web-based systems that enable users to reserve accommodations, transportation, tours, and other travel-related services through the internet. These platforms provide a convenient and efficient way for travellers to plan and book their trips from anywhere with an internet connection. Digital booking systems have transformed the tourism sector by offering real-time reservations, price comparison, and increased transparency.

For businesses, these platforms provide a cost-effective way to reach a global audience, increase bookings, and streamline operations. They also offer tools for inventory management, pricing optimisation, and customer relationship management.

For customers, online booking platforms offer convenience, flexibility, and a wide selection of options to choose from. They can easily research destinations, view photos and descriptions, read reviews from other travellers, and make secure payments online.

- **Personalised Customer Experiences through Data Analysis**

In the tourism industry, data analytics plays a pivotal role in shaping personalised marketing strategies and services tailored to meet the diverse needs of travellers.

Businesses can gain valuable insights into consumer preferences and market trends by analysing extensive datasets such as customer demographics, booking behaviours, website interactions, social media engagement, and feedback.

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By utilising advanced analytics techniques like machine learning and predictive modelling, companies can extract actionable intelligence from this wealth of information and craft targeted marketing campaigns, customise offerings, and enhance customer satisfaction, loyalty, and positive referrals.

- **Innovative Marketing Techniques**

Tourism marketing refers to the practice of promoting destinations, leisure activities, trips, and tourist services to potential visitors. This includes advertising, public relations**,** and other promotional activities aimed at attracting tourists to a particular location or destination.

- Augmented Reality (AR) and Virtual Reality (VR): These technologies provide immersive experiences, allowing travellers to explore destinations and accommodations virtually, stimulating interest and bookings.

- Social Media and Influencer Marketing: Using Social Media, businesses connect with audiences through engaging content and partnerships with influencers, amplifying brand reach and engagement.

- Measuring Marketing Effectiveness: Utilising metrics such as website traffic, engagement rates, and conversion rates, businesses assess the performance of their marketing efforts to refine strategies and improve outcomes.

- **Impact on Business Operations**

The tourism industry has been greatly impacted by digital transformation, leading to significant changes in how companies operate and engage with customers.

Traditional methods of managing reservations and customer interactions have given way to online booking platforms that offer seamless experiences for travellers.

Customer service has also shifted to digital channels, such as email, chatbots, and social media, providing 24-hour support and greater accessibility.

Digital marketing has become ubiquitous, with companies using social media, SEO, and targeted online advertising to effectively reach their audience.

While there are challenges in adopting digital technologies, such as investing in infrastructure and cybersecurity, the opportunities for innovation are vast.

Data analysis allows companies to understand customer preferences and adjust their strategies accordingly, while mobile technology and geolocation services open up new possibilities for personalised experiences.

To remain competitive in the digital age, tourism companies must embrace digital innovation.

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3.2 Module 2: Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers

Lesson 1: Introduction to the HyPro4St Online Training Course

3.2.1 The HyPro4ST Project

HyPro4ST - Sustainable Tourism Innovation Through Hybrid Project Management aims at advancing the project management, digital, green, business and creative skills of existing and prospective project managers of the sustainable tourism sector, alongside with upscaling VET and higher education trainers' skills in advanced sustainable, digital, project management, entrepreneurial and educational methods, through the design, development and delivery of modular, micro-learning based vocational training courses on sustainable and hybrid Project Management, as well as transversal soft skills, responding directly to the labour market needs.

HyPro4ST project defines a holistic, hybrid and integrated approach to the provision of training solutions concerning the sustainable development of the tourism sector, which:

- Addresses the need to review the existing qualifications of tourism professionals.
- Proposes to enrich the existing qualifications of tourism professionals with innovative thinking and skills and by promoting high quality education and vocational training.
- Integrates project management, sustainability, digital technology, creativity and entrepreneurship skills in the proposed curricula for higher and vocational education for the tourism sector.

3.2.2 The HyPro4ST Online Training Course (VOOC)

Purpose of the HyPro4ST Online Training Course

The HyPro4ST Training Course, developed as a Vocational Open Online Course (VOOC), meets the needs of the existing and prospective project managers of the tourism sector across Europe, who want to re-skill and up-skill and become hybrid, green and digitalised project managers with entrepreneurial mindset, serving towards the transformation of the tourism sector into a sustainable and resilience industry.

Its ultimate aim is to equip the targeted audiences with the knowledge, skills and attitudes as described in the New Job Profile "Sustainable Hybrid Project Manager for Sustainable Tourism Sector", and to support them in getting certified through the HyPro4ST Certification Scheme.

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Specifically, the Training Course addresses the following target groups:

- Existing project managers in the tourist industry
- Various professionals of the tourism sector such as travel agency managers, destination managers, tour organisers, travel consultants, tour operators managers, corporate responsibility managers, event managers
- Other professionals working in the following sub-sectors of the tourism industry: accommodation and food service activities, creative and entertainment activities, office administrative, office support and other business support activities
- Students
- Practitioners in the field of traditional and agile project management active in the field of sustainable tourism

Additionally, it can be utilised by the following target groups in order to enhance their skills and use it to serve the Vocational Education and Training and Higher Education offerings to the sustainable tourism industry:

- Trainers and educators of higher and vocational education
- Higher Education and VET organisations
- Academia, VET and enterprises' training/teaching staff
- Associations, SMEs and micro-business operating in the sustainable tourism sector

The HyPro4ST Online Training Course consists of six (6) modules:

Structure of the HyPro4ST Online Training Course

3.5. Figure

The 6 modules of the HyPro4ST Online Training Course

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Each of the 6 modules will be separately presented and evaluated to give the learners the possibility to obtain additional knowledge only in those areas they find most interesting. In order to receive the overall Certificate for Sustainable Hybrid Project Manager for Sustainable Tourism, learners must successfully pass all 6 modules of the course. Each module comprises 20 hours of obligatory workload, divided into lessons and 10 hours of additional reading materials and activities for learners.

The HyPro4ST Training Course is provided in a virtual environment, through an online platform, the HyPRO4ST Virtual Learning Hub, having the following characteristics:

Duration: Self-paced

Estimated effort:

- On a Module level: 30 hours per Module (1 ECTS/ 1 micro credential per Module) (1 training hour: 45 minutes)
- On a course level: 180 hours (all 6 Modules) – 6 ECTS

Building blocks of course:

- Modules are key building blocks of the HyPro4ST course
- Each module can be considered as a separate "sub-course" containing several lessons
- For each module separate assessments can be taken, in order to obtain Certification of Attendance for a particular module

Building blocks of each module:

- Each module contains 3-6 lessons
- Lessons usually represent a topic important for the course. A lesson contains one or more units.
- Course units are parts of a lesson that students view as single pages. A unit contains one or more components.
- Course components are objects within units that contain the actual course content in different forms, e.g. text, documents, videos, audio streams, hyperlinks etc.

3.6. Figure

The structure of the HyPro4ST Online Training Course

Modules	Lessons	Units	Components
• 6 key modules	• Each module has 3-6 lessons oriented on particular topics	• Building blocks of lessons, organised to be mutually connected and jointly representing the lesson topic	• Single materials comprising units (e.g., text, document, presentation, video, audio, etc.)

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Instructional Strategies and Methodologies Deployed

The instructional strategies and methodologies that were utilised for developing the training materials of the HyPro4ST Training Course are:

- Coherent Learning Approaches
- Learner-centred methodological approach
- Self-directed & Self-paced Learning
- Experiential Learning
- Project-based Learning
- Micro-learning and Interactive Content
- Discussion Forums

The Learning Content of the HyPro4ST Online Training Course

Module 1: Sustainability and the tourism sector

The purpose of this module is to ensure project managers understand the concepts of sustainability in tourism, regenerative and distributive economics, and capable to implement strategic plans focused on management for sustainability aligned with European and International standards.

It comprises the following four (4) lessons:

- Lesson 1: Sustainability: knowledge is key
- Lesson 2: Sustainability: how to materialise the 17 SDG's
- Lesson 3: European policies in sustainability
- Lesson 4: European and International standards in sustainability

Module 2: Hybrid Project Management for the Sustainable Tourism

The purpose of this module is to enable tourism professionals to become sustainable hybrid project managers, by bridging the gap between traditional and agile project management and the specific requirement of sustainable tourism, preparing them to better plan, execute and manage hybrid sustainable projects in the complex and uncertain project landscape, that not only meet their objectives but also contribute positively to environmental and socio-cultural aspects.

It comprises the following six (6) lessons:

- Lesson 1: Project Management in the Sustainable Tourism Industry
- Lesson 2: Project Management Approaches
- Lesson 3: Project Management Frameworks and Methodologies

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- Lesson 4: Initiating a Hybrid Project
- Lesson 5: Planning a Hybrid Project
- Lesson 6: Executing, Monitoring, Controlling and Closing a Hybrid Project

Module 3: Creativity and Entrepreneurship in Sustainable Tourism Sector

The purpose of this module is to ensure project managers and/or entrepreneurs to understand the concepts, principles, practices and processes of creativity, innovation and design thinking and to utilise them in the sustainable tourism sector.

- Lesson 1: Creativity and Innovation Essentials
- Lesson 2: Design thinking essentials
- Lesson 3: Entrepreneurial Mindset & Starting Your Business
- Lesson 4: Entrepreneurial Skills

Module 4: Digital Skills for the Sustainable Tourism Sector

The aim of this module is to equip project managers with the digital skills and tools needed in the field of sustainable tourism in order to upgrade their abilities and competences in using new digital technologies, take advantage of the digital tools provided for making decisions and justifying them, identify the needs of and define an appropriate digital strategy for the projects they manage based on digital data, create appropriate digital content in a short period of time and have a clear understanding of the potential impact of new and emerging technologies and digital tools on their work and projects.

- Lesson 1: Information and Communication Technologies for Project Management
- Lesson 2: Project Management in the Digital Era
- Lesson 3: Data Analytics in Project Management
- Lesson 4: Digital Project Management
- Lesson 5: Creating and Managing Digital Content
- Lesson 6: New and emerging technologies' impact on Project Management

Module 5: The Resilient Sustainable Hybrid Project Manager

The purpose of this module is to create project managers who are not only skilled in the technical aspects of Hybrid Project Management but are also well-rounded leaders capable of guiding projects with resilience, empathy, adaptability, and an emphasis on diversity and inclusion in today's dynamic and rapidly changing work environments of the sustainable tourism sector.

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- Lesson 1: The Agile Leader
- Lesson 2: The Emotional Literate Project Manager
- Lesson 3 Communicating Effectively as a Project Manager
- Lesson 4: Embracing Complexity, Adaptability & Resilience
- Lesson 5: Promoting Diversity, Equity and Inclusion in Project Teams
- Lesson 6: Becoming an Independent Lifelong Learner

Module 6: The Projectised Tourism Business

The purpose of this module is to equip learners with knowledge on projectisation in tourism, skills for implementing project-oriented processes in the organisation and competencies to understand the complexity of developing and running PMO within existing organisation's structure.

- Lesson 1: What is projectised organisation?
- Lesson 2: Strengths and Weaknesses of a Projectised Organisation
- Lesson 3: Creating a Project Management Office (PMO) (4 hours)
- Lesson 4: Business Transformation towards projectised structures – The change management process
- Lesson 5: Projectising tourism organisations: when, how and why?

3.2.3 The HyPro4ST Virtual Learning Hub

The Virtual Learning Hub hosts both the training material of the HyPro4ST Practical Guide and of the Online Training Course addressing professionals, practitioners and students of the tourism sector and VET and higher education trainers respectively. It serves the delivery of the Online Training Course and the asynchronous part of the Practical Guide Delivery.

Lesson 2: Understanding Sustainable Hybrid Project Management

3.2.4 The Importance of Project Management for the Sustainable Tourism Industry

The importance of sustainable tourism has been receiving increased recognition in recent years, highlighting the potential of tourism as a positive force supporting the Sustainable Development Goals

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(SDGs). To maximise the potential of tourism as a driver of sustainable growth, the tourism sector needs smart and effective approaches to development projects and sustainability initiatives, ensuring that funding and resources for delivering sustainable tourism projects lead to achieving substantial results for destinations and communities, with demonstrated impacts and lasting benefits. On the other hand, successfully implementing sustainable tourism initiatives remains a critical challenge (Trainingaid, 2023).

To this end, project management provides a vital framework for efficiently and effectively organising, planning, executing, and closing sustainable tourism projects, in the so-called Project Economy.

Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements (PMI, 2021). It enables tourism organisations to:

- √ achieve their strategic goals
- √ deliver their projects on time, on budget, and to the required quality standards, meeting stakeholders' requirements
- √ to prioritise tasks
- √ manage risks and uncertainties
- √ implement fast decision-making
- √ collaborate and communicate effectively
- √ build a culture of innovation and continuous improvement

Projects are temporary endeavours undertaken to create a unique product, service, or result. The temporary nature of projects indicates a beginning and an end to the project work or a phase of the project work. Projects can stand alone or be part of a program or portfolio (PMI, 2021).

As the tourism sector comprises numerous stakeholders, each contributing to the overall tourism experience, makes the utilisation of project management more important than ever. Furthermore, through effective project planning, implementation, and evaluation, tourism stakeholders can minimise negative impacts on natural resources, preserve cultural heritage, and enhance socio-economic benefits for host communities (Hall, 2020). **Project managers** – the persons assigned by the performing organisation to lead the project team that is responsible for achieving the project objectives (PMI, 2021) - play a crucial role in stakeholder engagement, risk assessment, and resource allocation, ensuring that tourism projects align with the United Nations Sustainable Development Goals (SDGs) and contribute to long-term prosperity (Fennell, 2015).

The Green Project Management Global (2023) defines **Sustainable Project Management** or **Green Project Management®** as the application of methods, tools, and techniques to achieve a stated

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objective while considering the project outcome's entire lifecycle to ensure a net positive environmental, social, and economic impact.

Sustainable projects are characterised by their commitment to the triple bottom line - People, Planet, Profit - ensuring a balanced focus on social equity, environmental stewardship, and economic viability. GPM Global (2023) extends this concept through its **P5 Standard**, adding Process and Product to the equation, emphasising the importance of sustainable practices in all project processes and outcomes that maintain their value and utility over time. This holistic view ensures that sustainable projects create long-term benefits for all stakeholders without transferring problems from one area to another (GPM Global, 2023; Silvius, 2017).

A **sustainable** or **green project manager** is an individual who manages a project by employing a collection of diverse but integrated competencies to deliver on the objectives detailed in the business case. This is done by using and tailoring the appropriate methods, tools, and techniques for leading the project team, engaging stakeholders, and progressing the project while still safeguarding society, the environment, and human rights. They have an important role to play as advocate, advisor, ambassador, and architect of a better world (GPM Global, 2023).

3.2.5 Project Management Development Approaches, Frameworks and Methodologies for the Sustainable Tourism Industry

Project Management Development Approaches

A **development approach** is the means used to create and evolve the product, service, or result during the project life cycle (PMI, 2021). In other words, it is a set of practices, methods and processes used by project managers and project teams to plan, execute, control, monitor and close a project. It enables project managers to methodically and logically make decisions that propel their projects forward. It simplifies the process of determining the execution of tasks and the timing for deliverable handovers.

The two commonly used approaches are **predictive** and **adaptive:**

Predictive is the development approach in which the project scope, time, and cost are determined in the early phases of the life cycle (PMI, 2021). It entails meticulously crafting a comprehensive project plan in advance and rigorously adhering to it, while minimizing project change. This approach is widely referred as a "waterfall" or "traditional".

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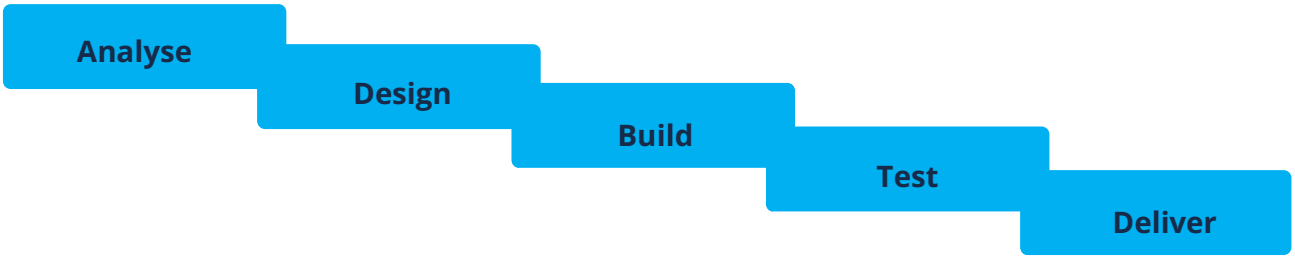
3.7. Figure

Steps in waterfall project management approach



Adapted from *Agile Practice Guide*, by Project Management Institute, 2017. Project Management Institute.

Adaptive is the development approach in which the requirements are subject to a high level of uncertainty and volatility and are likely to change throughout the project (PMI, 2021). It involves the practice of adjusting projects in response to evolving requirements and conditions as they unfold. This approach is well suited for projects characterised by dynamic requirements or fluctuating environments, necessitating flexibility and adaptability from project teams (e.g. the development of a software application). There are three (3) approaches that are considered as adaptive:

***3.8.* Figure**

Adaptive project management development approaches

Iterative

An adaptive development approach that focusses on an initial, simplified implementation then progressively elaborates adding to the feature set until the final deliverable is complete (PMI, 2021)

This approach is employed when there's a clear understanding of the desired outcome, but the optimal approach to achieve it is not yet defined. The project team engages in a series of iterations to gain clarity on the most effective method for delivering results. Iterations, also referred to as timeboxes or sprints, are short, predetermined time intervals during which the team conducts work (Dionisio, 2023).

The information gathered from each iteration informs subsequent iterations. The number of iterations is determined by the feedback received, and the decision makers decide when the final iteration will sufficiently meet the project objectives.

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Incremental

An adaptive development approach in which the deliverable is produced successively, adding functionality until the deliverable contains the necessary and sufficient capability to be considered complete (PMI, 2021).

An incremental approach begins with an idea, from which a basic version is built and released. This first release is called "Minium Viable Product – MVP" and contains the minimum necessary requirements for use, that can be adapted and improved in the future, especially after customers' feedback. This feedback guides the development of the next increment for release. Depending on the product, the team may introduce new components or upgrade existing ones (Dionisio, 2023).

Agile

An adaptive way of delivering value by following the four values and 12 principles established in the Agile Manifesto (PMI, 2021).

Iterative and incremental approaches are commonly employed in Agile method, but the iterations (timeboxes or sprints) are typically brief, one to two weeks, culminating in a demonstration of the product to key stakeholders, based on which the product evolves in the next iteration. Agile is iterative because it plans for the work of one iteration to be improved upon in subsequent iterations. It is incremental because completed work is delivered throughout the project (Agrawal, 2019; Dionisio, 2023).

The project team actively participates in planning each iteration, determining the achievable scope based on a prioritised backlog, estimating workload, and collaborating throughout the iteration to develop the scope.

In response to the evolving demands of modern project management, the hybrid project management approach has emerged as a dynamic solution that blends the structured processes of traditional methodologies with the flexibility of the adaptive approaches.

The Hybrid Project Management development approach is a flexible and adaptive framework that combines elements from different project management methodologies to suit the specific needs of each project. Hybrid Project Management is a blend of predictive and adaptive approaches to delivering value, determined by product, project, and organisational variables (Dionisio, 2023).

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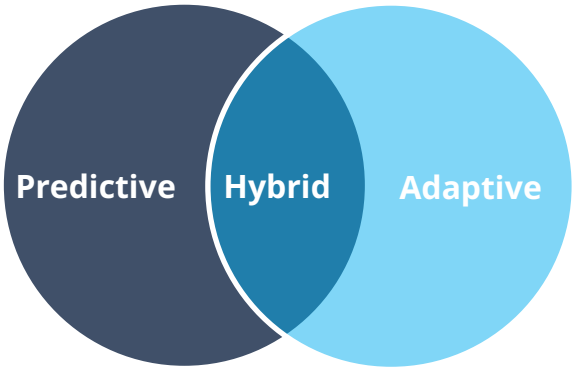
3.9. Figure

The hybrid project management approach



Hybrid project management is particularly relevant to the sustainable tourism sector because of its adaptable nature, which is well-suited to the multifaceted challenges inherent in sustainable tourism projects. This sector typically involves a wide array of stakeholders, including environmental conservationists, local communities, government bodies, and private sector entities, each with their own unique requirements and priorities.

By blending structured, predictive elements from traditional methodologies with the collaborative, adaptive practices, hybrid project management enables project managers to effectively address complexities such as environmental conservation, socio-cultural preservation, and economic sustainability. This tailored approach to project management processes facilitates stakeholder engagement, optimises resource allocation, manages risks, and fosters continuous improvement, thereby increasing the likelihood of successful project outcomes and long-term sustainability in sustainable tourism initiatives.

Project Management Frameworks and Methodologies

In theory, the primary distinction between a methodology and a framework is as follows (ActiveCollab, n.d.; CourseHero, n.d.):

- A **project management framework** is a logical structure for classifying and organising complex information. It offers structured guidance and direction on a preferred approach without excessive detail or rigidity. It provides flexibility to adapt to changing conditions and can be customised for specific company needs while incorporating proven approaches.
- A **project management methodology** is a documented approach for performing activities in a coherent, consistent, accountable, and repeatable manner. It represents a systematic approach to solving a particular problem, comprising a defined set of rules, methods, tests, activities,

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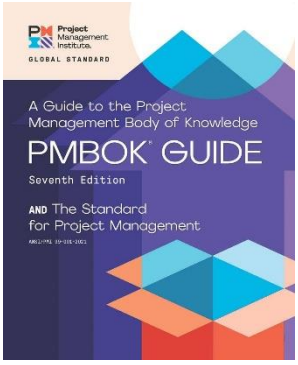
deliverables, and processes. Methodologies demonstrate a well-considered, defined, and repeatable approach to achieving objectives.

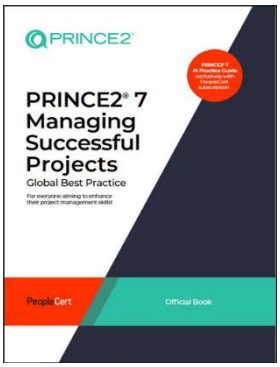
The three (3) main project management methodologies and frameworks, concerning both predictive and adaptive project management development approaches are:



Project Management Body of Knowledge (PMBOK®)

PMBOK® (PMI, 2021), an acronym for Project Management Body of Knowledge, represents a standardised set of principles and practices governed by the Project Management Institute (PMI), a leading organisation in the field of project management based in the USA. It is considered a framework rather than a methodology and is often characterised as descriptive, outlining project management methodologies, process inputs and outputs, and knowledge domains without prescribing specific application methods. It undergoes regular updates to incorporate advancements in best practices and is overseen by the PMI for regulatory compliance. PMBOK®, as an industry standard, explains Project Management concepts and steps at great lengths, focusing not only to the project manager, but to anyone involved in a project, with specific focus on team members and team roles (PMI, 2021; Roberts, 2023; Wrike, n.d.).

The greatest strength of PMBOK, while it is commonly linked with the waterfall methodology, which follows a sequential project stage approach, is that it also accommodates newer methodologies like Agile, so it can be considered a framework that is well-suited for designing, planning, executing, controlling and monitoring and closing a hybrid project.



PRojects IN Controlled Environments (PRINCE2)

PRINCE2® (PRINCE2, n.d.), an acronym for PRojects IN Controlled Environments, is a methodology for Project Management, developed by Axelos, a project management consortium and community in the UK. It is called prescriptive because it gives a complete idea about what is to be done in a project, by whom, and at what point of the project, but it's brief and lacks the detailed explanation of project management steps found in PMBOK®. However, it thoroughly elaborates on the roles and responsibilities of a project management team. PRINCE2® is comparatively simple and elemental, focused mainly on technical project management skills and on specific processes (Roberts, 2023; Wrike, n.d.).

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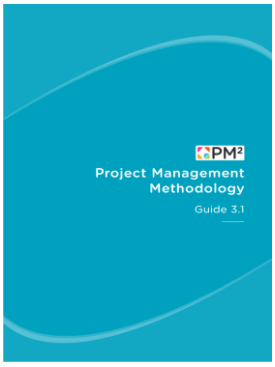

PM² Methodology, developed by the European Commission

PM² is a Project Management Methodology (EU, 2023) developed by the European Commission. Its purpose is to enable Project Managers (PMs) to deliver solutions and benefits to their organisations by effectively managing the entire lifecycle of their project.

PM² has been created with the needs of European Union Institutions and projects in mind, however, the best practices described in PM² are applicable to projects in any organisation.

PM² is a light and easy-to-implement methodology which project teams can tailor to their specific needs.

The two (2) main agile frameworks and methodologies are:

Note. From *Task management abstract concept* [Illustration], by Vectorjuice, n.d., Freepik (link). CC BY 2.0.

Kanban

Kanban, like Lean, has its roots in lean manufacturing at Toyota and is considered a visual and incremental Agile methodology, specifically used for knowledge work (PMI, 2017). It emphasises transparency into project statuses, efficiency, just-in-time delivery and limiting work in progress (WIP). This method helps teams to visualise their work, leading to identifying early in the project implementation bottlenecks and improving processes (Anderson, 2016; PMI, 2017). It allows teams to pull work when they are available instead of work being pushed onto them, irrespective of their current workload. In our fast-paced world, it isn't possible to get everything done on time and methodologies like Kanban allows balancing the work demand (DeGrandis, 2017).

Note. From *Teem discussing project at Kanban board* [Illustration], by Katemangostar,n.d. (link). CC BY 2.0.

Scrum: Scrum, developed in the early 1990 and founded on empiricism and lean thinking, is a lightweight framework that helps people, teams and organisations generate value through adaptive solutions for complex problems (Sutherland & Schwaber, 2020).

In a nutshell, Scrum having three main pillars – transparency, inspection and adaptation, requires a Scrum Master to foster an environment where (Sutherland & Schwaber, 2020):

1. A Product Owner orders the work for a complex problem into a Product Backlog.

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2. The Scrum Team turns a selection of the work into an Increment of value during a Sprint.
3. The Scrum Team and its stakeholders inspect the results and adjust for the next Sprint.
4. Repeat.

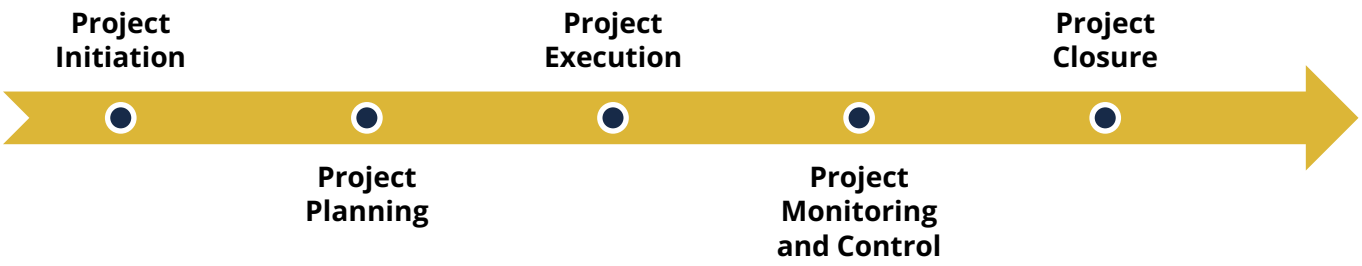
Scrum is built upon by the collective intelligence of the people using it. Rather than provide people with detailed instructions, the rules of Scrum guide their relationships and interactions. One critical Scrum Team characteristic that binds all the elements together is trust. If trust is not present on a Scrum Team, there will likely be tension and bottlenecks in the way of getting work done (Sutherland & Schwaber, 2020). The fundamental unit of Scrum is a small team of people, a Scrum Team. The Scrum Team consists of one Scrum Master, one Product Owner, and Developers. Within a Scrum Team, there are no sub-teams or hierarchies. It is a cohesive unit of professionals focused on one objective at a time, the Product Goal. Scrum Teams are cross-functional, meaning the members have all the skills necessary to create value each Sprint. They are also self-managing, meaning they internally decide who does what, when, and how (Sutherland & Schwaber, 2020).

3.2.6 Initiating, Planning, Executing, Monitoring, Controlling and Closing Hybrid Projects

A hybrid project life cycle consists mainly of five (5) phases which are:

3.10. Figure

The five (5) phases of a hybrid project



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Project Initiation

Project initiation concerns the processes under which the project is created and defined to the extent necessary to begin planning the project. This step involves the project setup and ensures that the performing organisation is clear about the purposes and priorities surrounding the project.

As in the beginning of every project, the project manager doesn't have all the required information, especially in the case of following the hybrid approach, which means that the project is more complex, the following processes are taking place:

3.1. Table

Initiation phase: process No 1

Process No 1	Output
Create the Product Vision Statement	**Product Vision Statement**

A **product vision** provides the **direction of the product**, acting as the guiding force for the product and enables decision making at all levels. This vision is usually written down after confirmation from market-research – from talking to customers and working with all stakeholders (Ponniah, 2017).

The Product Vision Statement has the following form (Moore, 2014):

For _____ *identifies the customer*_____

Who ____ *provides more detail*_____

The ___ *names the product* _____

is a ____*describes the product*_____

That ___ *identifies what the product does*_____

Unlike ___ *describes competitor products* _____

Our product __ *provides differentiating factors* ____.

3.2. Table

Initiation phase: process No 2

Process No 2	Output
Identify Key Stakeholders	**Product Owner:** a person responsible for maximising the value of the product and accountable for the end product (PMI, 2021).

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	Scrum Master: the person who supports the team in maintaining alignment with Agile values and principles. **Development Team:** a set of individuals **performing the work of the project to achieve its objectives** (PMI, 2021).

3.3. Table

Initiation phase: process No 3

Process No 3	Output
Develop Project Charter	**Project Charter:** a document that formally authorises the existence of a project and provides a summary of the project's objectives and management. It provides the project manager with the authority to apply organisational resources to project activities. Ideally, the project manager will play a major role in developing the project charter. The contents of a project charter may vary depending on the project needs (PMI, 2023). **Assumption Log:** a dynamic document used to record and track assumptions and constraints throughout the project life cycle. It aids in communicating information to key stakeholders and avoids potential confusion. Most projects include several assumptions that affect the scope, time, cost, risk, and other knowledge areas. It is important to document and validate these assumptions (Schwalbe, 2021). Sometimes the key assumptions are included in the project charter.

The **sustainability aspect** should be considered, by **incorporating into the Project Charter sustainable elements**, and by implementing a high-level impact analysis **using the GPM P5 Standard.**

Project Planning

The planning phase involves activities focused on determining the project's scope, refining objectives, and outlining the necessary actions to achieve the project's goals effectively.

A sustainable hybrid project usually follows a **progressive elaboration** and **rolling wave planning procedure** meaning, developing more detail as more information is known about the project.

A **sustainable hybrid project planning phase** may consist of the following processes, taking into account its inherited complex character.

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- Develop the Project Management Plan: Document the Development Approach and the Life Cycle of the Project; List the subsidiary plans; List the key reviews; Develop the Project Roadmap, the graphic high-level view of the project that includes phases, reviews, milestones, and other key information.
- Develop Scope Management Plan
- Collect and Document Requirements
- Define Scope
- Develop the Work Breakdown Structure (WBS) for the deliverables produced by following a predictive approach
- Develop a Backlog for the deliverables produced by following an adaptive approach
- Develop a Schedule Management Plan
- Develop the Predictive Schedule
- Develop the Adaptive Schedule
- Develop the Hybrid Schedule
- Estimate Costs
- Develop Budget
- Develop Internal Communication Plan (meetings)
- Develop Quality Plan including: quality metrics for the predictive project management approach and definitions of done for the adaptive project management approach
- Develop Stakeholder Register, a document that includes details related to the identified project stakeholders, that can be internal (e.g. project management team members), or external to the project and can influence positively or negatively the project itself.
- Develop Stakeholder Communication Plan
- Develop Riks Management Plan
- Develop Risk Register for the work to be done by following a predictive approach
- Develop a Risk-Adjusted Backlog for the work to be done by following an adaptive approach
- Develop a Change Management Plan
- Develop a Procurement Management Plan (if needed)
- Develop a Sustainability Project Management Plan

When the planning phase formally starts, a **project kick-off meeting** is implemented, which is a gathering of project team members and other key stakeholders, at the outset of a project to formally

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set expectations, gain a common understanding, and commence work. It establishes the start of a project, phase or iteration (PMI, 2021).

Project Execution

The project execution phase consists of processes aimed at carrying out the work outlined in the project management plan to fulfil the project requirements satisfactorily.

In **hybrid projects**, the project managers and their teams **can use any of the predictive project executing processes that follow, or they can mix some of them with the processes suggested by the Scrum Framework.**

3.4. Table

Predictive Project Execution Processes

1	**Direct and Manage Project Work:** is the process of leading and performing the work defined in the project management plan and implementing approved changes to achieve the project's objectives. An issue log may be kept to document, monitor, and track issues that need to be resolved for effective work to take place. Furthermore, change requests are documented, by using the corresponding project templates.
2	**Manage Project Knowledge:** is the process of using existing knowledge and creating new knowledge to achieve the project's objectives and contribute to organisational learning. A lessons learned register is kept and updated by the project team, documenting challenges, problems, realised risks and opportunities, and other content to assist in knowledge management on current and future projects.
3	**Manage Quality:** is the process of translating the quality management plan into executable quality activities that incorporate the organisation's quality policies into the project. Quality reports and test and evaluation documents are produced during this process.
4	**Acquire Resource:** is the process of obtaining team members, facilities, equipment, materials, supplies, and other resources necessary to complete project work. Physical and team resource assignments are documented.
5	**Develop Team:** is the process of improving competencies, team member interaction, and overall team environment to enhance project performance. Team performance assessments are regularly implemented.

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6	**Manage Team:** Manage Team is the process of tracking team member performance, providing feedback, resolving issues, and managing team changes to optimise project performance.
7	**Manage Communications:** is the process of ensuring timely and appropriate collection, creation, distribution, storage, retrieval, management, monitoring, and the ultimate disposition of project information.
8	**Implement Risk Responses:** Implement Risk Responses is the process of implementing agreed-upon risk response plans.
9	**Conduct Procurements:** Conduct Procurements is the process of obtaining seller responses, selecting a seller, and awarding a contract. Lists of selected sellers and contracts are the main outputs of this process.

3.5. Table

Process of the implementation phase in agile projects

Create Deliverables	In this process, the Scrum Team works on the tasks in the Sprint Backlog to create Sprint Deliverables. A Scrum board is often used to track the work and activities being carried out. Issues or problems being faced by the Scrum Team should be updated in an Impediment Log.
Conduct Daily Standup	In this process, everyday a highly focused, Time boxed meeting, referred to as the Daily Standup Meeting, is conducted. This is the forum for the Scrum Team to update each other on their individual progress and any impediments they may be facing.
Refine Prioritised Product Backlog	In this process, the Prioritised Product Backlog is continuously updated and maintained. A Prioritised Product Backlog Review Meeting is held, in which any changes or updates to the backlog are discussed and incorporated into the Prioritised Product Backlog as appropriate.

Project Monitoring and Control

The project monitoring and control phase encompasses processes required to monitor, assess, and regulate the project's progress and performance. It involves identifying areas where adjustments to the plan may be necessary and initiating corresponding changes.

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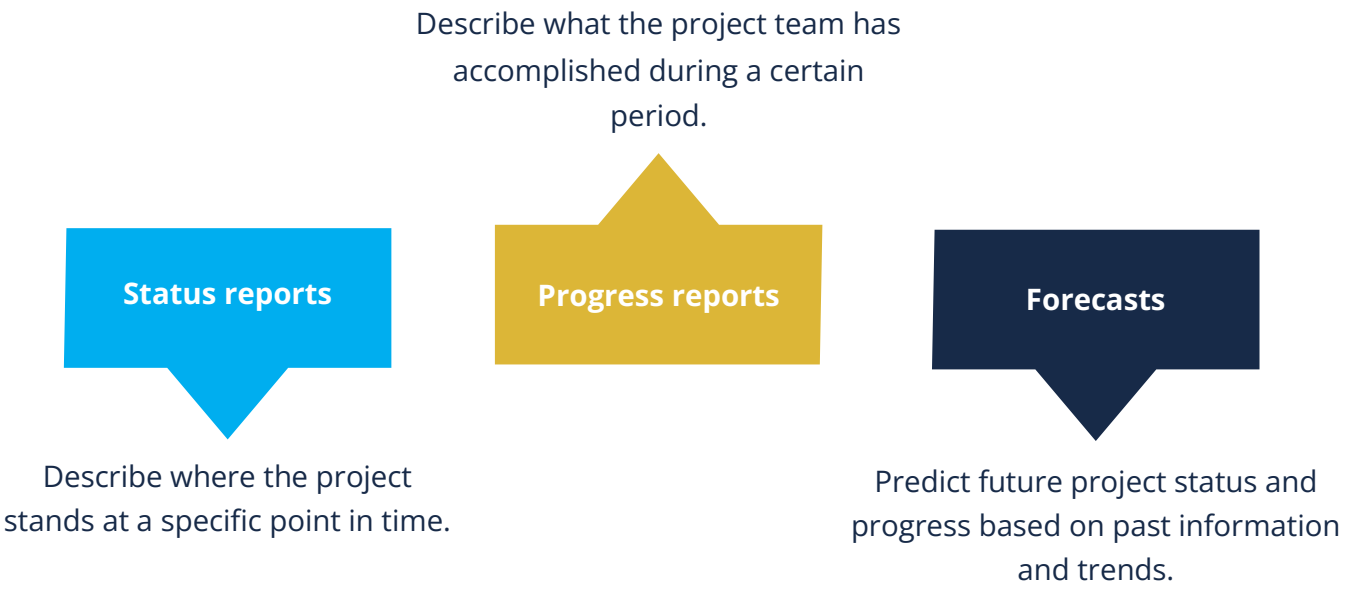
Hybrid projects can use any of the predictive and adaptive processes, tools, and techniques to monitoring and control project work, according to the specific project characteristics.

During this phase, when deploying **predictive project management approaches**, the schedule, cost and scope baselines are monitored, controlled and reported. The main tools and techniques used are expert judgment, data analysis, decision making, and meetings. Earned value management reports are a powerful tool for monitoring and controlling overall project performance it (Schwalbe, 2021). During this phase a **series of reports** are generated which are it (Schwalbe, 2021).

3.11. Figure

Reports developed within the monitoring and controlling predictive project phase



In the **adaptive project management** this phase is called **"Review and Retrospect phase",** consisting of the following processes (ScrumStudy, n.d.):

3.6. Table

Adaptive monitoring and control processes

Demonstrate and Validate Sprint	In this process, the Scrum Team demonstrates the Sprint Deliverables to the Product Owner and relevant business stakeholders in a Sprint Review Meeting. The purpose of this meeting is to secure approval and acceptance of the Sprint User Stories by the Product Owner.
Retrospect Sprint	In this process, the Scrum Master and Scrum Team meet to discuss the lessons learned throughout the Sprint. This information is documented and should be applied to future Sprints. Often, as a result of this discussion, there

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	may be agreed actionable improvements or updated Scrum Guidance Body recommendations.

Project Closure

The closure project phase involves processes conducted to formally conclude or close the project and are related to the following (Dionisio, 2023):

3.12. Figure:

Activities performed within the closure project phase

In many projects, **quality** or/and **financial audit** is performed during this phase and then a **formal customer acceptance/project completion form** is signed by the project sponsor, officially terminating the project.

Regarding the projects that have in their core sustainability, the formal project closure is apparent to ensure its long-term success and impact.

In **adaptive projects**, this phase is called **"The Release Phase",** consisting of the following two processes (ScrumStudy, n.d.):

3.7. Table

Processes of the release phase in adaptive projects

Ship Deliverables	In this process, Accepted Deliverables are delivered or transitioned to the relevant stakeholders. A formal Working Deliverables Agreement documents the successful completion of the Sprint.

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Retrospect Project	In this process, which completes the project, organisational stakeholders and Scrum Core Team members assemble to retrospect the project and identify, document, and internalize the lessons learned. Often, these lessons lead to the documentation of Agreed Actionable Improvements, to be implemented in future projects

In **hybrid projects**, the same procedure is followed for project closure.

The **two close-out reports** that are important to be elaborated are (Dionisio, 2023):

1. **Final Project Report:** a report that summarises high-level information about the project, aiming at providing the sponsor with all the needed information about the project and record all the appropriate project data for historical purposes. It can be very detailed or quite brief, depending on the project**.**
2. **Lessons Learned Report:** A final report for lessons learned on a hybrid project will summarise information collected from lessons learned throughout the project as well as relevant information from team retrospectives.

Lesson 3: Nurturing an Entrepreneurial and Creative Mindset in Sustainable Hybrid Tourism Project Managers

3.2.7 The Entrepreneurial and Resilient Sustainable Hybrid Project Manager

In today's rapidly evolving business landscape, the role of project managers has become increasingly multifaceted. With the growing emphasis on sustainability and the rise of entrepreneurship and innovation, project managers of the tourism sector are required to possess a unique blend of skills and mindset to navigate through complex, full of challenges projects successfully.

Entrepreneurship is a multifaceted concept with varying definitions depending on the context. The working definition of entrepreneurship according to the Harvard Business School (Eisenmann, 2013) is: *entrepreneurship is the pursuit of opportunity beyond resources controlled.* Entrepreneurship involves creating and managing new business ventures to generate value for stakeholders and society. Entrepreneurship encompasses activities such as identifying opportunities, assessing risks, developing business models, and team management. Entrepreneurs are known for their risk-taking propensity, innovation, and adaptability to changing environments.

An **entrepreneurial mindset** equips project managers with the ability to think creatively, take calculated risks, identify opportunities, and drive project success by fostering a culture of ownership and accountability (Cook, 2017; Kuhn, 2022). This mindset encourages continuous improvement,

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strategic thinking, and the ability to seize opportunities for growth and innovation within projects, aligning well with the flexible and adaptive nature of hybrid project management approaches (Kerzner, 2022; Turner, 2014).

But the entrepreneurial mindset within the hybrid project management includes another quality, significant in our project-oriented world characterised by rapid change and uncertainty. And this quality is resilience. A **resilient mindset** allows entrepreneurs to face adversity head-on, learn from failures, and ultimately thrive in the face of challenges (Entrepreneurs Organisation, 2023). In the context of hybrid project management, resilience refers to an organisation or project team's ability to adapt, recover, and maintain stability in the face of unexpected challenges, disruptions, or setbacks. It is a critical quality because sustainable hybrid projects, due to their complexity, often encounter unforeseen issues/risks, including technical, market, and regulatory challenges, that can threaten their success. It involves planning, flexibility, communication, and a commitment to continuous improvement and innovation. Building resilience into project management practices can help tourism organisations that favour sustainability, deliver successful projects even in the face of adversity (Farrell, 2023; Kutsch and Hall, 2016).

To sum up the entrepreneurial and resilient sustainable hybrid project manager for the tourism sector is a new breed of a visionary project manager who combines these three components – entrepreneurship, sustainability and resilience - to manage projects effectively. These project managers are also strategic thinkers who are able to navigate complex and dynamic environments while ensuring that their projects contribute to sustainable development of the sector and not only. They are capable of integrating the structured methodologies of project management with the innovative and risk-taking mindset of an entrepreneur (Turner, 2016), focusing not just on delivering projects on time and within budget and scope but also on creating value, seizing opportunities, and driving growth through their projects.

3.13. Figure

Processes of the release phase in adaptive projects

Note. From Tiny business people generating ideas [Illustration], by Vectorjuice, n.d., Freepik (link). CC BY 2.0.

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3.2.8 Using Design Thinking for fostering creativity and innovation in projects

Except for living in the Project, Entrepreneurial and Green Economy era, we are living also in the Creative Economy. Given the fact that the sustainable tourism industry needs customer-centred projects to provide real value to its customers, into the economy, society and environment, increasing user involvement in project management and adopting a persuasive customer focus is lauded to increase levels of innovation, reduce costs, and improve overall quality in tourism projects. Innovation starts with a vision of what might be, but real innovation can be achieved only through projects. The organisations that develop sustainable systems, products and services and customer experiences through creative processes that change the game will shape the future of the Project Economy in tourism sector.

Innovation in project management involves embracing creativity as a cornerstone, not just for solving problems but for reimagining the entire project landscape. And this is crucial within the framework of hybrid project management as it needs creativity to adapt to changing requirements, maintain flexibility, ensure effective communication, leverage technology, and promote continuous learning. According to a study published in the Harvard Business Review, organisations that prioritise creativity in their project management strategies are more likely to experience success and achieve their goals (Amabile, 2018). Additionally, creativity allows project managers and teams to approach problems from a fresh perspective, generate innovative solutions, and adapt to changes in a rapidly evolving business landscape (Montuori, 2003). By fostering a creative and collaborative environment, project managers can drive their projects' success and improve the organisation's effectiveness.

Design thinking, a user focused paradigm that is praised to frame problems, capture hidden needs, and infuse the voice of the projects' stakeholders into processes, systems, products and services can empower project managers to explore a whole new realm of innovative solutions that serve effectively the sustainable tourism sector.

Design thinking is an exploratory approach to problem solving that includes and balances both analytical and creative thought processes (Prud'homme van Reine, 2017). It simultaneously considers what is desirable from a human point of view, what is technologically feasible, and what is economically viable. It also allows people who aren't trained as designers to use creative tools to address a vast range of challenges (IDEO, 2024).

Design thinking and hybrid project management share several common principles, such as flexibility, stakeholder engagement, iterative development, and continuous feedback. By integrating design thinking into hybrid project management, organisations can enhance their ability to manage projects effectively while accommodating changes and uncertainties that may arise during the project lifecycle.

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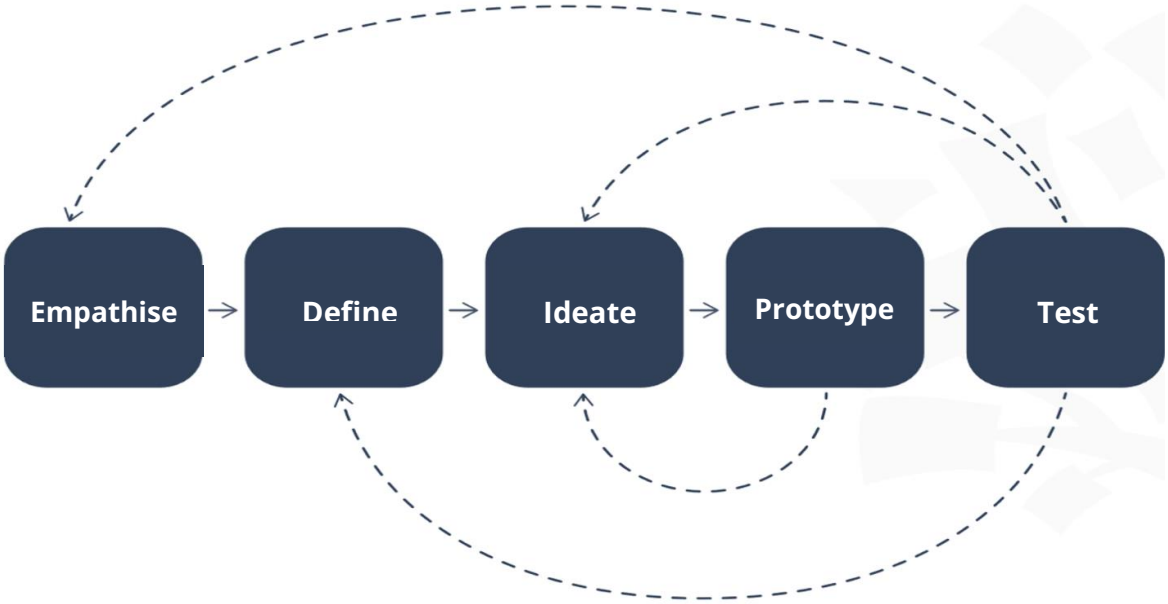
d.school, Institute of Design at Stanford (n.d.), a hub for innovators from various disciplines, developed the following design thinking process (Machin, 2023):

3.14. Figure

Processes of the release phase in adaptive projects



Adapted from Design Thinking: A Non-Linear Process, by Interaction Design Foundation, n.d. Interaction Design Foundation.

1. **Empathise:** empathy is the foundation of a human-centred design process. To empathise, we:
   - Observe. View users and their behaviour in the context of their lives.
   - Engage. Interact with and interview users through both scheduled and short 'intercept' encounters.
   - Immerse. Experience what your user experiences.

   In this step, project managers delve deep into understanding the needs, desires, and pain points of users. For example, in developing a mobile app for supporting the biodiversity preservation in a sustainable resort, project managers could conduct user interviews and surveys to empathise with potential users. By gaining insights into their preferences and challenges, the project team can align the app's features and functionality to deliver a seamless user experience.

2. **Define:** the define mode is when we unpack and synthesise our empathy findings into compelling needs and insights and scope a specific and meaningful challenge. Two goals of the define mode are to develop a deep understanding of our users and the design space and, based on that understanding, to come up with an actionable problem statement: ***our point of view***. Our point of

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view should be a guiding statement that focuses on specific users, and insights and needs that we uncovered during the empathise mode. More than simply defining the problem to work on, our point of view is our unique design vision that we crafted based on our discoveries during our empathy work. Understanding the meaningful challenge to address and the insights that we can leverage in our design work is fundamental to creating a successful solution.

For instance, in designing a sustainable packaging solution for the products that a tourism business sells, the project team may identify the problem as reducing plastic waste and environmental impact. By explicitly defining the problem, project managers can align the team's efforts, and set clear inputs and objectives for the project.

3. **Ideate:** is the mode during our design process in which we focus on idea generation. Mentally it represents a process of "going wide" in terms of concepts and outcomes. The goal of ideation is to explore a wide solution space – both a large quantity of ideas and a diversity among those ideas. From this vast depository of ideas, we can build prototypes to test with users.

   In a software development project, the team could conduct ideation sessions, by deploying various methods, to explore several different approaches to enhance user engagement. By fostering an open and collaborative environment, project managers enable team members to unleash their creativity and propose solutions like interactive gamification or personalised user recommendations.

4. **Prototyping**: is getting ideas and explorations out of our head and into the physical world. A prototype can be **anything** that takes a physical form – be it a wall of post-it notes, a role-playing activity, a space, an object, an interface, or even a storyboard. The resolution of our prototype should be commensurate with our progress in our project. In early explorations we keep our prototypes rough and rapid to allow ourselves to learn quickly and investigate a lot of different possibilities. Prototypes are most successful when people (the design team, the user, and others) can experience and interact with them. What we learn from those interactions can help drive deeper empathy, as well as shape successful solutions.

   For instance, a sustainable hotel design project may involve building a scale model to assess usability and aesthetics. By testing prototypes, project teams can identify areas for improvement early on, reducing costly revisions later in the process.

5. **Testing:** is the chance to refine our solutions and make them better. The test mode is another iterative mode in which we place our low-resolution artifacts in the appropriate context of the user's life. Prototype as if we know we're right, but test as if we know we're wrong.

   Suppose a marketing campaign is being developed for promoting an awareness raising event regarding certain sustainability measures a sustainable hotel visitors can undertake. The prototype developed, having the form a demo of the campaign, can be showed to a sustainable hotel. In that focus groups to gather insights on user reactions, preferences, and suggestions.

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3.2.9 Becoming an Agile, Emotional Literate and Autonomous Learner Hybrid Project Manager

To be an effective and results-oriented entrepreneurial and resilient sustainable hybrid project manager, that is able to transform creative and innovative project ideas into impactful products, services and processes for a sustainable tourism business is essential to be a flexible, emotional literate person that embraces lifelong autonomous learning.

For project managers Emotional Intelligence (EI) is defined as the ability to sense, understand, manage and apply the information and power of emotions as their greatest source of energy, motivation, connection and influence (Casper, 2002). The ultimate goal of an emotional literate project manager is to create a climate where clients, team members, sponsors and management can communicate with clarity, deal more effectively with challenges and make committed choices to act strategically and swiftly.

Therefore, developing EI skills is essential for hybrid project managers to improve communication, manage stress and build positive relationships. In addition, taking into consideration that hybrid projects in the context of sustainable tourism are complex, EI allows the project manager to adapt quickly to changing circumstances, make informed decisions, and maintain a flexible approach in response to evolving project requirements and external factors. Thus, it enables him/her to be agile.

Finally, according to various studies, project managers with emotional intelligence are more effective than those without this talent in multiple tasks, such as: managing processes, engaging stakeholders, avoiding scope creep, which are changes to the required work on the project, effectively employing resources.

The five (5) dimensions of EI are (International Association of Project Management, n.d.):

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3.15. Figure

The five (5) dimensions of Emotional Intelligence

Self-awareness:
is vital to understanding our own emotions and strengths. It's something we gain with time and experience. A hybrid project manager must recognise how one's emotions can impact decision-making and behaviour.

Motivation:
is a driving force for hybrid project managers and teams. It fosters a sense of purpose and enthusiasm, encouraging everyone to strive for excellence, learn continuously and develop themselves.

Social skills:
are essential for building strong interpersonal relationships. Motivating the hybrid project team and creating an inclusive and respectful work environment is the core of successful hybrid project management.

Self-regulation:
allows us to manage those emotions and impulses, maintaining self-control even in high-pressure situations. It helps hybrid project managers make rational decisions rather than reacting impulsively.

Empathy:
is about understanding and sharing the feelings of project team members. Actively listening to their concerns and feedback builds trust and collaboration. Considering the emotional impact of decisions and actions creates a supportive environment where learning from mistakes is genuinely encouraged.

An emotional literate hybrid sustainable project manager, that showcases self-motivation, embraces the concept of lifelong learning and follows the path of autonomous learning, which is essential as it empowers them to continuously adapt, grow, and stay relevant in the ever-evolving landscape of hybrid project management, particularly in the context of emerging technologies like artificial intelligence (AI).

Autonomous learning refers to a situation in which learners are responsible for their learning. They take charge of their own learning and are actively involved, making individual decisions according to their necessities or preferences focused on the goals they need to achieve (IGI Global, 2020).

Autonomous learning enables project managers to take charge of their own learning process, allowing them to acquire new skills, stay updated on industry trends, and enhance their expertise independently. In the digital era where AI and machine learning are increasingly integrated into project management

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practices, project managers need to cultivate a proactive approach to learning to understand the ethical implications, technological advancements, and best practices associated with these technologies. By engaging in autonomous learning, project managers can develop a multi-disciplinary skill set, adapt to changing project requirements, and effectively lead their teams in implementing innovative and sustainable solutions for hybrid project success (Institute of Project Management, 2023).

Lesson 4: Projectification and Digitalisation of a Tourism Organisation

3.2.10 Defining the terms "Projectification" and "Digital Project Management"

In the context of sustainable tourism, the increasing complexity of projects and the need for effective management have led to the emergence of projectification and the adoption of digital project management tools by the tourism companies.

In the 1990s, the term "projectification" was first coined as a form of business organisation: an amalgam of "project" and "organisational transformation".

Projectification is defined as: "activities organised in other ways are transformed to become projects", "contexts are adapted to fit project work".

Therefore, it can be indicated that when talking about projectification, two phenomena are included at the same time: the increase in the number of activities managed as projects and the change in the organisational structure with projects as the unit of action (Escobar et al., 2023).

The fact is that, in recent decades, the project-based approach has been gaining prominence at all levels. The number of projects has increased in tourism organisations and has become a new pattern of development in modern organisations. This approach is particularly relevant for sustainable tourism companies aiming to balance economic, social, and environmental objectives in their operations.

Along with projectification, the digital transformation of project management is a fact. According to the Project Management Institute (PMI), project management practices have changed notably over the last decade due to digital disruption and the need for quicker and more flexible project execution. This evolution is important for modern organisations that have to deal with the complexities of a more digital world, where customer expectations are higher, market dynamics are more unpredictable, and change happens faster. And here comes the term "Digital Project Management".

Digital project management is a process used to manage projects that live in the digital space. It involves managing projects online, similar to traditional project management, with a focus on

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managing resources, monitoring progress, and updating stakeholders. It emphasises the use of digital project management tools to streamline processes and enhance efficiency (Landau, 2022).

Digital project management is essential for setups where entire teams are working remotely, and effective coordination and communication can make a real difference. Digital project management keeps everyone on the same page and helps to promote continuity in operations.

3.2.11 Building a Hybrid Projectised Tourism Organisation by Creating a Project Management Office (PMO)

For a sustainable tourism organisation to navigate successfully in the age of agile, becoming project-based is essential as mentioned in the previous sub-chapters.

A projectised or project-based organisational structure creates a dedicated project division within an organisation. The project coordination operates vertically under this division. Project managers maintain sole authority for the project and are assigned dedicated staff who work toward project goals.

3.16. Figure

Projectised organisational structure

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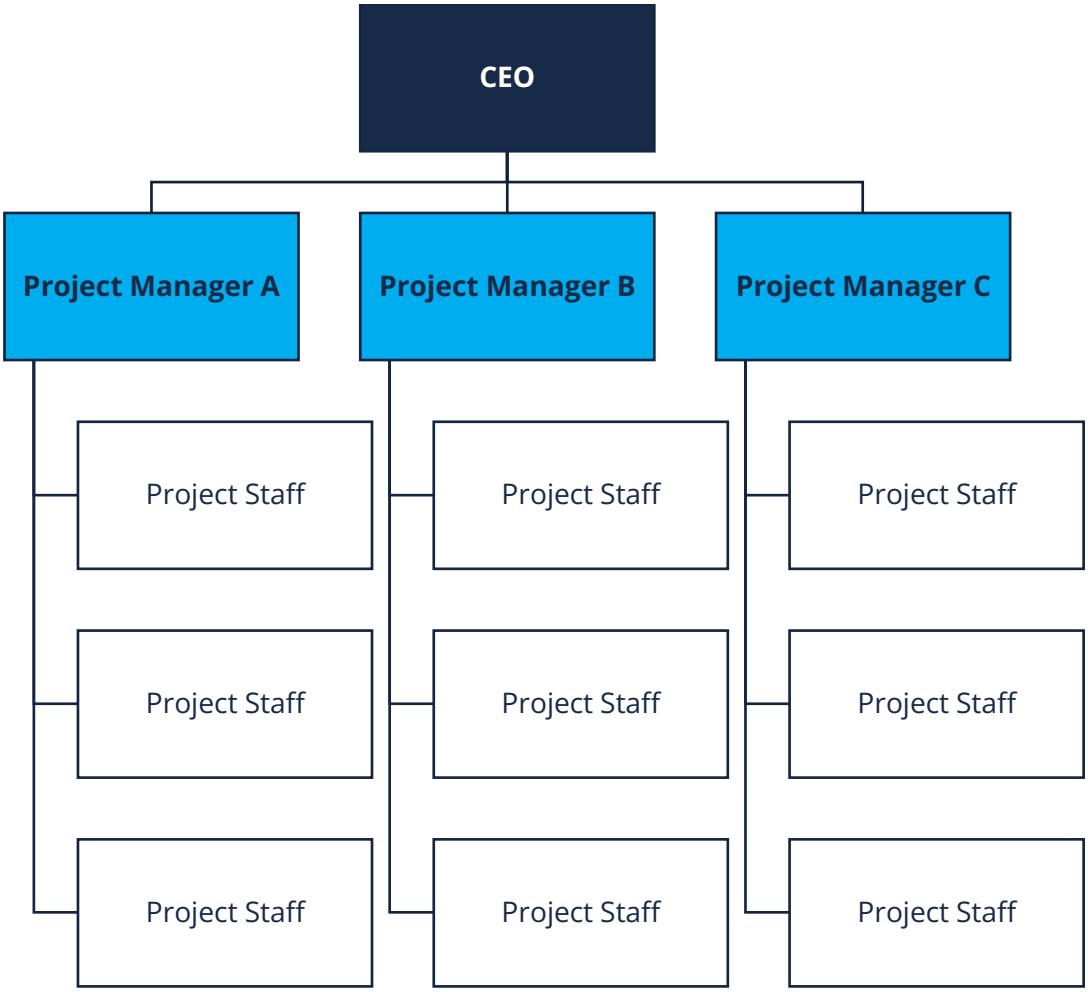

Tourism businesses that want to make the move to hybrid projectised environment is essential to understand that is not a one-size-fits-all endeavour. Each organisation is different, but there are some things that all organisations can consider when moving toward hybrid project management. Each organization is different, but there are some things that all organizations can consider when moving toward hybrid project management.

The first step is making sure that this transition towards hybrid project management has the support of the senior leadership and project managers, team members, scrum masters, sponsors, and product owners are all aligned with the move to hybrid project management.

The second very important step is to establish the appropriate governance. This means balancing structure with the ability to be flexible and responsive to change (Dionisio, 2023). And this can be done by building a Project Management Office (PMO).

The **Project Management Office (PMO)** represents a management structure that standardises project related governance processes and facilitates the sharing of resources, tools, methodologies, and techniques. Its core purpose is to improve project management in terms of schedule, cost, quality, risk and other facets. PMOs have many potential roles in aligning work with strategic goals:

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engaging and collaborating with stakeholders, developing talent, and realising value from investments in projects (PMI, 2021).

3.17. Figure

Representation of teamwork in PMO

Note. From Hand drawn flat design devops [Illustration], by Vectorjuice, n.d., Freepik (link). CC BY 2.0

The Standard for Project Management (PMI, 2021) states that projects are part of a system for value delivery within organisations. PMOs can support that system and are a part of the system. Just as project teams need specific capabilities to deliver results, so do PMPs. Effective PMOs make three key contributions that support value delivery:

- √ **Fostering delivery and outcomes-oriented capabilities:** they ensure that employees, contractors, partners, etc., who are within and outside of the PMO, understand, develop, apply, and value a range of project management skills and competencies. They focus on right-sizing processes and governance, based on the unique characteristics of each project to produce high-quality results efficiently, quickly, and effectively.
- √ **Keeping the "big picture" perspective:** staying true to the goals of a project remains a key element of success. Scope creep and new priorities not aligned to strategic or business goals can allow projects to drift off course. Strong PMOs evaluate the performance of projects with an eye towards continuous improvement. They evaluate work in the context of the organisation's overall success rather than maximising a specific project's results. They provide project teams, senior management, and business leaders with information and guidance that help them understand current circumstances and options in support of decision making.
- √ **Continuous improvement, knowledge transfer, and change management:** strong PMOs regularly share project results across the organisation to transfer valuable knowledge gained

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from each project. Learning and sharing activities inform strategic and business objectives while improving activities that strengthen future project delivery. Effective organisational change management builds and sustains alignment with process updates, capability enhancements, and new skills that support project management.

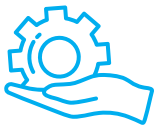
Types of PMOs

To make value delivery a reality, each tourism organisation can establish a PMO in one of the following forms, based on the **level of control and influence on projects** or it can be structured to predominantly embody one of these types while also integrating functions from the others (Wrike, 2022).

3.18. Figure

PMO types based on the level of control and influence on projects

Directive PMO: this PMO wields a lot of control. Directive PMOs manage projects by providing project management expertise and hands-on supervision. They set the standards for project management in the organisation. Project managers report to the Directive PMO.



Controlling PMO: controlling PMOs have a moderate level of control. They create documentation, methodologies, templates, and frameworks for project managers to follow and ensure organisational standards for successful project management and execution.

Supportive PMO: this PMO acts as an organisation's project repository. They have little control and their role is mainly consultative. Their duties include sharing expertise, templates, training, and information to help project managers achieve their goals.

There are other types of PMO structures based on **organisational hierarchy**. Some of these are (Wrike, 2022):

- **Individual PMO**

  Individual PMOs are responsible for providing infrastructural and training support for single projects and programs. They set project management standards and supervise project activities.

- **Business Unit PMO**

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The Business Unit PMO structure, also known as a departmental PMO, is responsible for multiple projects within various assigned departments. They handle program and project management and report to the division manager.

- **Enterprise PMO**

  The enterprise PMO structure exists in large enterprises. They oversee strategic project planning, resource allocation, project selection, and prioritisation. They also create the standards, procedures, and methodologies for project management across departments.

- **Decentralised PMO**

  This PMO structure acts more as an adviser to the project manager. It puts project managers involved in decision-making and the team in control of their tasks.

- **Centralised PMO**

  This PMO structure works in a more controlled manner. Unlike the decentralised structure, the PMO decides on project standards and processes and has a lot of authority around decision-making and problem-solving.

3.2.12 Enhancing PMO Efficiency with Digital Tools

Enhancing PMO efficiency with digital tools is crucial for tourism businesses to manage hybrid projects effectively. Digital project management tools offer a wide range of features to support project planning, execution, and monitoring. These tools provide features such as scheduling, budgeting, task management, resource allocation, reporting, and communication tools.

PMO tools can help streamline project management processes, improve team collaboration, and ensure that projects are completed on time and within budget and scope. They can also provide real-time data and insights into project progress, which can help project managers make informed decisions about resource allocation and project prioritisation. Some common features of project management software include task management, communication, document sharing, time tracking, Gantt charts, reporting, and analytics. Plus, PMO tool implementation with its time log will assist managers in looking at past projects to accurately predict how long certain tasks will take and determine whether a project will be profitable or not.

Some of the most popular digital project management tools used by PMOs are the following (Sood, 2024):

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3.8. Table

Popular digital PMO tools

PMO Digital Tools	Description
Fluid	Fluid is a dynamic platform tailored for PMOs designed to streamline processes, enhance collaboration, and facilitate decision-making. Its user-friendly interface and comprehensive capabilities make it an ideal choice for PMOs aiming to improve efficiency and project outcomes.
Oracle Primavera	Oracle Primavera is a well-known solution for PMOs. Primavera is set up to enhance processes, boost collaboration, and bolster decision-making. Its extensive feature set makes it a good choice for PMOs.
Wrike	Wrike aims to optimise processes, stimulate collaboration, and strengthen decision-making. Boasting an intuitive interface coupled with a comprehensive array of features, Wrike is a popular go-to for boosting productivity and project success.
Microsoft Project	Microsoft Project is another top-tier tool for the effective management of project portfolios. This software aims to streamline processes, encourage collaboration, and bolster informed decision-making. With an extensive range of features, Microsoft Project has been a well-known software solution for quite some time, known to promote project success.
Jira	Jira is a popular project management tool designed with the intention to help teams plan, track, and manage software development projects. This software aims to streamline workflows, encourage team collaboration, and improve transparency and traceability. Boasting an easy-to-navigate interface, coupled with extensive features, Jira is a good choice for project management teams looking to optimise their software development processes.
Asana	Asana helps teams organise, track, and manage all of their work, simplifying team-based work management. It's a versatile software that enhances workflows, promotes team collaboration, and boosts transparency and traceability. With an intuitive interface and a wide

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PMO Digital Tools	Description
	array of features, Asana is becoming a preferred choice for project management teams seeking to enhance their work efficiency and overall productivity.

Some other digital tools that can be used by hybrid sustainable project managers, that leverage on the advanced technologies are:

3.9. Table

Supportive digital tools for hybrid sustainable project managers

Cloud Computing	• Amazon Web Services (AWS): AWS • Microsoft Azure: Microsoft Azure • Google Cloud Platform (GCP): Google Cloud Platform
Artificial Intelligence (AI) and Machine Learning	• IBM Watson: IBM Watson • Google AI: Google AI • Microsoft Azure AI: Azure • Amazon AI: Amazon AI
Virtual Reality (VR) and Augmented Reality (AR):	• Oculus/Meta: Oculus (Meta Quest) • HTC Vive: HTC Vive • Microsoft HoloLens: HoloLens 2
Data Analytics and Business Intelligence	• Tableau: Tableau • Power BI: Microsoft Power BI • Google Data Studio: Google Data Studio
Collaborative Communication Platforms	• Slack: Slack • Microsoft Teams: Microsoft Teams • Zoom: Zoom

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3.3 Module 3: Resilience/Soft skills for trainers in the sustainable tourism sector

Lesson 1: Introduction

Stressors in the workplace

Lately an intensive discussion unfolds around the perception that while technical experience is essential, soft and resilience skills are equally critical for professional development in many industries including Tourism and Hospitality (Silva et al, 2019). This, because the extent to which resilience and soft skills are developed, determines the way that each individual engages with adversities, challenges, risks and uncertainty, as well as the capacity to adapt and change positively.

Stop and think

Can you identify such challenges, risks, factors of uncertainty or negative change in your workplace?

Such factors are for example excessive workload, tight deadlines, unclear expectations, interpersonal conflicts, job insecurity, lack of control, or poor work-life balance. Those are also some of the stress factors that may occur in the workplace.

But what do we mean when we talk about stress in the workplace?

Stress in the workplace

Stress in the workplace refers to the physical, mental, and emotional strain experienced by employees due to various factors related to their work environment. Stress can have detrimental effects on individuals' well-being, productivity, and overall job satisfaction if not properly managed.

In the tourism sector, stress can manifest in various ways due to the nature of the industry and the specific demands it places on workers. Here are some examples:

1. High Season Demands: In tourism destinations, there are often peak seasons where the influx of tourists significantly increases. This can lead to increased workload and pressure on employees, such as hotel staff, tour guides, or airline personnel, who must handle the surge in customers while maintaining quality service.
2. Customer Service Challenges: Dealing with demanding or difficult customers can be a significant source of stress for employees in the tourism sector. Whether it's handling complaints, managing reservations, or addressing unforeseen issues, frontline workers may face constant pressure to satisfy customers' needs and expectations.
3. Irregular Hours and Shift Work: Many tourism jobs, such as those in hotels, restaurants, or entertainment venues, require employees to work irregular hours, including nights, weekends,

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and holidays. This can disrupt employees' sleep patterns and make it challenging to maintain a healthy work-life balance, leading to increased stress and fatigue.

4. Seasonal Employment Uncertainty: In tourist destinations that experience significant fluctuations in visitor numbers throughout the year, employees may face uncertainty about their job security during off-peak seasons. Seasonal layoffs or reduced hours can contribute to financial stress and anxiety among workers.
5. Language and Cultural Barriers: In regions with a diverse range of tourists from different countries, language and cultural barriers can add an extra layer of complexity to employees' interactions with customers. Trying to communicate effectively and navigate cultural differences while delivering quality service can be stressful for frontline workers.
6. Safety Concerns: Workers in the tourism sector, such as tour guides, adventure sports instructors, or amusement park employees, may face heightened safety risks as part of their job responsibilities. Ensuring the safety of customers while performing their duties can contribute to stress and anxiety, especially in high-risk environments.

"Stress is one of the major reasons employees cite for their absence from work, and stress-related absence is increasing."

(Neenan, 2018)

Employers and managers in the Tourism and Hospitality industry must recognise the unique challenges faced by their employees/team members and implement strategies to support their well-being and mitigate the negative impacts of workplace stress. This can include:

⇒ providing training on stress management techniques,

⇒ offering flexible scheduling options,

⇒ promoting open communication channels, and

⇒ fostering a supportive work culture,

i.e. targeting the training to people's experience and needs.

As a starting point it is crucial to identify that there are three categories of stress definitions or stress models (Walinga, 2014) as depicted in the following figure.

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3.19. Figure

Classification of approaches to stress

Stress as a Stimulus - Stressor	Stress as a Response	Stress as an Interaction Between Organism and Environment
• Identifies stress as the trigger, the actual event or situation that disrupts our normal state. This could be anything from a looming deadline at work to a traffic jam, a public speaking event, or even a loud noise. The key here is that the stressor throws our body's balance (homeostasis) off kilter. • **Stress is what happens to the person**	• Focuses on what happens within our body in reaction to the stressor. When we encounter a stressful situation, our body activates the "fight-or-flight" response. This involves the release of hormones like cortisol and adrenaline, which increase heart rate, breathing, and blood sugar levels, preparing us to deal with the threat. • **Stress is what happens *within* the person in response to an event**	• Acknowledges that stress is not just about the external stimulus or the internal response, but rather the interplay between the two. An organism's perception and ability to cope with a situation play a crucial role. • **The severity of the response of an individual to a given stressor depends on the individual and their environment**

In addition, individuals could heighten their **awareness** of the stressors they encounter daily and the challenging circumstances they face in their lives. This awareness empowers them to cultivate essential **coping strategies** and apply their acquired knowledge effectively. By doing so, they initiate a **positive cycle** that fosters the growth of additional protective factors, enabling them to tackle forthcoming challenges with greater resilience.

Resilience

What do we define as resilience?

On an individual level, **resilience** is the ability to cope positively and bounce back from adversity, uncertainty, conflict, as well as with positive changes such as promotions or increased responsibility (Sala et al, 2020).

On a societal level, **resilience** is the ability to face shocks and persistent structural changes in such a way that societal well-being is preserved, without compromising the heritage for future generations. (Manca et al, 2017).

In a nutshell resilience is the level of effectiveness of individuals to deal with stress, pressure, and challenges.

By means of resilience a person or a company demonstrates the capacity to shift from **reactive crisis management** to **proactive risk management**. When we talk about reactive crisis management, we

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refer to the ability to deal with problems after they occur which is actually a firefighting mode of acting that allows only for containing the damage and minimising the negative consequences. On the other hand, proactive risk management is much more as it allows for identifying potential issues beforehand, and hence for preventative measures that minimise damage.

The **tourism industry** is placing more importance on building its ability to bounce back from challenges (on **building resilience**) as a key to long-term success i.e. sustainable development. This is a conscious choice as tourism is a particularly vulnerable industry which is reliant on intact ecosystems, global transport and business activity as well as socio-cultural exchange. In tourism the focus on adaptability is driven by principles used in dealing with risks (risk-informed management) and the idea that systems can adjust to changing circumstances (resilience thinking). The basic principles of resilience that can be considered in tourism include:

- Diversification
- Education
- Social networks
- Reflexivity (UNWTO, 2024).

Resilience skills and sustainability in tourism

Resilience skills play a significant role in promoting sustainability in tourism in several ways:

1. **Adaptation to Change**

Tourism destinations are often vulnerable to various forms of change, including environmental shifts, economic fluctuations, and societal transformations. Resilience skills enable individuals and communities within the tourism sector to adapt to these changes effectively, thereby ensuring the long-term viability of tourism activities.

2. **Crisis Management**

Tourism destinations frequently encounter crises such as natural disasters, health pandemics, or political unrest. Resilience skills equip stakeholders in the tourism industry with the capacity to manage these crises efficiently, minimising their adverse impacts on both the environment and the local communities dependent on tourism for their livelihoods.

3. **Diversification of Offerings**

Resilient tourism destinations recognise the importance of diversifying their offerings to mitigate risks associated with dependency on a single attraction or market segment. By developing diverse tourism products and experiences, destinations can withstand fluctuations in demand and market conditions, contributing to the sustainability of the tourism sector.

4. **Community Engagement and Empowerment**

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Resilience in tourism involves empowering local communities to actively participate in decision-making processes related to tourism development. By fostering community engagement and empowering local stakeholders, tourism destinations can build social capital and enhance their capacity to address sustainability challenges collectively.

5. **Environmental Conservation**

Resilient tourism practices prioritise the preservation and conservation of natural resources and ecosystems upon which tourism depends. By integrating resilience skills such as environmental stewardship and sustainable resource management into tourism operations, destinations can minimise negative environmental impacts and ensure the long-term sustainability of their natural assets.

Training for the development of resilience skills

Training and developing resilience skills is not solely a personal responsibility but also business need (UNWTO, 2024). Organisations that build a resilient workforce can withstand the challenges of the increasingly complex business landscape (Boatman, n.d.). In order to plan and implement such a training program, there are specific steps to be followed starting by the conduct of a needs assessment i.e. a resilience profiling of the team/employees. The resilience profiling may allow for identifying the training needs.

3.20. Figure

The pathway from coaching or training to success

Note: Image highlighting the connection between training, learning, knowledge and skills development, as steps towards success. Retrieved from https://digital-strategy.ec.europa.eu/en/news/new-skillsmatch-platform-tackles-skills-assessment-and-matches-your-skills-training

To pinpoint areas for resilience training, insights may be gathered from:

- **Key stakeholders through interviews** that will reveal organisational goals and priorities.

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- **Employees through** one-on-one interviews, surveys such as the *Brief Resilience Scale*, or ***HSE Management Standards Indicator Tool*** or people analytics data will identify common stressors, performance gaps, and challenges faced by employees (e.g., projects, tasks, distractions).

This intel may help:

⇨ Identify target areas for resilience training.

⇨ Develop specific training objectives and content focused on those areas.

Activity

Dedicate some time to get acquainted to the ***HSE Management Standards Indicator Tool*** (guidelines, questionnaire and data analysis tool). Prepare a short text inviting people/trainees to fill in the questionnaire. Prepare additional questions that could facilitate you in developing your training on resilience and soft skills by offering a better understanding of their specific situation.

Lesson 2: Understanding Resilience and tips for teaching Resilience

Understanding resilience

Change is a constant in life that affects everyone - no one is immune to change. Resilience on the other hand, is the capacity with the proper perspective and positive attitude to adapt to and hence cope with negative change or adversities and also recover from it as quickly as possible.

Resilience has been defined as:

"The intrinsic ability of a system to adjust its functioning prior to, during, or following changes and disturbances, so that it can sustain required operations under both expected and unexpected conditions" (Hollnagel 2011).

"The capacity of a system, enterprise, or a person to maintain its core purpose and integrity in the face of dramatically changed circumstances" (Zolli & Healy 2012).

"The capacity of an individual, community or system to adapt in order to sustain an acceptable level of function, structure, and identity." (Edwards 2009).

But resilience is much more. Given that the term has been defined and utilised in diverse manners, and contexts, there has been an abundance of definitions emerging. Two of them have already be provided in the previous unit while in the following table is provided an overview of resilience definitions depending on the context that resilience has to be demonstrated.

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3.10. Table

The definition of resilience in different contexts

Resilience	Definition	Key references
Engineering resilience	System's speed of return to equilibrium following a shock.	(Pimm, 1984)
Ecological resilience	Ability of a system to withstand shock and maintain critical relationships and functions.	(Holling,1996)
Social-ecological resilience	(i) Amount of disturbance a system can absorb and remain within a domain of attraction; (ii) capacity for learning and adaptation (iii) degree to which the system is capable of self-organising.	(Carpenter *et al*., 2001)
Social resilience	Ability of groups or communities to cope with external stresses and disturbances as a result of social, political and environmental change.	(Adger, 2000)
Development resilience	Capacity of a person, household or other aggregate unit to avoid poverty in the face of various stressors and in the wake of myriad shocks over time.	(Barrett & Constas, 2014)
Socioeconomic resilience	Refers to the policy-induced ability of an economy to recover from or adjust to the negative impacts of adverse exogenous shocks and to benefit from positive shocks.	(Mancini *et al*. 2012)
Community resilience	A process linking a set of adaptive capacities to a positive trajectory of functioning and adaptation after a disturbance.	(Norris *et al*., 2008)
Psychological resilience	An individual's ability to adapt to stress and adversity. Resilience is a process and can be learned by anyone using positive emotions.	(Tugade, Fredrickson & Feldman Barrett, 2004)

(Quinlan et al. 2016)

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Building Resilience

Steps Through Diversification, Education, Adaptability & Transformability

"Performance during crisis periods has almost three times the impact of performance during stable periods"

(Harvard Business Review)

The ways an organisation can adapt, recover, and thrive in the face of adversity are often unclear. Organisational research supports that building resilience involves both training and controlling our attention alongside capitalising on individual strengths.

Resilience isn't an inherent quality rather,

- ⇒ it encompasses behaviours, thoughts, and actions that can be cultivated by anyone (McDonald et al., 2012).
- ⇒ It can be shaped by how we interpret the adversities we face (Yeager & Dweck, 2012).
- ⇒ It can be improved, developed and nurtured (Kim-Cohen, 2007).

Let's see some examples:

A manager faces the departure of a crucial staff member in the middle of the season and at the onset of a major project. Despite this setback, they manage to skilfully guide the recruitment and training of a replacement while maintaining manageable workloads through extended timelines, seeking support from other departments, and diligent effort. Through this experience, the team adapts to greater flexibility in project timelines and gains confidence in their ability to confront future challenges.

In another case, amidst cost-cutting measures in a company, an employee extends a helping hand to their colleagues, providing moral support and assistance with job-related tasks. Recognising the challenging circumstances affecting everyone, offers guidance on adapting to new roles, seeking alternative employment opportunities, or navigating through the tough times.

In both examples a **pattern** may be identified: After a negative change, there is a display of grace, consideration, and openness to altering work methodologies – the change is handled with resilience. In the first case agility was demonstrated, while in the second a resilient organisational culture was the key to overcome the adversity.

3.21. Figure

Activities that build organisational resilience

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Building organisational resilience entails activities such as

Investing in people: Investing in training, mentorship programs, and resources aimed at enhancing employee well-being, businesses can cultivate a nurturing and conducive work environment - conducive to resilience.

Fostering organisational culture: Bringing people together around a shared sense of purpose and values. By nurturing a robust culture, businesses can forge a sense of community and belonging, fostering employee commitment.

Leading with Integrity: Lead with a clear purpose and values aligned with the organisation's vision and mission. Effective leaders recognise that their role extends beyond goal-setting and rule implementation; it involves creating an environment in which every employee takes pride. By providing clear direction, setting realistic expectations, and being accessible to employees, leaders can create a sense of trust and stability that can help weather any crisis.

Embracing Agility: Involves promoting an agile mindset and implementing agile working methodologies. Agility encompasses the ability to adapt to change swiftly and effectively in an uncertain environment. Thus, having established processes for decision-making, problem-solving, and the flexibility to pivot when necessary are integral to organisational resilience. By embracing an agile mindset, organisations can maintain adaptability and responsiveness, equipping them to tackle challenges head-on.

Prioritising Proactivity over Reactivity: Adopting a proactive approach to business continuity, disaster planning, and risk management.

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Stop think and share

Can you recall any past challenging experience that was managed swiftly and effectively by your team? How was that achieved?

One method to enhance resilience is to tap into past experiences with similar challenges, recalling forgotten knowledge. What specific supports, strategies, wisdom, and solutions enabled one to navigate effectively and quickly through a really stressful situation due to unexpected challenges, disruptions, or setbacks? A very helpful tool in support of identifying own resilience resources, is **The Resilience Plan** - also known as the **4S's** that was created by Dr Lucinda Poole and Dr Hugo Alberts. This tool helps people unpack their personal resources for resilience by giving them a framework (The 4S's) to bring out what specifically works for them.

Activity

Do you have a personal pattern in terms of resiliency? How conscious are you of your own resilience path? Use the Resilience plan (4S's to find out).

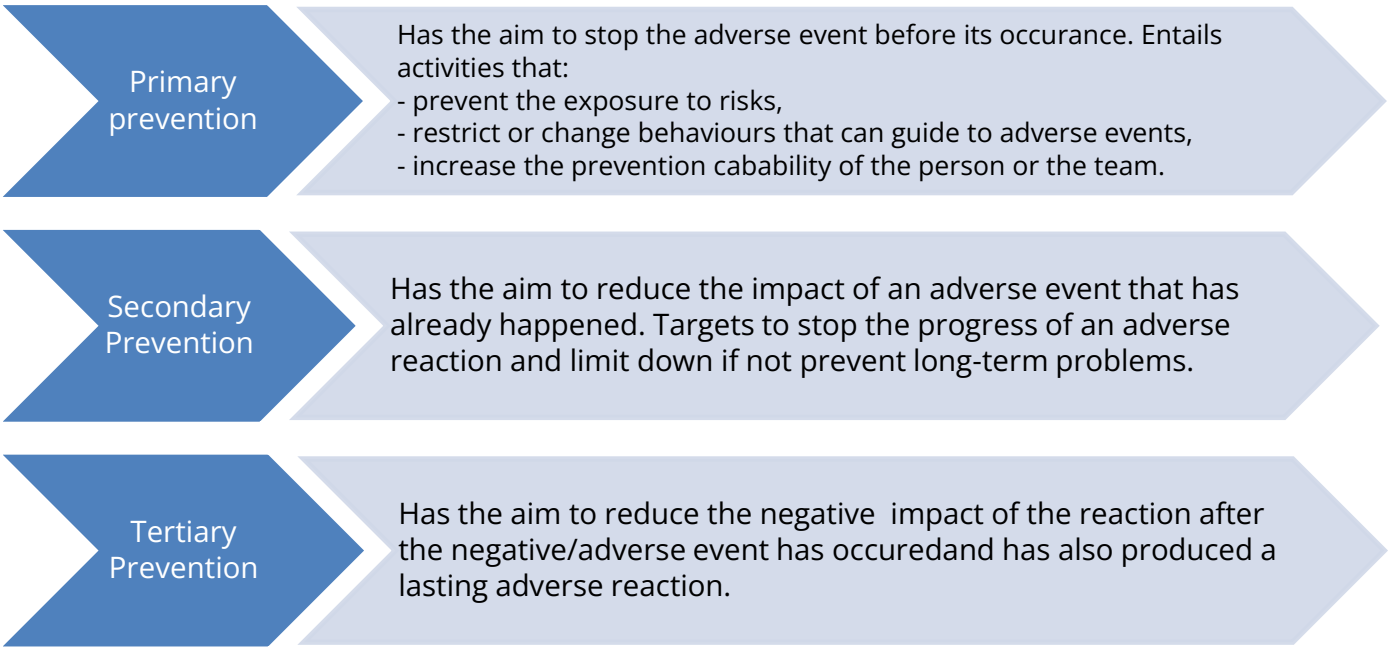
Strategies towards resiliency

The activities that enable individuals and teams to implement their strategy to overcome adverse circumstances or setbacks may be classified as follows:

1. Prevention activities - that reduce risks

3.22. Figure

Prevention activities - that reduce risks



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2. Focus based strategies

3.23. Figure

Focus based strategies

Activity

Classify your resilience plan according to the above-mentioned strategies.

Tips for teaching Resilience

Even if a training team "successfully" completes various tasks on time, if the training project in the end fails to produce tangible and lasting benefits, it cannot be considered sustainable or meaningful. There are several tips to **make the training successful**:

- ⇨ **By enabling the right trainee mindset**

The first step in order to provide meaningful trainings in resilience is to keep trainees engaged and active in the training process. This can be achieved by targeting the training to trainees' experiences and needs. Trainees that may recognise the personal benefit for a training process and identify tools that may improve their self-efficacy are motivated trainees.

In the previous sections activities and tools that can facilitate the provision of tailored trainings as well as raising the awareness of trainees on own needs have been introduced.

Once a person becomes more aware of his/her own stressors and coping mechanisms, may be motivated to consciously practice them and create a personal virtuous circle that in turn will result in the development of additional protective factors to deal with future adversities.

- ⇨ **By being well prepared**

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Key steps to be taken *before* the training starts, to understand:

WHAT: Building a solid case for the training based on the actual needs of those who are supposed to benefit from the results of the training, the trainees.

SO WHAT: Building a clear vision and specific strategies for what the training should accomplish, in terms of tangible and lasting benefits.

NOW WHAT: Building plans with specific steps towards achieving the set goals, focused on the benefits to be produced and not on ticking off a check list.

- ⇨ **By delivering the training in the right format**

As Vanhove and colleagues (2015) revealed through the meta-analysis of 37 studies on the effect of resilience training on performance and wellbeing, not all training formats are catered for delivering an equally successful training in resilience skills. Coaching has the best positive effects on well-being and performance, followed by classroom- based formats that can also be quite effective. Computer based trainings cannot be that effective as they allow for limited/restricted forms of interaction. The more direct contact trainers have with trainees, the better trainers are able to:

- ⇨ attend to trainee comprehension;
- ⇨ identify needs;
- ⇨ provide relevant feedback.

All three have been identified as important to effective trainee delivery (Kraiger, 2003).

- ⇨ **By enhancing simulations in the training process**

Setting the scene by using the input provided during the needs analysis phase, the trainer may make the training sessions relevant. Practical activities that refer to the personal experience of the trainees at work may be developed by the trainer as well as simulations that are immersive; engage trainees; allow for applying the contents of the training in realistic/familiar contexts. Case studies and simulations - when well-planned are really effective ways to include active experimentation in a safe space to test the theory such as the training setting.

However, the trainer must keep in mind that sometimes less is more. In the limited time available of training, it is more important to thoroughly debrief activities, discuss, apply and try processes and tools.

Watch the following video on YouTube in order to access tips and tricks related with resilience that can help overcome personal barriers, control the pace of the training activity and deliver interesting and engaging.

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Think Fast, talk Smart: Communication Techniques

https://www.youtube.com/watch?v=HAnw168huqA

Questions for discussion

What are your personal key take-outs of this speech? What can you confirm from your experience? Have you recognised errors in you teaching practice or the way you interact with the trainees? Have you recognised tips that you would like to incorporate in your training practice?

Lesson 3: Understanding Soft skills and tips for using soft skills in the teaching process

In the Future of Jobs survey conducted by WEF (2013), it is highlighted that the increasingly emerging technologies such as generative AI are reshaping workforce demands, and employers are placing greater emphasis on "soft" skills possession or development. Soft skills are considered as tools that may allow the companies to respond to changes and will keep being relevant in the future despite the level of increase in automation. 81% of companies consider investing in learning and on-the-job training to be a key strategy for delivering their business goals and develop practices such as talent progression and promotion; higher wages; reskilling and upskilling; more flexibility in work opportunities; support of health and well-being of employees etc as promising ways to increase talent availability (WEF, 2023).

So, the shift on soft skills training is an indispensable trend that is expected to increase in the near future.

In recognition of this need the European Commission facilitated the establishment of the EU Pact for Skills – Skills partnership for the Tourism Ecosystem in 2022, with 80 signing members in 2023. Within the EU agenda 2030 actions are foreseen to achieve an 80% of tourism workforce to have participated in training (Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs, 2024). Local and regional skills-building mechanisms that meet the needs of future tourism jobs are being formed to meet this goal.

In terms of skills outlook, the core skills that are needed in order to perform well in key, stable roles within a company in the tourism sector in order of importance are cognitive skills, self-efficiency skills, management skills; teamwork skills, engagement skills (WEF, 2023). Most of the aforementioned skills are soft skills which are being developed in the context of training activities through the employment of techniques and pedagogies such as active learning; practice-based learning; problem-based learning; process-oriented learning etc. All those techniques that are under the umbrella of experiential learning - provide practical and hands-on training.

Even though there is a lack of consensus on how to define soft skills (EQAVET, 2015), there is a common understanding that soft skills are the interpersonal human and behavioural skills needed by someone

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in order to apply technical skills and knowledge in the workplace (Weber, 2009). Five categories of soft skills constructs have been identified by academics (Villiers, 2010) such as communication skills, problem-solving and thinking skills, leadership and team working skills, ethical and moral values, and self-management.

In order to effectively discourse training content on soft skills, the trainer should from his end also possess and be competent to use soft skills (team building and teamwork skills, communication, skills, critical thinking, self-regulation and self- awareness) in the training process.

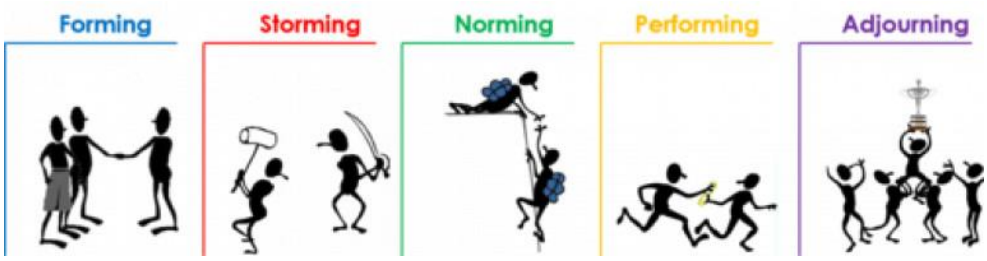
Team building and teamwork

Some people believe that the formation of teams happens naturally, but this is not applicable in all cases and not necessary in a training context, especially when the training is delivered remotely. Whatever the settings or characteristics of the environment in which a team is developed, the efforts of all of its members are required for its formation. In the training context the role of the trainer is crucial and indisputable towards this direction (Rae, 2001).

The formation and development of teams usually follow some stages, as seen in the following figure and proposed by Tuckman & Jensen's theory (1977).

3.24. Figure

The stages of the formation and development of teams



Source: https://www.workstyle.io/stages-of-team-development

Teams and teamwork have become a central part of today's work life and can happen in-person or online. It is more a means to a synergistic way of working, where the sum is greater than the parts. It maximises the strengths of each member, bringing out the best of them, while unique individual strengths are complimented by the others' strengths.

Teamwork is important for several reasons (Zimmer, 2019):

- Creates synergy and facilitates the exchange of knowledge.
- Increases efficiency by allowing the implementation of more complex tasks.
- Improves communication by facilitating open discussion and cooperation among trainees.
- Maximises the output by leveraging each team member's strengths.

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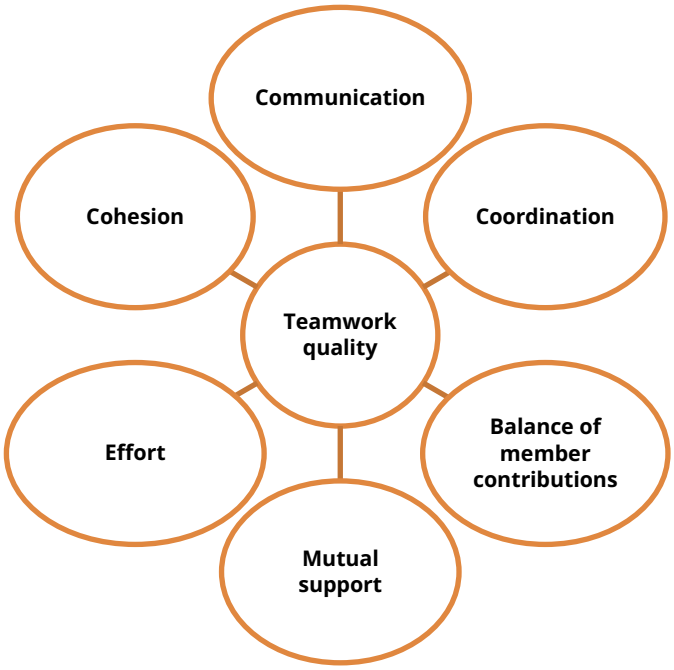
- Drives team's growth and boosts performance.
- Supports more empowered ways of learning.
- Fosters flexibility and responsiveness to change.
- Promotes idea generation, increases innovation and creativity, by allowing each learner to bring unique perspectives on the table.
- Promotes the sense of belonging, achievement, equity, camaraderie which are essential for motivated learning environments.
- Provides opportunities for personal growth.
- Supports social networks which encourages happiness and performance.

Enabling conditions for successful teamwork in the context of a training activity are robust structures, supportive environments and compelling directions coupled with a shared mindset (Zimmer, 2019).

The quality of teamwork depends on several facets that capture both task-related and social interaction; these facets are presented in the following figure.

3.25. Figure

Facets of Teamwork quality



(SenDIng, 2019)

The trainer is the coordinator of the learning team and the one that has to initiate and arranges the promotion of all above facets of quality teamwork throughout the training process.

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Stop, think and share

Think of a team that you have recently trained. Answer the following questions in order to consider the quality of this team:

Was communication sufficiently frequent, informal, direct and open?

Were individual efforts well-structured and synchronised within the team?

Were all team members able to bring in their expertise to their full potential?

Did team members help and support each other in carrying out their tasks?

Did team members exert all their efforts to the team's task?

Were team members motivated to maintain the team? Was there a team spirit?

How would you characterise the quality of teamwork within this team?

Can you provide suggestions on what needs to be incorporated in the (your) training practice in order to be able to provide positive answers in all abovementioned questions?

Effective communication and collaboration in the training context

Communication, involves a variety of skills such as the ability to listen, understand, contemplate and put across the right message to the audience in a suitable way. All these aspects of the communication process play a vital role in the context of training. A trainer in order to be efficient has to be able to understand the needs of the trainees and deliver the appropriate solutions to them. Furthermore, the trainers should master both technical and communication skills in order to successfully operate in training settings.

But communication is a complex process that takes place at both verbal and non-verbal levels. Its effectiveness depends on a number of factors such as the ability to skilfully encode and decode massages at both levels as well as on the appropriate way of identifying the factors that affect communication whatever to their nature and adopting the appropriate reaction. Especially when it comes to non-verbal communication, it reveals a lot for emotions, reactions that often are not expressed at verbal level. Non-verbal messages can often be unintentional and spontaneous.

Non-verbal signals are not always easy to interpret, since there are cultural differences and sometimes, they are confusing or incongruent with verbal messages. But when they match up with the words you are saying, leads to trust incensement, clarity and rapport. When they don't match, they generate tension, mistrust and confusion.

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A trainer should always keep in mind that the way that people communicate is based on their values, beliefs, intentions, mindset, relations, educational level, background etc. What we see and understand from other people is based on the structure of these factors.

Body language signs mean different things in different cultures.

In some cultures, it is insulting to make eye contact.

In others it is acceptable to speak very loudly.

When delivering a training to people from different cultures, keep in mind that their norms of communication may differ. In the occurrence of such a case, the trainer may need to ask the trainees what the meaning of certain non-verbal signs means to them and explain the meaning in his/her culture.

Active listening in the context of training

Active listening is something more than just hearing the spoken words, it is about listening with all senses (Pande, 2016). It enables the connection between the speaker and the listener – the trainer and the trainee, which leads to interaction and ensures that the messages are transmitted effectively.

An active listener is fully concentrated to what speaker says in order to understand it and demonstrates that they do so. Active listening means (SESBA, 2017):

- Totally being involved in listening.
- Paying attention by not speaking, focusing on speakers verbal and non-verbal signals, avoiding distractions, wait until the speaker has finished.
- Conveying attention and interest with gestures/body language.
- Understanding, making efforts to get the meaning, its implications, feelings.
- Remembering what has been said.
- Providing the appropriate feedback, confirmation and further questions.

Activity

Two trainees are invited in a role play game.

One trainee will be the trainer (A) and the other one is a trainee (B).

A (speaker): Share something with B related to their trainings, something that A is passionate about and always enjoys teaching

B (listener): do everything impossible to ignore the speaker

Take 90 seconds to do so

What were the feelings of both A & B?

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Then change the roles, B will be the speaker and A will be the listener

The listener should listen to the story of the speaker like it is the most wonderful, amazing thing they have ever heard in their job

Take 90 seconds to do so

What are your thoughts and feelings at the second time?

Suggestions to check active listening skills during a training process.

In your next training session try upon its completion to check the following:

- *How often have you been distracted by other activities while listening?*
- *How do you deal with these distractions?*
- *How is your eye contact with the trainees?*
- *How often do you catch yourself thinking of a reply before the trainee has finished?*
- *How often do you ask for clarifications or paraphrase to make sure you have understood?*

Tip!

After becoming conscious of your listening skills, set specific goals for improvement! You might also ask a friend or colleague to provide feedback!

It is very helpful to repeat this process periodically as the constant improvement of active listening skills is connected to the self-efficacy of a trainer and the repetition of the process reinforces the self-efficacy.

Maximising training effectiveness

Another aspect that is important in the delivery of efficient trainings is the consideration of training effectiveness factors in the planning and implementation of trainings. By training effectiveness factors, we refer to a variety of factors that may impact the effectiveness of the training such as:

- ✓ Vertical transfer processes
- ✓ Transfer of training
- ✓ Training motivation
- ✓ Performance measurement
- ✓ Individual differences
- ✓ Learner control strategies

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The extensive research conducted in the last 30 years on the impact of those factors to the training process has contributed a greater understanding of how-to best train individuals and collectives (Salas et al, 2012).

Successful training is not a one-time event but an iterative process that considers the elements leading up to training as well as important factors after training. The way in which training is framed in conjunction with the trainee's abilities or previous experience can influence the outcomes of training (Salas et al, 2012).

The trainers are those that each time will determine the framing of the training according to the characteristics of the team each time, the frequency and the extend of the techniques to be used with each team of trainees, the training style that they will adopt etc taking into account the unique characteristics of the learners and their learning styles (SocialB, 2020).

There are some common principles of soft skills training given below, as they have been detected in a broad literature review in order for the training to be successful (Crosbie, 2005) (EQAVET, 2015) (Villiers, 2010).

- The success of training in soft skills depends on the facilitation of experts, the contextual awareness, and the provision of support, real-world application, self-study and self-awareness.
- Soft skills are more experienced-based and need to be reinforced throughout a person's lifetime. Their development is a dynamic process that needs to be refreshed over time to reflect on career and education changes.
- Active participation of learners, employees and employers is a guarantee that an intervention for soft skills development is "fit for purpose".
- Not everybody learns soft skills in the same way; active learning (cooperative learning, problem-based learning), transformative learning, and making meaning of learners' experiences through reflection, are important.
- Soft skills are imparted in small groups and innovative material is needed. Training material needs to integrate a number of sources in order to achieve real and impactful results and external providers are needed to be brought.
- Since behavioural change happens over long periods of time, individual soft skills development interventions or courses are not enough. Such interventions require multidisciplinary teams to create complex real-life scenarios and simulations.
- Tools should be used interactively, there must be interaction between heterogeneous groups, and learners should act autonomously.

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3.11. Table

Recommendations and Best Practices for Maximising Training Effectiveness

Before training	Conduct training needs analysis: Conduct a job–task analysis. Conduct an organizational analysis. Conduct a person analysis	Prepare learning climate: Schedule accordingly. Notify employees of training and attendance policy. Prepare supervisors and leaders.	
During training	Enable right trainee mindset: Build self-efficacy. Promote a learning orientation. Boost motivation to learn.	Follow appropriate instructional principles: Use a valid training strategy and design. Provide opportunities to practice. Promote self-regulation. Incorporate errors into training.	Use technology wisely: Use computer-based training correctly. Provide structured user control. Enhance learning through simulations.
After training	Ensure transfer of training: Remove obstacles. Provide tools/advice for supervisors. Encourage the use of debriefs and other reinforcements	Evaluate training: Clearly specify the purpose. Consider evaluating at multiple levels. Precisely link to training needs.	

(Salas et al., 2012)

Self-regulation of the trainees through Self-awareness

Self-awareness is recognised as a central competency to foster sustainability in educational provisions (UNESCO, 2017). With self-awareness, we refer to the ability to be aware of one's inner life i.e. emotions, thoughts, behaviours, values, preferences, goals strengths, challenges, attitudes, mindsets etc, and how these impact behaviour and choices. At its heart, self-awareness is the ability to see oneself clearly that is, to become the object of own attention (London, Sessa& Sheley, 2023). Within this definition of self-awareness two perspectives are addressed:

a. awareness of oneself (intrapersonal perspective) and

b. awareness of one's relation to others and a wider society (interpersonal perspective)

In his/her functioning as learning facilitator the adult trainer should also seeks to recognise and accept own limitations as a process of continuous improvement of the training provision. This because over- or underestimation of abilities as compared to objective data on how others see them can have dysfunctional outcomes in establishing goals and recognising the true level of performance. The process of self-awareness includes engaging in activities in which the attention is turned inwards - to oneself.

But how self-awareness (therefore resilience) is formed?

Self-awareness requires the possession of certain skills

- ✓ to recognise and discern emotions.
- ✓ to Identifying what trigger own emotions
- ✓ to analyse the effect of emotions on others.

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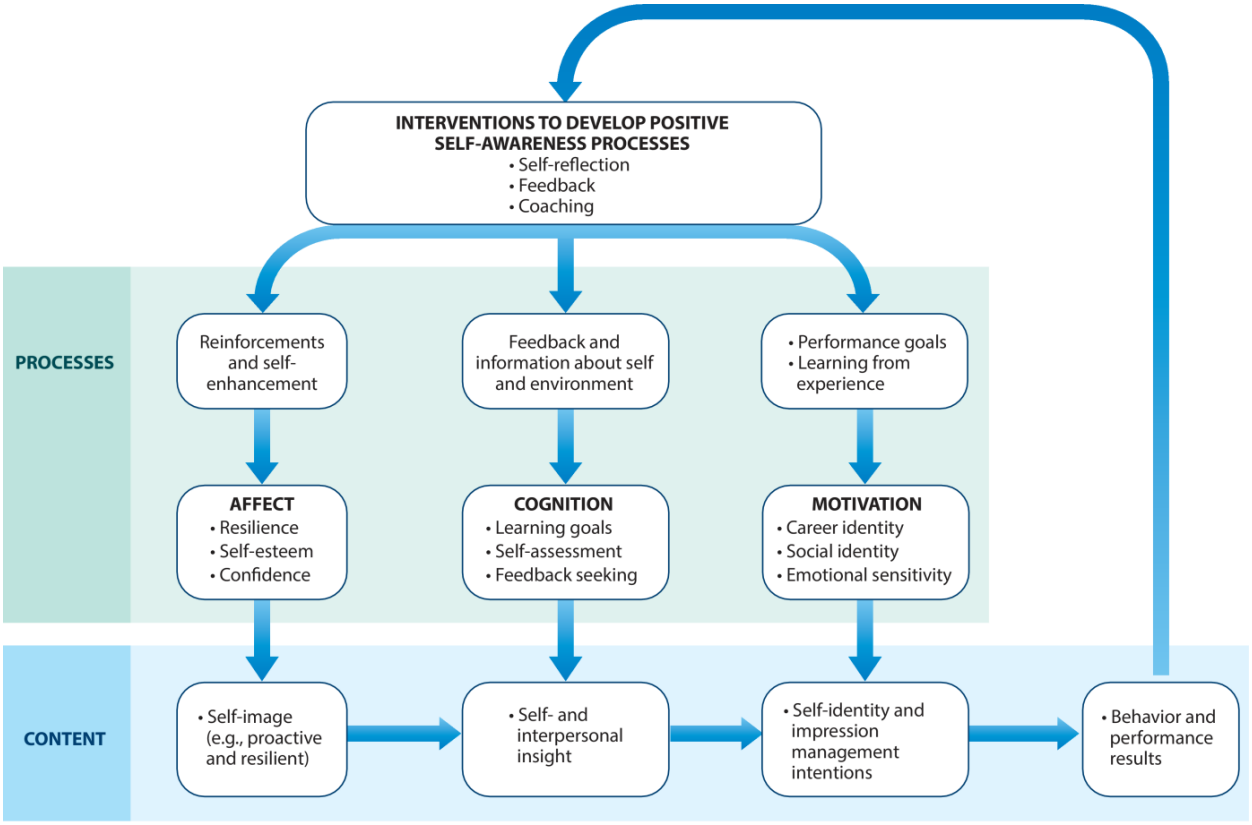
- ✓ to understand how emotions, thoughts and behaviours affect one another.
- ✓ to recognise own judgments and biases as well as personal strengths and potentials
- ✓ to cultivate self-confidence and optimism

Key self-awareness development processes for how self-awareness changes (strengthens, diminishes, and changes in content) over time are depicted in the following figure developed by London, Sessa and Sheley, (2023). The model depicts the components that form self-awareness and the way that self-awareness shapes the behaviour: own actions lead to learning through experience that in turn reinforces the ability to be proactive, to persist and overcome barriers and reach goals, i.e. demonstrate resilience.

3.26. Figure

An integrative model of positive and continuous self-awareness development through self-reflection, feedback, and coaching



London M, et al. 2023
Annu. Rev. Organ. Psychol. Organ. Behav. 10:261–88

When designing learning settings or implementing training activities, especially on soft skills, trainers should be able to address the potentially transformative process of becoming self-aware. Learning that supports self-awareness includes both cognitive and non-cognitive processes and the teaching employs

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practices that touch upon students' awareness of their personal paradigms, such as contemplative, embodied and social approaches. (Jaakola et al., 2022).

Watch the following video on YouTube in order to access tips and tricks related with soft skills that can help make the training activity engaging and memorable.

How to make your communication memorable:

https://www.youtube.com/watch?v=Fsr4yrSAIAQ

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3.4 Module 4: Advanced Educational Practices for Continuous/Lifelong learning

Lesson 1: Introduction to the Advanced Educational Practices for Continuous/Lifelong Learning – An Integrated Approach to Sustainable Development

In today's fast-paced world, being adaptable is crucial. We need to be resilient and open to change, constantly learning throughout our lives. The challenges we face, such as population displacement, climate change, technological advancements, and threats to global health and democracy, affect every country differently. The challenges we face in our world today are complex and multifaceted. To address them effectively, we must equip ourselves with the necessary tools and knowledge. Lifelong learning offers a powerful solution to these challenges, providing us with the means to transform our world. By engaging in ongoing education and personal development, we can expand our understanding of the world around us, hone our skills, and stay up-to-date with the latest advances in our fields of expertise. This, in turn, enables us to make meaningful contributions to our communities and organisations and to drive positive change on a global scale. The value of lifelong learning cannot be overstated, and those who embrace it stand to reap significant benefits both personally and professionally.

- **The definition of Lifelong Learning**

The concept of lifelong learning has gained significant importance in the field of education policy, both nationally and internationally. It is a comprehensive approach that integrates learning and living, encompassing learning experiences for individuals of all ages, across different contexts and through a variety of modalities. This holistic understanding of lifelong learning depicts that learning is an ongoing process that extends throughout an individual's entire lifespan, rather than being limited to a specific period of preparation followed by a period of action.

Moreover, lifelong learning acknowledges that learning does not only happen in formal classroom settings, but also in diverse learning spaces, and that learning can be achieved through various means and pathways. This view influences individuals' approaches to learning and has significant implications for the development and implementation of education policies. Nowadays, the idea of lifelong learning being a continuous and all-encompassing process is widely recognised and accepted by education planners and policy-makers.

- **The 5 key elements of Lifelong Learning (LLL)**

There are five elements that support a comprehensive understanding of the UNESCO definition of Lifelong Learning.

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All age groups

Lifelong learning is a continuous process that commences at birth and persists throughout one's entire life. It offers individuals of all ages and backgrounds, irrespective of their age, gender, ethnicity, national, economic, or social origins, as well as persons with disabilities, migrants, indigenous peoples, and other vulnerable communities, learning opportunities and experiences that cater to their unique needs during various life and professional stages.

All levels of education

Lifelong learning involves creating interconnected pathways between all levels and types of education, thereby enabling seamless transitions. The process encompasses early childhood care and education (ECCE), primary and secondary school education, higher education, adult and non-formal education, as well as technical and vocational education and training (TVET). This approach fosters adaptability and prepares learners for the changing demands of the workforce and society.

All learning modalities

Lifelong learning is a concept that encompasses all modalities of learning, including formal, non-formal, and informal methods. Formal learning refers to a structured and institutionalised type of education that leads to recognised qualifications. Non-formal learning, on the other hand, is an alternative or complementary form of education that is also institutionalised but does not typically lead to recognised qualifications. Lastly, informal learning is a self-directed, family-directed, community, or socially directed type of learning that is not institutionalised. The recognition of all these modalities of learning is crucial for the promotion of lifelong learning and the continuous acquisition of knowledge and skills.

All learning spheres and spaces

The realm of learning extends far beyond the walls of traditional educational institutions such as schools. It encompasses a vast array of settings, from families and communities to workplaces, libraries, museums, and online platforms. Fostering lifelong learning requires bridging the gap between formal education and the many non-formal and informal learning environments, thereby opening new doors to accommodate a wide range of learning needs.

A variety of purposes

The concept of lifelong learning is rooted in a people-centric and human rights-based approach. Its aim is to empower individuals to unlock their full potential, irrespective of their initial circumstances, by offering them a range of learning opportunities. This approach recognises the diverse needs and expectations of learners and is instrumental in fostering a progressive economy and a society that is

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inclusive and welcoming to all. Ensuring that lifelong learning opportunities are accessible to everyone is a vital step towards meeting the needs of diverse learners.

The concept of 'lifelong learning policy' encompasses any policy implemented by governments and other stakeholders to provide learning opportunities for individuals of all ages and genders, across various contexts like family, school, community, and workplace. These opportunities can be formal, non-formal, or informal in nature.

3.27. Figure

Lifelong Learning

Source: https://skoll.hu/lifelong-learning/

- **The connection between Lifelong Learning (LLL) and Sustainable Development Goals**

The concept of Lifelong Learning (LLL) has gained significant attention in education and social policy discussions, largely due to the 2030 agenda for Sustainable Development (UN, 2015). This global initiative, which was adopted by leaders from various sectors, aims to promote sustainability in all societies through 17 Sustainable Development Goals (SDGs) and 169 associated targets. One of these goals specifically calls for countries to ensure quality education and lifelong learning opportunities for all individuals. As a result, LLL has become a critical component of education policies for sustainable development. The Education 2030 Incheon Declaration and Framework for Action, which supports the implementation of SDG 4, emphasises the need to embed learning opportunities for all ages in the education system and provide flexible pathways and recognition for non-formal and informal learning. SDG 4 prioritises early childhood education, universal primary and secondary education, equal access to post-secondary education, and inclusion of marginalized populations. It also emphasises the importance of foundational skills and competencies for evolving job markets, as well as knowledge, values, and skills that foster gender equality, global citizenship, and environmental protection. Additionally, the SDG 4 demands that all individuals, regardless of gender or age, have the opportunity to achieve literacy and numeracy by 2030.

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Lesson 2: Understanding the Challenges and the Need of Institutions Why an effective Lifelong strategy is needed

Emerging economic, technological, environmental and social changes signal the need to foster adaptation, creativity, and, most importantly, learning that continues throughout life. People can no longer navigate their life course using only the skills and knowledge acquired at school, college or university. The contemporary world is witnessing significant changes in job markets and labour participation patterns, primarily due to advancements in technology, demographic shifts, and the impact of climate change. These developments are transforming the nature and scope of work and are becoming increasingly important for businesses and policymakers to understand. It is crucial to address these changes proactively to ensure that workers are well-equipped to navigate the evolving job market, and that businesses can remain competitive in the face of technological disruptions and evolving consumer demands.

- **Digital Transformations and Demographic Changes in the World**

In the past decade, mobile technology has become more affordable and multifunctional, which has created new learning opportunities for people in formal, non-formal, and informal settings. This is especially true for communities that previously had limited access to technology. At the same time, new technologies like automation, artificial intelligence, the Internet of things, and blockchain are changing the skills and competencies needed for jobs. Routine, low-skilled jobs are disappearing, while new jobs and industries are emerging.

Technology, especially when combined with AI, is also changing the way we interact, communicate, and entertain ourselves in profound ways. The SDG4 recognises the role of technology in education and learning, with target 4.4 specifically measuring the proportion of youth and adults with information and communications technology (ICT) skills. Developing skills, including digital literacy, enables learners to take full advantage of digital devices, the internet, and online resources for learning opportunities.

These opportunities include using mobile technologies for basic literacy, obtaining tertiary qualifications online and at a distance, using virtual and augmented reality for vocational education and training, and combining big data with machine learning algorithms to offer career guidance. However, there is a significant "digital divide" globally, with differences in digital infrastructure and digital skills among and within countries.

At the end of 2019, the International Telecommunication Union (ITU) estimated that 49% of the world's population did not have access to the internet. Differences in mobile phone ownership and use also exist between genders, with women being 7% less likely than men to own a mobile phone and 15% less likely to use mobile internet. The Digital Economy and Society Index (DESI) shows that 40% of adults lack basic digital skills in Europe. For vulnerable groups, such as refugees, internally displaced persons

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(IDPs), and migrants, technological access and literacy data suggest that they have limited access to technology.

3.28. Figure

Digital Transformation Challenges

Source: https://hospitalityinsights.ehl.edu/digital-transformation-challenges-education

Throughout the world, individuals are experiencing longer lifespans, resulting in a decrease in young individuals joining the workforce and a progressively aging population. The United Nations estimates that the global population of individuals aged 65 or older reached 727 million in 2020 (UndeSa, Population Division, 2020), and by 2050, the elderly will surpass the youth (UN, 2022). As a result, people are working well into their later years, and the retirement age in many nations is being postponed. This trend is particularly evident among aging populations.

The demand for upskilling and reskilling opportunities is increasing as individuals remain active in the labour market for longer. Demographic changes are also resulting from the forced displacement of large numbers of people due to conflict or natural disasters. For instance, the conflict in the Syrian Arab Republic has led to the displacement of more than 6.1 million internally displaced people, while the political, economic, and social crisis in the Bolivarian Republic of Venezuela has resulted in the migration of over 4.8 million people. Destination countries are, thus, challenged to develop strategies to recognise and accredit formal and non-formal learning, skills, and competencies that refugees bring with them and to offer targeted learning programs to support their integration into the national education system or labour market.

In recent years, several countries have enacted legislation for the integration of refugees. Ethiopia's refugee Proclamation, for instance, grants refugees' access to schools, asserting that "every recognised refugee or asylum-seeker shall receive the same treatment as accorded to Ethiopian nationals with respect to access to pre-primary and primary education." Refugees are also entitled to "the recognition of foreign school certificates, diplomas, and degrees." Similarly, in the Islamic Republic of Iran, a decree

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issued in 2015 by the head of state supported the acceptance of Afghan children to schools, even in the absence of proper documentation. This was followed in 2016 by government measures to support refugees, including a new educational support card for Afghan children without documentation. While these are positive examples, it is worth noting that, in many parts of the world, refugees still suffer from a tragic lack of educational opportunities.

Improving the educational opportunities for refugees can break down cultural and linguistic barriers, support informed, intelligent debate about migration flows, and create pathways to further learning. Furthermore, participation in Lifelong Learning has been found to help citizens become more active in civil society and political life, more tolerant of diversity, and more aware of social and political issues.

- **Climate challenges, Health, and well-being after COVID-19**

The issue of climate change and the need for climate action is rapidly gaining importance on policymakers' agendas. The world's climate system has been destabilised by human activity, resulting in floods, heat waves, droughts, and other forms of extreme weather around the world. The most recent report of the Intergovernmental Panel on Climate Change's (IPCC) working group confirms that such events will increase in frequency and severity, potentially leading to irreversible sea-level rises (IPCC, 2021). This report follows the findings of 2020 that greenhouse gas pollution, loss of sea ice due to rising temperatures, and flooding caused by heavy rain all continue to persist (WMo, 2020). Climate-related disruption is now inevitable in all parts of the world, with greater impact anticipated in the global south; therefore, populations must learn to adapt to these changes.

Lifelong Learning (LLL) has a crucial role in addressing this issue, particularly regarding knowledge dissemination. By providing learning opportunities accessible to everyone, regardless of age, nationality, education level, socio-economic background, or ethnicity, populations can become aware of how the climate is changing, as well as the consequences being felt at the global, national, and local levels. Moreover, in response to climate change, LLL fosters resilience. Although trends and many of their anticipated consequences are clear, the full impact of climate change remains unknown. In the years ahead, a global population of resilient lifelong learners will be required, capable of identifying and evaluating environmental changes, formulating responses, and finding solutions to emerging issues.

The ongoing COVID-19 crisis has brought health and well-being to the forefront of policymakers' agendas by exposing the cross-sectoral impact of health issues on education, society, and the economy. Even before the pandemic, it was widely known that education and health have significant benefits for individual life opportunities and society as a whole. The strong, mutually reinforcing relationship between education and health, where improvement in one has clear positive impacts on the other, was also recognised.

In 2017, Cape Town, South Africa, with a population of 3.7 million people, experienced its worst drought in over a century. This crisis led to a shift in the way citizens thought about water and how it could be managed. To help people of all ages respond to the crisis, city water officials led a drive that equipped

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citizens with strategies to halve their water usage. These strategies included taking shorter showers, only flushing the toilet when necessary, washing clothing less frequently, not watering the garden, and collecting clean water from natural springs in the area. Additionally, a strict limit of 50 litters of water per person per day from municipal supplies was introduced, and grey-water systems were installed, along with large water tanks for those who could afford them. The drought required the collective efforts of all sectors and levels of society to produce innovative and realistic solutions so that people could get by with less water and reinforce their hope for a sustainable future. The effort took place in various sections of society through initial education, adult learning and education, and other learning environments, such as the media, faith-based organisations, and civil society.

Throughout the pandemic, which has threatened health and well-being in many ways, the benefits of learning have been self-evident. Innovative programs for the promotion of hygiene and social distancing have highlighted the great value of informal learning through Internet information campaigns, TV, and public posters. Additionally, universities, libraries, and other organisations have made their educational resources free to use online, promoting learning opportunities at home during periods of restricted public activity. In terms of mental health and well-being, some universities have developed resources for people struggling to cope with the psychological impact of the pandemic.

Lesson 3: Project-based Learning

Project-based learning is a dynamic teaching approach that empowers students to learn through immersive, hands-on experiences. It is an inclusive method that fosters critical thinking, problem-solving, collaboration, and creativity. By tackling real-world issues and complex questions, students engage in an extended project that challenges and inspires them. This interdisciplinary and open-ended approach requires students to apply their skills and knowledge from various subjects, resulting in a well-rounded and holistic learning experience.

- **The importance of Project-based Learning**

Moreover, project-based learning facilitates the development of crucial life skills such as time management, organisation, and goal setting. By engaging in the planning and execution of a project, students learn to prioritise tasks, meet deadlines, and set achievable goals, skills that are not only invaluable in academic settings, but also in their future careers and personal lives. Additionally, project-based learning can be employed to address social issues and promote social justice. By embarking on projects that tackle real-world problems such as poverty or inequality, students can cultivate a sense of empathy and understanding towards those who are marginalised or disadvantaged, ultimately resulting in a more compassionate and socially responsible generation of leaders.

Project-based learning offers numerous benefits to students. Firstly, it promotes profound comprehension as students learn by doing. They become actively engaged in the learning process,

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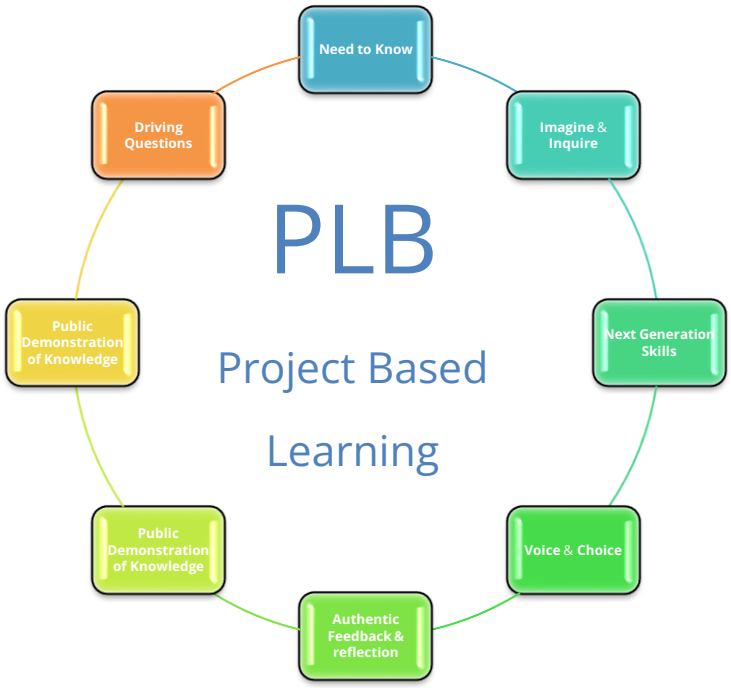
which helps them retain information better and for longer. Secondly, project-based learning cultivates essential skills such as teamwork, communication, and time management. Students learn to work collaboratively and communicate effectively as they work towards a shared goal. Thirdly, project-based learning fosters creativity and innovation as students are encouraged to think outside the box to solve problems. Finally, project-based learning prepares students for the real world as it simulates the work environment where they will need to solve complex problems and collaborate with others.

3.29. Figure

Project-based learning



Source: https://www.learnatlegacy.org/post/project-based-learning-examples-benefits-and-more

To implement project-based learning effectively, teachers must carefully plan and execute the project. They must design a project that is relevant and meaningful to students, aligns with the curriculum, incorporates technology, when appropriate, and provides opportunities for reflection and self-assessment. Teachers must also offer ongoing support and guidance throughout the project to ensure that students stay on track and achieve their learning goals. With a well-considered approach, project-based learning can be an effective tool for promoting student engagement, motivation, and success.

- **MOOC and VOOC applications in the project-based learning**

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Massive Open Online Courses (MOOCs) are web-based courses designed to accommodate a large number of participants, often without limitation. MOOCs are designed to ensure that the effort required to provide all the services does not increase significantly as the number of participants increases. These courses can be accessed by anyone with an internet connection, regardless of location, and are free of charge. Participants are not required to possess any formal qualifications before enrolling in a MOOC.

MOOCs offer a complete educational experience, including educational content, facilitation of interaction among peers, some limited interaction with academic staff, quizzes, tests, feedback, non-formal recognition options, a study guide/syllabus, an examination, and a certificate of completion. MOOCs are designed for mass participation, and course participants are often distributed worldwide. The course content is not located in any one place but can be found all over the web. The online classroom is one of many hubs where interaction occurs, which can also include personal blogs or portfolios, websites, social networking sites, and more.

Although MOOCs have no specific requirements, participants are required to keep up with rough schedules. Participants and instructors may remix and repurpose content during the course. Most MOOCs are free, but there may be a fee if the participant is working towards a form of accreditation. MOOCs are a flexible and open form of self-directed, online learning designed for mass participation. There are no fees or entry requirements, and no formal academic credit is available.

While completion rates are typically low due to varying motivations for enrolling in a MOOC, the number of participants who complete is generally high. MOOC platform providers often offer certificates of completion at an additional cost. MOOC platforms provide institutions with cloud-based hosting environments for delivering courses, offering scale and functionality while the institution provides the course material and reputational value.

In summary, MOOCs are a flexible, open, and self-directed way to learn online. They offer a complete educational experience without formal entry requirements, and are accessible globally for free. MOOCs are designed for mass participation, with participants and instructors remixing and repurposing content. Although most MOOCs are free, some offer certificates of completion at an additional cost.

Vocational Open Online Courses (VOOC)

Vocational Open Online Courses, commonly known as VOOCs, are an innovative and transformative approach to learning that are designed to provide concise and effective training to learners. Unlike traditional Massive Open Online Courses (MOOCs), which tend to be more general, VOOCs focus on specific vocational skills and offer quick, affordable, and easily accessible training that is free at the point of delivery. These courses are based on vocational pedagogies, which showcase practical tasks and procedures with real-world examples and expert guidance, enabling learners to acquire the skills they need to succeed in the workforce without having to invest a lot of time and money.

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The main advantage of VOOCs is that they provide a scalable, cost-effective solution that can be used by anyone, anywhere, and at any time. This makes it easier for learners to acquire the necessary skills required to enhance their career prospects and achieve their goals without having to worry about the constraints of time or location. Additionally, VOOCs are designed to be highly engaging and interactive, with a focus on hands-on learning and practical application of skills.

There are several other benefits of VOOCs, including the ability for learners to track their progress and receive personalised feedback from instructors. Moreover, VOOCs often offer certifications or badges upon completion, which can be used to demonstrate proficiency to potential employers or enhance one's professional profile on social media and other platforms.

Overall, VOOCs represent an exciting and innovative way of learning that can help individuals acquire the skills they need to succeed in the modern workforce. Whether you are looking to enhance your career prospects, acquire new skills, or simply explore new areas of interest, VOOCs offer a convenient and effective way to achieve your goals. Vocational Open Online Courses (VOOCs) are a revolutionary approach to learning that focuses on providing bite-sized training, typically taking only 1 hour to complete. Unlike traditional MOOCs, VOOCs target specific vocational skill sets, providing quick, cheap, and easily accessible training that is free at point of delivery. These courses are based on vocational pedagogies, which means that practical tasks and procedures can be shown in real-world examples with experts providing advice. This approach ensures that learners acquire the skills they need to succeed in the workforce without investing a lot of time or money. VOOCs offer a scalable, low-cost solution that can be utilised by anyone, anywhere, at any time. By using VOOCs, individuals can easily acquire the skills they need to enhance their career prospects and achieve their goals.

Lesson 4: Digital Methods and Tools in Lifelong Learning

Electronic portfolios can be a valuable tool for teachers to support students in enhancing their Lifelong Learning competencies. As the demand for skilled workers with new abilities increases to fill newly generated positions, vocational training must receive heightened attention. E-learning can be advantageous for continuing education and assists workers in achieving the goal of Lifelong Learning.

- **Defining the terms Extended Reality (XR), Virtual Reality (VR), and Augmented Reality (AR)**

Extended Reality, commonly known as XR, is a cutting-edge technology revolutionising human-computer interaction.

XR comprises two major technologies: Virtual Reality (VR) and Augmented Reality (AR). XR elevates the user's experience by providing two distinct modes of interaction.

In Virtual Reality (VR), the user is fully immersed in a computer-generated environment and can interact with it through specialised devices such as head-mounted displays.

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In Augmented Reality (AR), the user's real-life surroundings are enhanced with virtual elements, creating a seamless integration of the physical and the digital worlds. XR offers a wide range of possibilities for various industries such as education, entertainment, healthcare, and many more.

So, Extended Reality (XR) is an umbrella term used to describe a wide range of technologies that combine our physical world with digital elements. XR includes various technologies such as virtual reality (VR), mixed reality (MR), augmented reality (AR), and more, each providing a different level of immersion in the virtual world.

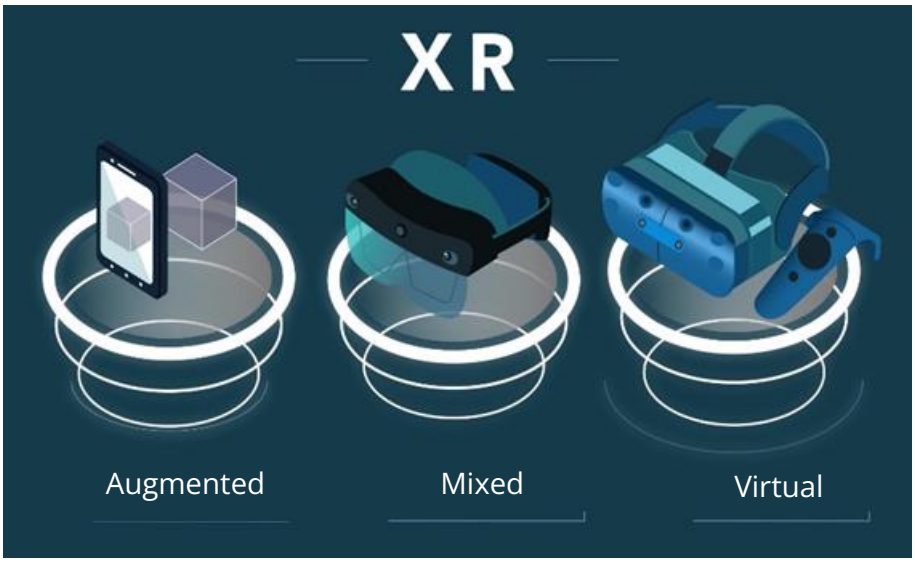
Virtual Reality (VR) is the most immersive of the three, creating a fully artificial environment that users can interact with. Mixed Reality (MR) blends the virtual and physical worlds by overlaying digital objects onto the user's view of the real world. Augmented Reality (AR) is similar to MR, but instead of overlaying virtual objects, it enhances physical objects with digital information.

XR can be experienced through a variety of devices such as VR headsets, mobile phones, tablets, computers, video recording and display equipment, and AR glasses. These devices allow users to experience XR in different ways, from fully immersive VR experiences to simple AR overlays on a mobile phone.

Although some people may view XR as science fiction, it's becoming increasingly common in everyday life. Applications like Google Maps and Pokemon Go use XR technology to enhance the user's experience, and more industries are finding ways to implement XR to improve their products and services.

3.30. Figure

Extended Reality



Source: https://www.theorem.com/blog/extended-reality-xr-why-now

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- **The application of XR, VR, and AR in Lifelong Learning**

The continuous advancements in educational technology have emphasised the significance of disruptive technologies in enhancing Learning Experiences (LX) in a more targeted, personalised, and captivating way.

Specifically, Virtual Reality (VR) and Augmented Reality (AR) applications have the potential to revolutionise the learning process by providing students of all ages with unforgettable experiences within immersive digital landscapes that would have been difficult, if not impossible, to replicate due to budgetary constraints. These cutting-edge technologies can unlock new possibilities in education, allowing learners to interact with complex concepts and ideas more engagingly and interactively.

VR technology generally involves using a headset that blocks out visual stimuli from the real world, creating a fully immersive experience. Users can interact with a simulated environment that appears real but is entirely digital. This technology has been widely used in gaming and entertainment and is now finding its way into education and training.

In contrast, AR allows users to see the real world, with virtual elements overlaid on top. For example, using an AR app, students can explore the human body and see how the organs function in real time. This technology has been effective in enhancing learning experiences and making them more interactive and engaging.

MR combines aspects of both the real and virtual world, offering an immersive experience that creates an entirely new level of engagement. It allows users to interact with digital objects that appear to exist in the real world, creating a seamless blend of the physical and digital worlds. This technology has enormous potential in education and training, as it allows learners to explore complex concepts and ideas more interactively and engagingly.

In the realm of teacher education, there have been various forms of XR (Extended Reality) that have been utilised for more than two decades. One of the examples of these applications includes the use of 3D animated virtual classrooms with the aid of VR (Virtual Reality) headsets, as reported by Katz in 1999 and Ke et al. (2020). Another example is the use of animated virtual environments with human-like avatars being viewed on computer screens, as described by Garland et al. (2012), Luke et al. (2021), and Meritt et al. (2015). This technology has also been implemented through the use of VR headsets, as reported by Lamb & Etopio (2020). Additionally, it has been used through 360 video recordings of actual classroom lessons and students, which can be viewed on computer screens or headsets. This variation was reported in studies by Roche & Gal-Petitfaux (2017), Theelen et al. (2019), Walshe & Driver (2019), and Weston & Amador (2021). XR has also been used in various other forms, as reported by Prestridge et al. (2021).

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4 Instructional Plan

4.1 Module 1. The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector
Target Group	• Trainers and educators of Higher Education and Vocational Education and Training • Higher Education and Vocational Education and Training organisations • Academia, Vocational Education and Training and enterprises' training/teaching staff
Purpose of this module	Module 1 aims to provide a comprehensive and in-depth understanding of the interconnections between the green economy, project management, the creative economy and digitalisation in the context of the tourism sector. This module aims to empower higher education and vocational education trainers and educators by providing them with the essential knowledge and skills to effectively integrate these elements into their training programs.
Learning Outcomes of the Module	**Knowledge:** • Understanding of the Green Economy in Tourism • Application of Project Management Principles • Integration of Creative Processes in Tourism • Competence in Digital Technologies in the Tourism Context • Recognition of Interconnections • Awareness of Emerging Trends

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	Skills: • Using Digital Technologies in Tourism Project Management • Facilitating Discussions and Activities • Analysis of Case Studies **Competencies:** • Effective Communication of Complex Concepts • Preparation for Facilitating HyPro4ST Seminars
Module duration	• 8 hours of theory and practice • 4-hour group assignment • 5 hours of SLD
Topics	**1) Emerging Trends in Tourism** - Identification and discussion of emerging trends that will shape the future of tourism. - Evaluation of how changes in technology, consumer preferences and market trends will affect project management in the tourism sector. **2) Fundamentals of the Green Economy in Tourism** - Essential concepts regarding green and sustainable tourism. - Essential concepts of the green economy and their specific application in the context of sustainable tourism. - Impact of green economy practices on tourism.

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	3) Creativity in Tourism Project Development - Use of creative methods, such as design thinking, to drive innovation in project development. - Applying creative processes to solve specific challenges in sustainable tourism. **4) Preparation for Facilitating HyPro4ST Seminars** - Development of the theoretical and practical knowledge needed to facilitate discussions and activities at HyPro4ST Seminars. - Skills to guide participants in the practical application of the module's concepts.
Preparation	**1) Access to Tools, Platform, Material:** Ensure that participants have adequate access to the online or offline learning platform where the module will be delivered. Make sure that all the necessary resources, such as presentations, reading materials and interactive activities, are available on the platform. **2) Place of Implementation:** Determine whether the module will take place face-to-face or online. Prepare the physical location, if necessary, ensuring the availability of resources such as a board, projector, stable internet connection, etc. **3) Participant material:** Prepare teaching materials for participants, which may include manuals, slide presentations, case studies, and any other relevant documents. Ensure that these materials are readily available before the start of the module. **4) Technological Requirements:** Ensure that participants have adequate access to technological devices and access to stable internet connection.

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5) Preparation of Trainers:

Ensure that trainers are well prepared and familiar with the content of the module. They should be able to answer questions, facilitate discussions and provide practical guidance during the activities.

6) Prior Communication with Participants:

Send detailed information to participants about the module, including schedule, material needed, technological requirements (if applicable), and any prior tasks that may be necessary to optimise participation.

7) Collaborative Environment:

Promote a collaborative environment, whether face-to-face or virtual. Encourage interaction between participants by creating debates, working groups or activities that encourage group work.

Knowledge prerequisites:

Participants should have basic knowledge of tourism, project management or related areas.

Support Materials:

Provide support materials to help participants familiarize themselves with the specific terms and concepts covered in the module.

Nr.	Topics and Sub-topics/ Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required for F2F and Online Delivery	Online Adaptation to Proposed Face-to-Face Activity
Lesson 1: Emerging Trends in Tourism					

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1	Identification of emerging trends in the tourism sector - Challenges encountered and possible solutions	90 min.	PowerPoint Presentation	PowerPoint Presentation (M1_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation
2	Identification of emerging trends in the tourism sector - Challenges encountered and possible solutions	30 min.	Individual Activity (It can be done in groups)	Laptop; Activity Handout for F2F Learning; (it depends on the format that the learners choose) Carboard, markers, post-its, scissors, pencils, pens, projector	Laptop; Activity Handout for F2F Learning; Platform to connect with your work partners (Zoom, TEAMS)
Lesson 2: Fundamentals of the Green Economy in Tourism					
1	Introduction to the Green Economy: Definition and fundamental principles; Relevance of the green economy for sustainable tourism; Principles Applied to Sustainable Tourism - How the principles of the green economy can be integrated into	90 min.	PowerPoint Presentation	PowerPoint Presentation (M1_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation

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	project management in the tourism sector				
2	Introduction to the Green Economy: Definition and fundamental principles; Relevance of the green economy for sustainable tourism; Principles Applied to Sustainable Tourism - How the principles of the green economy can be integrated into project management in the tourism sector	30 min.	Individual Activity (It can be done in groups)	Laptop; Activity Handout for F2F Learning; (it depends on the format that the learners choose) Carboard, markers, post-its, scissors, pencils, pens, projector	Laptop; Activity Handout for F2F Learning; Platform to connect with your work partners (Zoom, TEAMS)
Lesson 3: Creativity in the Development of Tourism Projects					
1	Creative Economy and Innovation in Tourism	45 min.	PowerPoint Presentation	PowerPoint Presentation (M1_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation
2	Creative Economy and Innovation in Tourism	30 min.	Individual Activity (It can be done in groups)	Laptop; Activity Handout for F2F Learning; (it depends on the format that the learners choose)	Laptop; Activity Handout for F2F Learning; Platform to connect with your work partners (Zoom, TEAMS)

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				Carboard, markers, post-its, scissors, pencils, pens, projector	
Lesson 4: HyPro4ST Seminar Facilitation Preparation					
1	Essential Concepts of Digital Project Management; Navigating Digital Transformation in Tourism Project.	90 min.	PowerPoint Presentation	PowerPoint Presentation (M1_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation
2	Essential Concepts of Digital Project Management; Navigating Digital Transformation in Tourism Project.	30 min.	Individual Activity (It can be done in groups)	Laptop; Activity Handout for F2F Learning; (it depends on the format that the learners choose) Carboard, markers, post-its, scissors, pencils, pens, projector	Laptop; Activity Handout for F2F Learning; Platform to connect with your work partners (Zoom, TEAMS;
Duration of the Module	• 8 hours of theory and practice • 4-hour group assignment • 5 hours of SLD				

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4.2 Module 2: Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers
Target Group	• Trainers and educators of Higher Education and Vocational Education and Training • Higher Education and Vocational Education and Training organisations • Academia, Vocational Education and Training and enterprises' training/teaching staff

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Purpose of this module	The purpose of this module is to provide the trainers and educators of Higher Education and Vocational Education and Training serving the sustainable tourism sector with practical insights, tools, and strategies to effectively deliver the HyPro4ST Online Training Course and support the learning journey of the tourism professionals towards getting certified as Sustainable Hybrid Project Managers.
Learning Outcomes of the Module	**Knowledge:** At the end of the module, the participant will be able to: • Comprehend the significance of project management within the sustainable tourism industry, encompassing various approaches, frameworks, and methodologies applicable to sustainable projects. • Describe the concepts of entrepreneurship and resilience within the context of hybrid project management in sustainable tourism. • Define projectification and digital project management. **Skills:** At the end of the module, the participant will be able to: • Navigate through advanced online learning platforms. • Apply the hybrid and sustainable project management approaches in tourism industry's projects. • Integrate entrepreneurial qualities and resilience strategies into the hybrid project management process. • Utilise digital project management concepts/tools effectively, especially in the context of establishing projectised tourism organisations and enhancing Project Management Office (PMO) effectiveness. **Competencies:**

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	At the end of the module the participant will have acquired the responsibility and autonomy and will be able to: • Value the importance of integrating into their training offerings the topics hybrid project management, entrepreneurship and digitalisation for the sustainable transformation of tourism sector. • Demonstrate an adaptable and open-minded attitude towards embracing new learning opportunities • Showcase a resilient and persistent mindset, enabling him/her to overcome challenges and setbacks encountered during the learning process and project management activities in sustainable tourism.
Module duration	Face-to-face: 8 hours of theory and practice (1 day), 4-hour group assignment (half-day), and 5 hours of Self-Directed Learning
Topics *(Based on the Curriculum Framework)*	**Lesson 1: Introduction to the HyPro4St Online Training Course** – The HyPro4ST Project – The HyPro4ST Online Training Course (VOOC) – The HyPro4ST Virtual Learning Hub **Lesson 2: Understanding Sustainable Hybrid Project Management** – The Importance of Project Management for the Sustainable Tourism Industry – Project Management Development Approaches, Frameworks and Methodologies for the Sustainable Tourism Industry – Initiating, Planning, Executing, Monitoring, Controlling and Closing Hybrid Projects **Lesson 3: Nurturing an Entrepreneurial and Creative Mindset in Sustainable Hybrid Tourism Project Managers** – The Entrepreneurial and Resilient Sustainable Hybrid Project Manager

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	– Using Design Thinking for fostering creativity and innovation in projects – Becoming an Agile, Emotional Literate and Autonomous Learner Hybrid Project Manager **Lesson 4: Projectification and Digitalisation of a Tourism Organisation** – Defining the terms "Projectification" and "Digital Project Management" – Building a Hybrid Projectised Tourism Organisation by Creating a Project Management Office (PMO) – Enhancing PMO Efficiency with Digital Tools
Preparation	1) Find a room with chairs and tables, computer, projector. Book at least 2 months before the workshop's implementation. 2) Find instructors for the workshop's activities you are not familiar with. 3) Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any particular experience or knowledge in the fields that are going to be trained. 4) Inform participants to have with them their laptops or any other digital device with WIFI feature. 5) Organise catering for coffee and lunch breaks or provide information about nearby food options.

Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required for F2F and Online Delivery	Online Adaptation to Proposed Face-to-Face Activity
Lesson 1: Introduction to the HyPro4St Online Training Course					

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1	**Workshop Opening:** The facilitator opens the workshop by welcoming all, and then explains the main goals and topics of Module 2 of the Practical Guide.	5 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Sign-in handout for the workshop Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).
2	**Theory presentation:** The facilitator starts by providing information regarding the purpose of the HyPro4ST project. They continue with presenting the purpose of the HyPro4ST Online Training Course (VOOC) and its six (6) modules. They conclude this session with explaining to the participants the structure of the Online Course.	15 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) **Training venue with IT equipment** **Flipchart and markers** Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	The facilitator asks participants if they have any question and continues presenting the purpose and the topics of each of the six (6) modules of the Online Training Crouse.				
3	**Activity:** **Exploring the HyPro4ST Virtual Learning Hub** The facilitator follows the steps: 1. They distribute the Activity Sheet M2.A1 and briefly goes over the main sections and functionalities of the HyPro4ST Virtual Learning Hub (VLH), highlighting areas of interest such as learning resources, discussion	25 min.	Individual activity Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Activity Sheet M2.A1 Training venue Flipchart or Whiteboard and markers Pens and note-taking materials Projector and screen Laptops or/and digital devices	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	forums, and collaboration tools. 2. Then they instruct participants to register to the HyPro4ST VLH by using their computers or personal devices, and encourages them to explore the platform, navigating through different sections and trying out various features. 3. They ask them what features of the platform they found most useful or interesting and how they envision using it to support their learning or work with the training resources. 4. They ask participants to fill out the short online evaluation survey.				

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Lesson 2: Understanding Sustainable Hybrid Project Management					
4	**Theory presentation:** **The Importance of Project Management for the Sustainable Tourism Industry** The facilitator introduces participants to the topic of Lesson 2 by asking them the questions included in the PPT, that are based on the theoretical chapter accompanying this module. After finalising the discussion that takes place, they present the definitions of the terms "Project Management", "Project" and "Project Manager", "Sustainable Project Management". They refer to the characteristics of a sustainable project	10 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	manager and to the P5 Standard.				
5	**Activity:** **Choosing the Right Project Management Development Approach** The facilitator follows the steps: 1. They distribute the Activity Sheet M2.A2 and divides the participants in groups of 3-4. 2. They ask them to read the case studies provided and based on their understanding to choose to which of the three (3) project management development approaches they correspond. Solution: Case study No1: Adaptive Case study No2: Predictive	15 min.	Groups activity Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Activity Sheet M2.A2 Training venue with IT equipment Flipchart and markers Projector and screen Laptop	Use the "Breakout Rooms" feature of the platform and split the participants into groups. Online whiteboard, chat board, other collaboration tools • Miro https://miro.com/online-whiteboard/ • Sketch board: https://sketchboard.io/ • Group map: https://www.groupmap.com/ • Conceptboard: https://conceptboard.com/ • Milanote: https://milanote.com/ • Whiteboard: https://whiteboard.fi/ • Mindmap: https://mind-map-online.de/ • Notely: https://note.ly/# • Google Sticky notes: https://chrome.google.com/webstore/detail/sticky-notes/nbjdhgkkhefpifbifjiflpaajchdkhpg?hl=de

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	Case study No3: Hybrid 3. After 15 minutes they ask each group to share their findings.				
6	**Theory Presentation:** **Project Management Development Approaches** The facilitator sums up the results of the activity by presenting the corresponding theory provided in the PPT. A discussion takes place regarding the importance of Hybrid Project Management for the Sustainable Tourism Sector. Then the facilitator, by using the PPT summarises the results of this discussion.	5 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).
7	**Theory Presentation:**	10 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Prac	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share

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	Project Management Frameworks and Methodologies The facilitator explains the difference between a project management framework and a methodology by using the PPT. Then They presents the three (3) main project management methodologies and frameworks that are utilised.			tical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).
	Theory Presentation: **Hybrid Project Lifecycle and Initiating a Hybrid Project** The facilitator starts by explaining what a hybrid project cycle is and then presents the processes that should take place in the initiation phase.	10 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	Activity: **Developing the Product Vision Statement for a Hybrid Sustainable Project** The facilitator follows the steps: 1. They distribute the Activity Sheet M2.A3 and divides the participants in groups of 3-4. 2. They explain the tasks the participants should implement in order to come up with the Product Vision Statement. 3. They ask the groups to share their product vision statements with the participants.	15 min.	Groups activity Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Activity Sheet M2.A3 Training venue with IT equipment Flipchart and markers Projector and screen Laptop	Use the "Breakout Rooms" feature of the platform and split the participants into groups. Online whiteboard, chat board, other collaboration tools • Miro https://miro.com/online-whiteboard/ • Sketch board: https://sketchboard.io/ • Group map: https://www.groupmap.com/ • Conceptboard: https://conceptboard.com/ • Milanote: https://milanote.com/ • Whiteboard: https://whiteboard.fi/ • Mindmap: https://mind-map-online.de/ • Notely: https://note.ly/# • Google Sticky notes: https://chrome.google.com/webstore/detail/sticky-notes/nbjdhgkkhefpifbifjiflpaajchdkhpg?hl=de
	Theory Presentation:	15 min.	Presentation	PowerPoint Presentation (M2_Presentation_Prac	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the

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	Planning a Hybrid Sustainable Project The facilitator presents with the aid of the PPT the processes that are implemented during the planning phase.		Discussion, Questions & Answers	tical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Team or any other online meeting software).
	Activity: **Developing a Work Break Down Structure** The facilitator follows the steps: 1. They distribute the Activity Sheet M2.A4 and divides the participants in groups of 3-4. 2. They explain the tasks the participants should implement in order to develop the WBS.	30 min.	Groups activity Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Activity Sheet M2.A4 Training venue with IT equipment Flipchart and markers Projector and screen Laptop	Use the "Breakout Rooms" feature of the platform and split the participants into groups. Online whiteboard, chat board, other collaboration tools • Miro https://miro.com/online-whiteboard/ • Sketch board: https://sketchboard.io/ • Group map: https://www.groupmap.com/ • Conceptboard: https://conceptboard.com/ • Milanote: https://milanote.com/ • Whiteboard: https://whiteboard.fi/ • Mindmap: https://mind-map-online.de/ • Notely: https://note.ly/#

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	3. They ask the groups to share their WBS with the participants.				• Google Sticky notes: https://chrome.google.com/webstore/detail/sticky-notes/nbjdhgkkhefpifbifjiflpaajchdkhpg?hl=de
	Theory Presentation: **Executing, Monitoring & Controlling and Closing a Hybrid Sustainable Project** The facilitator presents all the processes that should be implemented for executing, monitoring & controlling a hybrid sustainable project, by utilising the PPT. The They asks the following question: *How might project managers ensure effective communication and collaboration between team members during the project*	25 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	execution phase, particularly in a hybrid project setting? Possible answers: Establish clear communication channels, Regular meetings, utilise project management software, Establish clear roles and responsibilities, Encourage open communication, etc.				
Lesson 3: Nurturing an Entrepreneurial and Creative Mindset in Sustainable Hybrid Tourism Project Managers					
	Theory Presentation: **The Entrepreneurial and Resilient Sustainable Hybrid Project Manager** The facilitator, with the aid of the PPT provides the definition of "Entrepreneurship" and "Entrepreneurial Mindset" and explains why this mindset is important for the	20 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	hybrid sustainable project manager, based on the information provided in the theoretical chapter. Then They poses the following question, and a discussion takes place: *Can you provide examples of how project managers can cultivate an entrepreneurial mindset within their project teams?* Some possible answers are: Encouraging Creativity and Innovation, Empowering Team Members, Emphasising Risk-Taking and Learning from Failure, Providing Opportunities for Growth and Development, Setting Clear Goals and Objectives, Promoting Collaboration and				

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	Cross-functional Communication. The facilitator continuous with presenting the term “resilient mindset” and explains how this mindset supports the work of the hybrid sustainable project manager, based on the information provided in the theoretical chapter. Then They poses the following question, and a discussion takes place: *What strategies can project managers employ to build resilience into project management practices, particularly in sustainable tourism initiatives?* Some possible answers are: Conduct Comprehensive Risk Assessments, Develop				

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	Contingency Plans, Foster Collaboration and Communication, Build Flexibility into Project Plans, Invest in Capacity Building and Training, Monitor and Evaluate Performance.				
	Theory Presentation: **Using Design Thinking for fostering creativity and innovation in projects** The facilitator starts this session by posing the following question to the participants and a discussion takes place: *In what ways do you believe hybrid project management frameworks can benefit from embracing creativity and innovation?*	20 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	Then the facilitator presents some possible answers to the above question, by utilising the PPT. They continuous with providing the definition of the Design Thinking methodology and the common principles it shares with hybrid project management. They present the five (5) processes of Design Thinking.				
	Activity: **Defining Problems and Ideating Solutions** The facilitator follows the steps: 1. They divide the participants in groups 2-3 people.	35 min.	Groups activity Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Activity Sheet M2.A5 Training venue with IT equipment Flipchart and markers	Use the "Breakout Rooms" feature of the platform and split the participants into groups. Online whiteboard, chat board, other collaboration tools • Miro https://miro.com/online-whiteboard/ • Sketch board: https://sketchboard.io/ • Group map: https://www.groupmap.com/ • Conceptboard: https://conceptboard.com/

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	2. They explain the two tasks' participants should implement based on the information provided in the activity handout. 3. They leave participants to work on their tasks for 20 minutes. 4. They ask participants to present their problem statements and ideas for solving them. 5. They pose the following questions to participants and a discussion takes place: *What are your thoughts on the "The Worst Idea" ideation method? Did you find it effective?* *Reflecting on the ideas generated, do you believe the Problem Statement adequately captures the*			Projector and screen Laptop	• Milanote: https://milanote.com/ • Whiteboard: https://whiteboard.fi/ • Mindmap: https://mind-map-online.de/ • Notely: https://note.ly/# • Google Sticky notes: https://chrome.google.com/webstore/detail/sticky-notes/nbjdhgkkhefpifbifjiflpaajchdkhpg?hl=de

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	issue, or do you think it requires further refinement?				
	Theory Presentation: **Becoming an Agile, Emotional and Autonomous Learner Hybrid Project Manager** The facilitator starts by asking participants the following question and a discussion takes place: *What do you think are the key characteristics or qualities that define a successful hybrid sustainable project manager that is entrepreneurial oriented, is creative and resilient?* They continuous by providing the answer by utilising the PPT and defines the term	15 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	"Emotional Intelligence" and autonomous learning. Additionally, They presents the reasons of why these qualities/characteristics are important for hybrid sustainable project managers. They closes this session by posing the following questions: *How can you tailor your autonomous learning efforts to enhance your effectiveness as a hybrid project manager in sustainable tourism?* *What emerging technologies or areas of project management do you believe would benefit most from autonomous learning?* A discussion takes place.				

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Lesson 4: Projectification and Digitalisation of a Tourism Organisation					
	Theory Presentation: **Defining the terms "Projectification" and "Digital Project Management"** The facilitator, with the aid of the PPT explains the term of "Projectification" and why is relevant for the sustainable tourism companies. Then They defines the term "Digital Project Management" and a discussion takes place among the participants regarding the importance of the digital transformation of project management.	10 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).
	Theory Presentation: **Building a Hybrid Projectised Tourism**	20 min.	Presentation Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Prac	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the

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	Organisation by Creating a Project Management Office (PMO) The facilitator asks participants to share their thoughts on how a sustainable tourism business can be transformed into a projectised one successfully. Then They presents the definition and the structure of a projectised organisation and shares with the learners the two important steps a tourism business should follow in order to make the move to hybrid projectised environment. The facilitator continuous with defining the term "Project Management Office (PMO)" and presents the three (3) key contributions a			tical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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	PMO makes that support value delivery. They conclude by referring to the different types of PMOs.				
	Activity: **Using the PMO Design Canvas** The facilitator follows the steps: 1. They divide the participants in groups of five (5) people. 2. They show the PMO Design Canvas by using the PPT and provides information about it based on the description of the activity. 3. They explain the steps each group should follow in order to implement the activity as they are	40 min.	Groups activity Discussion, Questions & Answers	PowerPoint Presentation (M2_Presentation_Practical Guide_HyPro4ST_PPT) Activity Sheet M2.A6 Training venue with IT equipment Flipchart and markers Projector and screen Laptop	Use the "Breakout Rooms" feature of the platform and split the participants into groups. Online whiteboard, chat board, other collaboration tools • Miro https://miro.com/online-whiteboard/ • Sketch board: https://sketchboard.io/ • Group map: https://www.groupmap.com/ • Conceptboard: https://conceptboard.com/ • Milanote: https://milanote.com/ • Whiteboard: https://whiteboard.fi/ • Mindmap: https://mind-map-online.de/ • Notely: https://note.ly/# • Google Sticky notes: https://chrome.google.com/webstore/detail/sticky-

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	presented in the activity handout. 4. After the completion of the last step, where the groups present their findings, the facilitator starts a discussion by posing the following question to the participants: *How did you find the process? Do you think that this Canvas can be used by various types of tourism organisations effectively?* **It is strongly recommended to print out the PMO Design Canvas in A3 and distribute it to the participants.**				notes/nbjdhgkkhefpifbifjiflpaajchdkhpg?hl=de
	Theory Presentation:	10 min.	Presentation	PowerPoint Presentation	If hosting this workshop online, make sure that you and the participants have a good

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	Enhancing PMO Efficiency with Digital Tools The facilitator explains the importance of using PMO digital tools and presents a list of the most popular digital PMO tools.		Discussion, Questions & Answers	(M2_Presentation_Practical Guide_HyPro4ST_PPT) Training venue with IT equipment Flipchart and markers Projector and screen Laptop	internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).
	Closure The facilitator wraps up the topics covered within Module 2 and asks participants to summarise what they have learned in 3 key words and then ask them to share their key words with the other participants, explaining why they found these 3 key lessons learned important. A group discussion follows.	10 min.	Presentation Discussion, Questions & Answers	Training venue with IT equipment Flipchart and markers Sign-in handout for the workshop Pens and note-taking materials Projector and screen Laptop	If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the "screen sharing" function of the online platform you are deploying (Zoom, Teams or any other online meeting software).

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Duration of the Module	8 training hours (8 * 45 = 360 minutes)
Training Material for F2F and Synchronous Online Learning	Handouts
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4.3 Module 3: Resilience/ Soft skills for trainers in the sustainable tourism sector

Module Title	**Resilience/ Soft skills for trainers in the sustainable tourism sector**
Target Group	• Trainers and educators of Higher Education and Vocational Education and Training • Higher Education and Vocational Education and Training organisations • Academia, Vocational Education and Training and enterprises' training/teaching staff
Purpose of this module	The purpose of this module is to support trainers in the sustainable tourism sector to understand and accept the pivotal role of soft and resilience skills in shaping not just a career path in the provision of training but an overall life trajectory. Particular focus is placed to foster a resilient mindset by helping trainers to develop knowledge, skills and attitudes to think, plan and act with empathy, responsibility and adaptability so as to cope with uncertainty or stressors that may affect their training provisions and teaching.
Learning Outcomes of the Module	**Knowledge:** • To develop a better and deeper understanding on soft and resilience skills. • Understand the discourse on and the practice of resilience and soft skills in a training context. • Reflect on the relationship of formal, non-formal and informal learning for the development of soft and resilience skills. **Skills:** • To enable trainers to manage projects successfully in the sustainable tourism sector. • To transfer knowledge on soft and resilience skills effectively to other professionals and their peers.

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	• To develop positive mindset in managing challenges. • To be able to use shocks and disturbances (such as a financial crisis) with adaptability and flexibility - as events to catalyse renewal and innovation. **Competencies:** • Strengthen own resilience and adaptive capacity. • Develop own integrative view of the issues and challenges of resilience and soft skills. • Have the confidence to manage the training environment, delegates, trainees and oneself. • Be resilient as trainer under conditions of pressure, adversity, and temporary failure.
Module duration	Face-to-face: 8 hours of theory and practice (1 day), 4-hour group assignments (half-day), and 5 hours of Self-Directed Learning
Topics	**Lesson 1 Introduction** - Classification of approaches to stress according to whether they emphasise 'stimulus' (stressors); 'response' (signs of strain) or 'transactional' (intervening) variables - Why resilience skills – The importance of a shift from reactive crisis management towards proactive risk management for the promotion of sustainability in tourism - Resilience profiling - Trainees and needs analysis on resilience skills **Lesson 2 Understanding Resilience and tips for teaching Resilience** **Understanding Resilience** - The concept of resilience in different contexts

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- Resilience, diversification, education, adaptability and transformability
- Strategies to overcome standard adverse circumstance

Tips for teaching Resilience

- Enable the right trainee mindset (self-efficacy, motivation to learn)
- Simulations in the training process
- Promotion of self-regulation through the incorporation of errors into the training process

Lesson 3 Understanding Soft skills and tips for using soft skills in the teaching process

- Building soft skills like teamwork and communication
- Communication cooperation and critical thinking in the context of adult education
- Evidence-based Recommendations and Best Practices for Maximising Training Effectiveness
- Training designed to promote self-efficacy and reinforce self-efficacy afterwards
- Promotion of self-regulation/self-awareness through the incorporation of errors into the training process

Groups Assignment

Real-world-inspired team projects calibrated for learning by doing.

Description of the assignment: Upon the completion of the theoretical part of the training and after having watched the two videos suggested at the end of lessons 2 and 3 the trainees in groups of 4 are invited to go to the instructional plan and intervene in the content. The aim is without compromising the content to add elements that will make the training plan more vivid, more interactive. The trainees are invited to discuss and agree on the changes in the structure and add activities

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	and techniques that will keep the audience engaged and motivated. As a final output the trainees prepare a short presentation/demonstration of the intervention that each group considers beneficial along with an explanation of the reasoning. **Self-directed Learning** The trainees will be provided access to resources (online videos and articles) i.e. study material that may allow the development of a deeper understanding about the concepts covered through the module and through self-reflective questions that will follow, will allow for trainers to expand their skills and competences.
Preparation	- branded ppt. - literature - activities provided in the instruction plan - no need for preliminary knowledge **indoor location – preferably the training should be implemented face to face**

Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required for F2F and Online Delivery	Online Adaptation to Proposed Face-to-Face Activity
Lesson 1: Introduction					
1	Introduction of the topic of the lesson technical enhanced by soft and resilience skills	2 min.	Presentation, Plenary Session	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom

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2	Self-reflective question – Discussion initiator	5 min.	Questions and answers, Discussion	Projector PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
3	Introduction to the topic of stress in the workplace in tourism and hospitality	5 min.	Presentation, Plenary Session	Projector PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
4	Classification of approaches to stress according to whether they emphasise 'stimulus' (stressors); 'response' (signs of strain) or 'transactional' (intervening) variables	7 min.	Presentation, Plenary Session	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
5	Discussion of the classification of stress approaches with examples	3 min.	Questions and answers, Discussion Brainstorming or other Ideation Methods	Projector, PowerPoint Presentation	PowerPoint Presentation PPT can be shared online, using Teams or Zoom

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6	Resilience skills introduction	4 min.	Presentation, Plenary Session	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
7	From reactive crisis management towards proactive risk management	2 min.	Presentation, Plenary Session	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
8	Resilience skills and sustainability in tourism	6 min.	Presentation, Plenary Session	Projector PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
9	Activity Resilience profiling - how to The trainees are introduced to tools suggested by HSE (Health and Executive Britain's national regulator for workplace health and safety) that can be used in order to assess the current	11 min.	Presentation, Plenary Session Questions and answers, Discussion Brainstorming	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Documents can be shared through a collaborative tool such as Teams or Google Drive

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	status of the employees in terms of stress levels and resilience and prepare for the training				
Lesson 2: Understanding Resilience and tips for teaching Resilience					
1	The concept of resilience in different contexts	7 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
2	Resilience, diversification, education, adaptability and transformability	13 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
3	Stop think and share activity	7 min.	Questions and answers, Reflection, Group discussion, Peer learning,	-	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
4	Activity: identification of personal patterns towards resilience and consciousness regarding these patterns	45 min.	Reflection, Self - observation, Self - assessment, Group discussion, Peer learning,	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Documents can be shared through a collaborative tool such as Teams or Google Drive

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5	Strategies to overcome standard adverse circumstance	15 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
6	Activity Identification and classification of personal resilience strategies	10 min.	Reflection, Self - observation, Self - assessment, Group discussion, Peer learning	-	Documents can be shared through a collaborative tool such as Teams or Google Drive
7	Teaching Resilience the right trainee mindset (self-efficacy, motivation to learn) – connection with module 4 and elaboration on concrete examples	14 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
8	Teaching Resilience Simulations in the training process – how to apply simulations effectively	7 min.	Presentation, Plenary Session, Discussion	Projector PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
9	Teaching Resilience Self-regulation and incorporation of errors into the training process	7 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint presentation	PowerPoint Presentation PPT can be shared online, using Teams or Zoom

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				(M3_Presentation_Practical Guide_HyPro4ST_PPT)	
10	Activity After having watched a slot from a video presenting research-backed techniques that allow for communicating messages with confidence and clarity trainees are invited to a structured discussion	55 min.	Use of multimedia, Plenary Session, Activity in groups, presentation by learners discussion	Projector, speakers, access to YouTube	Video and PPT can be shared online, using Teams or Zoom
Lesson 3: Understanding Soft skills and tips for using soft skills in the teaching process					
1	Defining soft skills and their importance	5 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Video and PPT can be shared online, using Teams or Zoom
2	Soft skills and the future needs in the tourism sector	15 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Video and PPT can be shared online, using Teams or Zoom

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3	Building teams in the training context	7 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Video and PPT can be shared online, using Teams or Zoom
4	Teamwork and communication in the training context Suggestions to foster these soft skills	8 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Video and PPT can be shared online, using Teams or Zoom
5	Activity: Identification of facets of teamwork quality in the training environment of the trainees	10 min.	Reflection, Self - observation, Self - assessment, Group discussion, Peer learning,	-	-
6	Communication cooperation and critical thinking in the context of adult education	15 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Video and PPT can be shared online, using Teams or Zoom
7	Active listening in the context of training	7 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation	Video and PPT can be shared online, using Teams or Zoom

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				(M3_Presentation_Practical Guide_HyPro4ST_PPT)	
8	Activity Role play simulation on the effect of listening	8 min.	Reflection, Role play, Self - observation, Self - assessment, Group discussion, Peer learning,	-	-
9	Evidence-Based Recommendations and Best Practices for Maximizing Training Effectiveness	15 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Video and PPT can be shared online, using Teams or Zoom
10	Self-regulation of the trainees through Self awareness	10 min.	Presentation, Plenary Session, Discussion	Projector, PowerPoint Presentation (M3_Presentation_Practical Guide_HyPro4ST_PPT)	Video and PPT can be shared online, using Teams or Zoom
11	Group discussion on video presenting ways to get into the right mindset to be a successful communicator as trainer	30 min.	Use of multimedia, Plenary Session, Activity in groups, presentation by learners discussion	Projector, speakers, access to YouTube	Video and PPT can be shared online, using Teams or Zoom

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Duration of the Module	8 hours of theory and practice (1 day)
Training Material for F2F and Synchronous Online Learning	PPT. handouts energizer game online articles and videos
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4.4 Module 4: Advanced Educational Practices for Continuous/Lifelong Learning

Module Title	**Advanced Educational Practices for Continuous/Lifelong Learning**
Target Group	• Trainers and educators of Higher Education and Vocational Education and Training • Higher Education and Vocational Education and Training organisations • Academia, Vocational Education and Training and enterprises' training/teaching staff

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Purpose of this module	The module aims to shed light on the significance of advanced educational practices in fostering Lifelong Learning in the realm of sustainable tourism. Trainers, through this module, will gain insights into the theoretical and practical aspects of these practices, which will help them inculcate the same in their training methodologies.
Learning Outcomes of the Module	**Learning Outcomes:** The program goes beyond traditional teaching methods by offering engaging analytical exercises, real-world projects, and interactive hands-on activities. By participating in this unique learning opportunity, future trainers will be equipped with the knowledge of special tools like MOOC, VOOC, and XR.
Module duration	Face-to-face: 8 hours of theory and practice (1 day), 4-hour group assignments (half-day), and 5 hours of Self-Directed Learning
Topics	**Lesson 1: Introduction to the Advanced Educational Practices for Continuous/Lifelong Learning – An Integrated Approach to Sustainable Development** - The definition of **Lifelong Learning** - The **5 key elements** of Lifelong Learning - **The connection between Lifelong Learning** and **Sustainable Development Goals** **Lesson 2: Understanding the Challenges and the Need of Institutions Why an effective Lifelong strategy is needed** - Digital Transformations and Demographic changes in the World - Climate challenges, Health and well-being after COVID-19 **Lesson 3: Project-based Learning** - Defining the importance of **project-based learning**

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	- MOOC and VOOC applications in the project-based learning **Lesson 4: Digital Methods and Tools in Lifelong Learning** - Defining the terms Extended Reality (XR), Virtual Reality (VR), and Augmented Reality (AR) - The application of XR, VR and AR in Lifelong Learning
Preparation	- branded ppt. - literature - activities provided in the instruction plan - no need for preliminary knowledge **indoor location – field studies would be recommended as well, if it is possible**

Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required for F2F and Online Delivery	Online Adaptation to Proposed Face-to-Face Activity
Lesson 1: 1: Advanced Educational Practices for Continuous/Lifelong Learning – An Integrated Approach to Sustainable Development					
1	Workshop opening	15 min.	Introduction and Energizer	Number of quotes per participant plus 25% paper, pen	Source: https://www.sessionlab.com/methods/quotations
2	The definition of **Lifelong Learning**	10 min.	Presentation, questions and answers	-	PowerPoint Presentation

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					PPT can be shared online, using Teams or Zoom
3	The **5 key elements** of Lifelong Learning	10 min.	Presentation, questions and answers	PowerPoint Presentation (M4_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
4	**The connection between Lifelong Learning** and **Sustainable Development Goals**	10 min.	Presentation, questions and answers	PowerPoint Presentation (M4_Presentation_Practical Guide_HyPro4ST_PPT)	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
Lesson 2: Practice – Activity 1. (4 parts)					
1	The activity is developed based on the theoretical unit 1	10 min.	Video watching – Q&A	Projector, Laptop	Conference Session 12 - Putting Education for Sustainable Development into action B https://www.youtube.com/watch?v=9AP71iTLIJg
2	The activity is developed based on the theoretical unit 1	10 min.	Discussions	-	-
3	The activity is developed based on the theoretical unit 1	10 min.	Video watching – Q&A	Projector, Laptop	How to Embrace Being a Lifelong Learner

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					https://www.youtube.com/watch?v=cqRoGpSGFwk
4	The activity is developed based on the theoretical unit 1	15 min.	Discussions	-	-
Lesson 3: Understanding the Challenges and the Need of Institutions Why an effective Lifelong strategy is needed					
1	Digital Transformations and Demographic changes in the World	20 min.	Presentation, questions and answers	Projector, Laptop	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
2	Climate challenges, Health and well-being after COVID-19	25 min.	Presentation, questions and answers	Projector, Laptop	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
Lesson 4: Practice – Activity 2. (2 parts)					
1	The activity is developed based on the theoretical unit 2	25 min.	Video watching	Projector, Laptop	Adult Education & Lifelong Learning: Training the Post-Pandemic Workforce https://www.youtube.com/watch?v=vquVm_33iwo

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2	The activity is developed based on the theoretical unit 2	20 min.	Brainstorming	Flipchart and markers	Collect together the best practices for post-pandemic workforce training
Lesson 5: Project-based Learning					
1	Defining the importance of **project-based learning**	20 min.	Presentation, questions and answers	Projector, Laptop	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
2	MOOC and VOOC applications in the project-based learning	25 min.	Presentation, questions and answers	Projector, Laptop	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
Lesson 6: Practice – Activity 3 (4 parts)					
1	The activity is developed based on the theoretical unit 3	10 min.	Team activity Read the attached article	Laptop, telephone	Article: Vocational Teacher Training in Online Course Design and Tutoring: Motivating Teachers to Participate in the E-training Vocational Teacher Training in Online Course Design and Tutoring: Motivating Teachers to Participate in the E-training | Request PDF (researchgate.net)

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2	The activity is developed based on the theoretical unit 3	5 min.	Team activity Questions and Answers	-	-
3	The activity is developed based on the theoretical unit 3	10 min.	Team activity	Laptop, telephone	Based on the article, discuss the challenges of teachers' motivation in e-training
4	The activity is developed based on the theoretical unit 3	20 min.	Team activity	Laptop, telephone	Based on the article, give some recommendations and present them in front of the group
Lesson 7: Digital Methods and Tools in LifeLong Learning					
1	Defining the terms Extended Reality (XR), Virtual Reality (VR), and Augmented Reality (AR)	20 min.	Presentation, questions and answers,	Projector, Laptop	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
2	The application of XR, VR and AR in Lifelong Learning	25 min.	Presentation, questions and answers	Projector, Laptop	PowerPoint Presentation PPT can be shared online, using Teams or Zoom
Lesson 8: Practice – Activity 4. (3 parts)					
1	The activity is developed based on the theoretical unit 4	15 min.	Team activity Read the attached article	Laptop, telephone	Article: Immersive Education: Unlocking New Possibilities with Extended Reality (XR)

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					https://www.ixrlabs.com/blog/immersive-education-with-extended-reality/
2	The activity is developed based on the theoretical unit 4	10 min.	Team activity Questions and Answers	-	-
3	The activity is developed based on the theoretical unit 4	20 min.	Team activity Discussion about the trainers' former experience	-	-

Duration of the Module	8 hours of theory and practice (1 day)
Training Material for F2F and Synchronous Online Learning	PPT. energiser online articles videos instructions
References	Making Lifelong Learning a Reality (2022), Handbook, UNESCO Institute for Lifelong Learning: https://unesdoc.unesco.org/ark:/48223/pf0000381857 ISMS Group of Institutions (ISMS Pune) (2023): The Importance of Project-Based Learning in the Classroom, 2023 7th of September: https://www.linkedin.com/pulse/importance-project-based-learning-classroom-ismspuneofficial/

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Vasiliki Tsolaki and Agathi Stathopoulou: Digital technologies in lifelong learning, Global Journal of Engineering and Technology Advances, 2023, 16(02), 047–056 Publication history: Received on 03 June 2023; revised on 29 July 2023; accepted on 01 August 2023 Article DOI: https://doi.org/10.30574/gjeta.2023.16.2.0132

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5 Activity Handouts for F2F Learning

Module 1

5.1 Activity Handout No 1

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector		
Activity Title	Sustainable Tourism Strategy Challenge	**Activity Number**	*M1A1- for Lesson 1*
Description of the activity	In this activity, you will select an emerging trend in sustainable tourism and develop an implementation strategy for a chosen company. Finally, you will deliver a concise pitch presenting your strategy. Steps: 1. Trend Selection and Company Choice (Choose an emerging trend in sustainable tourism and a company related to the tourism sector). 2. Strategy Development (Analyse the selected trend and identify opportunities for its implementation in the chosen company, develop an implementation strategy that includes practical steps to integrate the selected trend into the company's operations). 3. Implementation Pitch (You can do your pitch in whatever format you choose: poster, video, ppt, etc.).		

5.2 Activity Handout No 2

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector		
Activity Title	Green Economy Integration Challenge in Tourism	**Activity Number**	*M1A2- for Lesson 2*

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Description of the activity	In this activity, you will delve into the fundamental concepts of the green economy within the tourism sector. You will analyse its core principles and develop strategies to integrate green economy principles into a chosen tourism business. *Steps:* *1.* Understanding Green Economy Principles (and how they relate to the tourism industry). *2.* Selection of a Tourism Business (It could be a hotel, tour operator, or any other entity within the tourism sector). *3.* Integration Strategy Development (Develop a strategy to integrate green economy principles into the chosen tourism business, brainstorm practical steps that the business can take to align with green economy principles while remaining economically viable). *4.* Pitch Presentation (You can do your pitch in whatever format you choose: poster, video, ppt, etc.).

5.3 Activity Handout No 3

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector		
Activity Title	Sparking Innovation in Tourism Project Development	**Activity Number**	*M1A3- for Lesson 3*
Description of the activity	Steps: 1. Selection of a Tourism Destination or Business (It could be a popular tourist destination, a new emerging market, or a unique tourism business). 2. Idea Generation and Project Planning (Brainstorm creative ideas for tourism projects that could be implemented in the chosen destination or business, develop a project plan outlining the key components of your creative idea, including objectives, target audience, activities, timeline, and budget considerations). 3. Pitch Presentation (You can do your pitch in whatever format you choose: poster, video, ppt, etc.).		

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5.4 Activity Handout No 4

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector		
Activity Title	Developing digital transformation strategies	**Activity Number**	*M1A4- for Lesson 4*
Description of the activity	This activity aims to investigate the role of digital technologies and digital transformation in the tourism industry. You will brainstorm ideas and develop a digital transformation strategy for a selected tourism business. *Steps:* *1.* Selection of a Tourism Business (It could be a hotel, tour operator, or any other entity within the tourism sector.) *2.* Brainstorming and Strategy Development (Brainstorm innovative ways in which digital technologies can be leveraged to transform the selected tourism business, develop a digital transformation strategy) *3.* Pitch Presentation (You can do your pitch in whatever format you choose: poster, video, ppt, etc.)		

Module 2

5.5 Activity Handout No 1

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers		
Activity Title	Exploring the HyPro4ST Virtual Learning Hub	**Activity Number**	*M2.A1*
Description of the activity	**Follow the steps in order to explore the HyPro4ST Virtual Learning Hub:** 1. Register to HyPro4ST Virtual Learning Hub		

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	2. Navigate through different sections and particularly those that correspond to the HyPro4ST Online Training Course (VOOC) and the HyPro4ST Practical Guide. 3. Try out the various features of the platform 4. Prepare to answer the following questions: • What features of the platform did you find most useful or interesting? • How do you envision of using the platform to support your learning or work with the training resources? 5. Please fill out the short online evaluation survey because your feedback is valuable!

5.6 Activity Handout No 2

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers		
Activity Title	Choosing the Right Project Management Development Approach	**Activity Number**	M2.A2
Description of the activity	**Working in groups, read the short case studies provided and choose to which of the three (3) project management development approaches they correspond:** • **Predictive** is the development approach in which the project scope, time, and cost are determined in the early phases of the life cycle (PMI, 2021). It entails meticulously crafting a comprehensive project plan in advance and rigorously adhering to it, while minimising project change. This approach is widely referred as a “waterfall” or “traditional”. • **Adaptive** is the development approach in which the requirements are subject to a high level of uncertainty and volatility and are likely to change throughout the project (PMI, 2021). It involves the practice of adjusting projects in response to evolving requirements and conditions as they unfold. This approach is well suited for projects characterised by dynamic requirements or fluctuating environments, necessitating flexibility and adaptability from project teams.		

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- The **Hybrid Project Management development approach** is a flexible and adaptive framework that combines elements from different project management methodologies to suit the specific needs of each project. Hybrid Project Management is a blend of predictive and adaptive approaches to delivering value, determined by product, project, and organisational variables (Dionisio, 2023).

Case Study No 1: Community-Based Tourism Initiative

In a rural region known for its cultural heritage and natural beauty, a community-based tourism initiative was launched to promote sustainable development and empower local residents. The project aimed to create opportunities for income generation while preserving the region's unique identity and environment. From the outset, the project faced high levels of uncertainty and complexity due to fluctuating visitor preferences, seasonal variations, and evolving community needs. The project team engaged in ongoing dialogue with community members, local businesses, and tourism experts to gather feedback and insights. This collaborative approach enabled them to respond swiftly to changing circumstances and adjust project activities accordingly. For example, when it became apparent that certain tourist attractions were receiving more attention than others, the project team reallocated resources to promote lesser-known sites and activities. They also introduced new experiences based on emerging trends and visitor feedback, such as cultural workshops and eco-friendly tours.

Case Study No 2: Sustainable Eco-Lodge Construction Project

In a remote region surrounded by pristine natural beauty, a sustainable tourism company embarked on a project to construct an eco-lodge that would serve as a model for environmentally conscious hospitality. The project team began by conducting extensive research and feasibility studies to determine the optimal location for the eco-lodge, taking into account factors such as biodiversity, accessibility, and cultural significance. With a detailed understanding of the project requirements, they meticulously crafted a comprehensive project plan that outlined the construction timeline, budget allocations, and quality standards. Once the project plan was approved, the team proceeded with the implementation phase, adhering closely to the predetermined schedule and budget constraints. They employed sustainable construction practices and materials, such as locally sourced timber and renewable energy systems, to minimise the lodge's environmental impact. Throughout the construction process, the project team maintained strict control over project changes, carefully evaluating any proposed deviations from the original plan and assessing their potential impact on scope,

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	time, and cost. By minimising changes and adhering to the predetermined project plan, they ensured that the eco-lodge was completed on schedule and within budget, without compromising its sustainability goals. **Case Study No 3: Sustainable Tourism Destination Development** In a coastal region known for its rich biodiversity and cultural heritage, a sustainable tourism destination development project was initiated to enhance economic opportunities while preserving the natural environment and cultural identity of the area. The project faced a unique set of challenges and requirements. In the initial stages of the project, the team meticulously defined project scope, timelines, and budget allocations, providing a structured framework for guiding the project's overall direction and resource allocation. This approach ensured clarity and alignment among stakeholders, laying a solid foundation for the project's execution. However, as the project progressed and encountered unforeseen challenges such as regulatory changes, community concerns, and environmental factors, the team prioritised stakeholder engagement and collaboration, regularly soliciting feedback and adjusting project activities in response to evolving requirements and conditions.

5.7 Activity Handout No 3

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers		
Activity Title	Developing the Product Vision Statement for a Hybrid Sustainable Project	**Activity Number**	M2.A3
Description of the activity	**Working in groups develop the Product Vision Statement for the hybrid sustainable project entitled: "Sustainable Adventure Park Project".** **Case Study: Sustainable Adventure Park Project** The Scenario: You and your team are tasked with developing a product vision statement for a sustainable adventure park project located in a biodiverse region. The project aims to create an immersive and educational experience for visitors while promoting environmental conservation and supporting local communities.		

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Project Background: The sustainable adventure park project is envisioned as a haven for eco-conscious travellers seeking adventure, education, and a deeper connection with nature. Situated within a biodiverse forest, the park will offer a range of eco-friendly attractions and activities designed to showcase the natural beauty and cultural heritage of the region.

The Challenge: Your task is to craft a project vision statement that articulates the mission, values, and objectives of the sustainable adventure park project. The vision statement should convey the park's commitment to sustainability, conservation, education, and community engagement, while also highlighting its unique offerings and appeal to visitors.

Instructions:

1. Brainstorm as a group about the core principles and goals that should guide the sustainable adventure park project.
2. Consider the park's target audience, environmental context, and the desired impact on both visitors and the local community.
3. Collaborate to draft a clear and inspiring project vision statement, by using the template provided, that reflects the project's vision, values, and aspirations for sustainable tourism development in the region.

Product Vision Statement Template:

For _____ *identifies the customer*_____

Who ____ *provides more detail*_____

The ___ *names the product* _____

is a ____*describes the product*_____

That ___ *identifies what the product does*_____

Unlike ___ *describes competitor products* _____

Our product __ *provides differentiating factors* ____.

Example:

For environmentally conscious travellers
Who seek immersive and sustainable tourism experiences
The Arcadian Eco-Resort is a pioneering destination
That integrates luxury with eco-friendly practices.
Unlike other resorts that prioritise comfort at the expense of the environment.
The Arcadian Eco-Resort will offer eco-conscious lodging, farm-to-table dining, outdoor

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	activities, local cultural experiences and educational programs on sustainability, while promoting the preservation of local culture and natural beauty.

5.8 Activity Handout No 4

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers		
Activity Title	Developing the Work Breakdown Structure and the Backlog of a Hybrid Sustainable Project	**Activity Number**	M2.A4
Description of the activity	**Working in groups develop the Work Breakdown Structure for the hybrid sustainable project entitled: "Sustainable Adventure Park Project".** **Case Study: Sustainable Adventure Park Project** You and your team have been selected to spearhead the development of a groundbreaking sustainable adventure park project set amidst a biodiverse region. The sustainable adventure park project is envisioned as a transformative destination, where guests can immerse themselves in the wonders of nature while gaining a deeper understanding of the delicate balance between human activity and environmental sustainability. Nestled within a biodiverse forest, the park will feature a diverse range of eco-friendly attractions and activities, from thrilling outdoor adventures to interactive educational exhibits, all thoughtfully designed to showcase the region's rich biodiversity and cultural heritage. As the project unfolds, your team will need to meticulously plan and execute a multitude of tasks spanning various disciplines, including project management, environmental conservation, construction, marketing, and community engagement. Each aspect of the project is interconnected, requiring careful coordination and strategic alignment to ensure its success. Your task is to develop a comprehensive Work Breakdown Structure (WBS) that delineates the Product Vision and project's scope, identifies key deliverables, and outlines the sequence of tasks necessary for its completion. By breaking down the		

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project into manageable components and establishing clear dependencies between tasks, the WBS will serve as a roadmap for project execution, enabling your team to effectively allocate resources, manage timelines, and mitigate risks.

The Work Breakdown Structure (WBS)

The Work Breakdown Structure is a hierarchical decomposition of the total scope of work to be carried out by the project team to accomplish the project objectives and create the required deliverables (Dionisio, 2023). It is used within the predictive project management development approach.

A WBS identifies the work to be done in a systematic, hierarchical way. A good one clearly defines actions with verbs and helps everyone involved understand the project's vision and progression, essentially preparing the project team for scheduling. It makes the project less overwhelming and is also a good way to involve ad hoc members in the project, leveraging their experience and expertise in the planning phase. The main purpose of using a WBS, however, is to cover everything in the project that takes time (tasks, communications, approvals, delivery lead times, and so on).

If the project is considered level 0 (in terms of detail), then level 1 is usually defined in terms of "work packages," i.e., project phases or deliverables. (Some people try to define it by department, but that is a parochial view that can create gaps in the planning.) The work packages (as defined by deliverables) can be broken into smaller pieces, which can be called level 2. Sometimes level 2 is as far as you need to go, and you can jump right into specific tasks that need to be done. Other times, especially in hybrid complex projects, it is helpful to break the packages into even smaller activities (level 3, level 4 etc.). A WBS might be constructed like an inverted tree (an organization chart) or as an indented list (outline format).

<u>Instructions:</u>

1. First discuss and brainstorm in order to come up with a list of all the tasks you believe are necessary to complete the sustainable adventure park project. During this process consider all aspects of the project, including planning, construction, operations, marketing, and community engagement. It is important to focus on actionable tasks rather than general activities.
2. Categorizing the identified tasks into work packages. Common categories may include planning, design, construction, operations, marketing, and community engagement. It is important to sequence tasks logically to ensure smooth project progression.

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3. Develop the hierarchical Work Breakdown Structure (WBS) for the sustainable adventure park project. Start with the highest-level deliverables and progressively decompose them into smaller, more manageable tasks. Use a tree-like structure with clear parent-child relationships.
4. When you think you are finished breaking down the work, it is a good idea to consider the following questions:
   - Can the WBS elements uniquely assignable to an individual who is responsible for completing them? (Otherwise, you may not have the right level of detail.)
   - Do the activities begin with a verb? (This helps to ensure that you are defining tasks.)
   - Do the activities have beginning and ending points? (If not, it may be unclear as to what is to be done.)
   - Are all the elements that take time included?
   - Is quality built into the WBS with testing, revision cycles, feedback loops, and so on? (This is a good management practice!)
   - Is the WBS sufficient for achieving the Product Vision Statement you developed in the previous activity for this hybrid project? (You want to ensure that you have a feasible plan with a strong chance of success.)
5. Share your work results with the participants

Example of a WBS:

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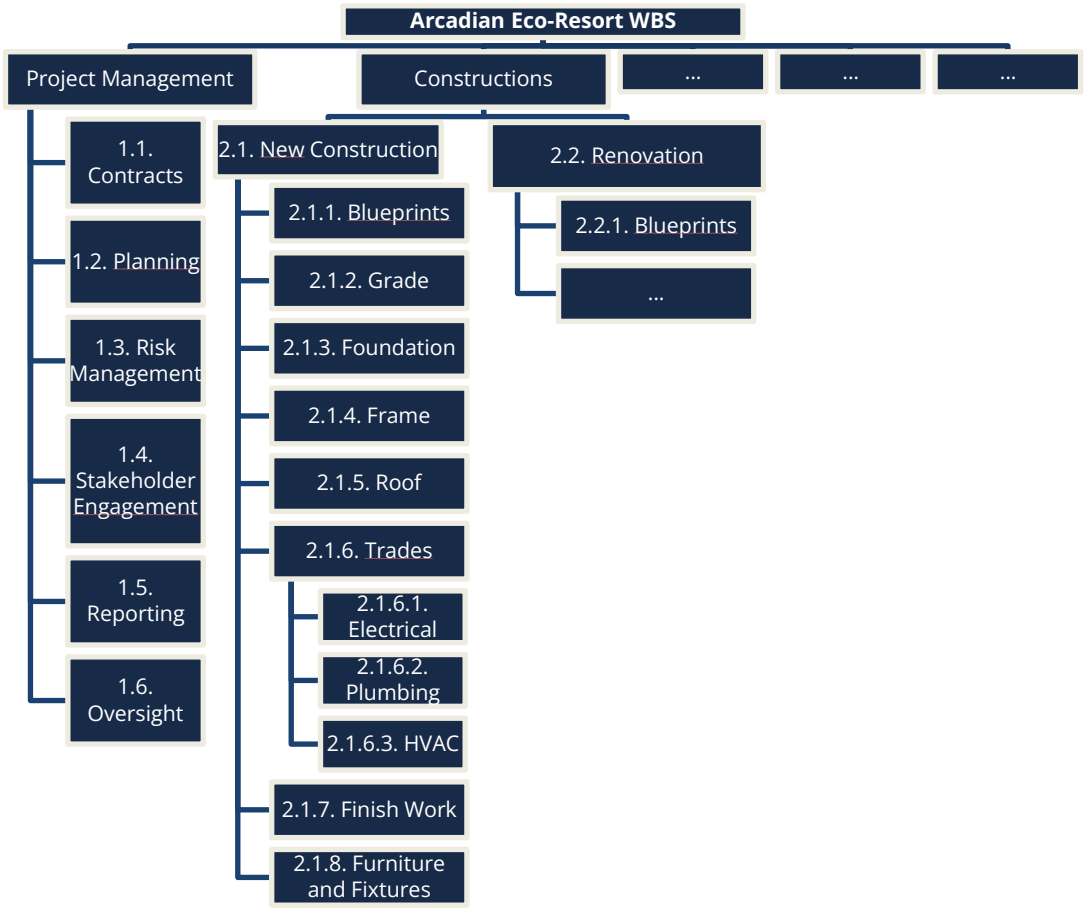

5.9 Activity Handout No 5

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers		
Activity Title	Defining Problems and Ideating Solutions	**Activity Number**	M2.A5
Description of the activity	**Working in groups develop the Problem Statement for the given case and then ideate on possible solutions.** **Step 1** Discuss about the challenges a tourist destination might face in its effort to enhance eco-friendly accommodations. Select one of these challenges, the most significant one based on your opinion, and collaboratively define the Problem Statement for a		

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hybrid sustainable project having as aim to support this destination to achieve its goal.

The problem statement will have the following format:

_____

(destination's name)

Needs a way to (selected challenge/need)

_____

_____

Because (the reason behind)

_____

_____

Example:

Chalkidiki region needs a way to reduce water consumption in tourist accommodations, because water scarcity is a pressing environmental issue in the region, and sustainable water management is essential for preserving local ecosystems and ensuring long-term tourism viability.

Step 2

For the problem statement you developed, and by making use of the ideation method "Worst Idea", come up with as many ideas as possible, that could be possible solutions to the stated problem.

Worst idea

The worst idea technique asks you to come up with your worst solutions to a problem. Create as many ridiculous ideas as you can! Write them down and list the attributes that make those ideas bad. Then you must think about the opposites of those negative attributes to find what would turn those bad ideas into possible solutions. Even just discussing the worst ideas can lead to connections or sources

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	of inspiration that can lead to positive solutions, demonstrating their unexpected value. *Examples:* *Implement a policy to ban all tourists from visiting the destination. Attributes: Restrictive, Unwelcoming, Anti-tourism* *Remove all natural attractions from the destination to reduce environmental impact. Attributes: Destruction of natural beauty, Loss of biodiversity, Short-sighted*

5.10 Activity Handout No 6

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers		
Activity Title	Using the PMO Design Canvas	**Activity Number**	M2.A6
Description of the activity	According to Américo Pinto, chairman of the PMO Global Alliance, following pre-set PMO types is a short path to failure, since a successful PMO is one that is flexible enough to adapt to the needs of its stakeholders, delivering the value expected by them. Then the understanding of the benefits expected by the stakeholders, and from them, the correct definition of the functions that will be assumed by the PMO is a critical success factor for its implementation and permanence. **PMO Design Canvas** was created by Victor Pestana (see LinkedIn Profile) as a didactic tool for designing the mix of functions to be performed by a Project Management Office (PMO) to be deployed or to review the functions of an existing PMO. It was created with full alignment to the PMO Value Ring, an international methodology developed with the participation of experienced PMO leaders that provides eight steps for PMO deployment, evaluation, and repositioning (More information at: www.pmovaluering.com). In order to fill out the PMO Design Canvas follow the steps: 1. Work in groups of 5 people 2. Select one person that will play the role of the PMO Manager. The rest of the people will have the role of PMO stakeholders 3. **Read the case study:**		

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EcoTravel Solutions, a leading advocate for sustainable tourism, is embarking on a journey to establish a Project Management Office (PMO) to enhance its project delivery capabilities. The organisation recognizes the importance of selecting the most suitable PMO functions to effectively support its mission of promoting eco-friendly travel experiences while ensuring efficient hybrid project management practices. EcoTravel Solutions is undertaking various sustainable tourism initiatives, including the development of eco-friendly resorts, community-based tourism projects, and conservation efforts in natural habitats. These initiatives span across different departments and regions, each with its unique set of challenges and objectives.

Considerations:

- Project Management Needs: EcoTravel Solutions requires a PMO structure that can effectively manage a diverse portfolio of projects, ranging from infrastructure development to community engagement and environmental conservation.
- Sustainability Integration: The PMO structure should facilitate the integration of sustainability principles into project management practices, ensuring that all initiatives align with the organization's commitment to environmental conservation and social responsibility.
- Organizational Culture: EcoTravel Solutions values collaboration, innovation, and flexibility. The PMO structure should support these cultural values while providing the necessary guidance and oversight to ensure project success.
- Scalability and Adaptability: As EcoTravel Solutions continues to grow and expand its operations, the chosen PMO structure should be scalable and adaptable to accommodate evolving project needs and organizational changes.

4. **Map the benefit expectations:** with the guidance of the PMO Manager discuss and choose at least five (5) benefits from the 30 potential benefits of a PMO, illustrated in the Canvas, based on the information provided in the case study.
5. **Balance of the mix of functions:** then select the functions that best meet the benefits defined by stakeholders. Choose at least five (5) functions from the 26 potential functions of a PMO, illustrated in the Canvas. Then assess the degree of contribution of each function to the extent of each benefit (adherence to benefits). Percentages or scores can be used. It is not necessary to add 100% or some maximum score since the importance one is the average value of adhesion of each function and the ordering (1o for the function with greater average and

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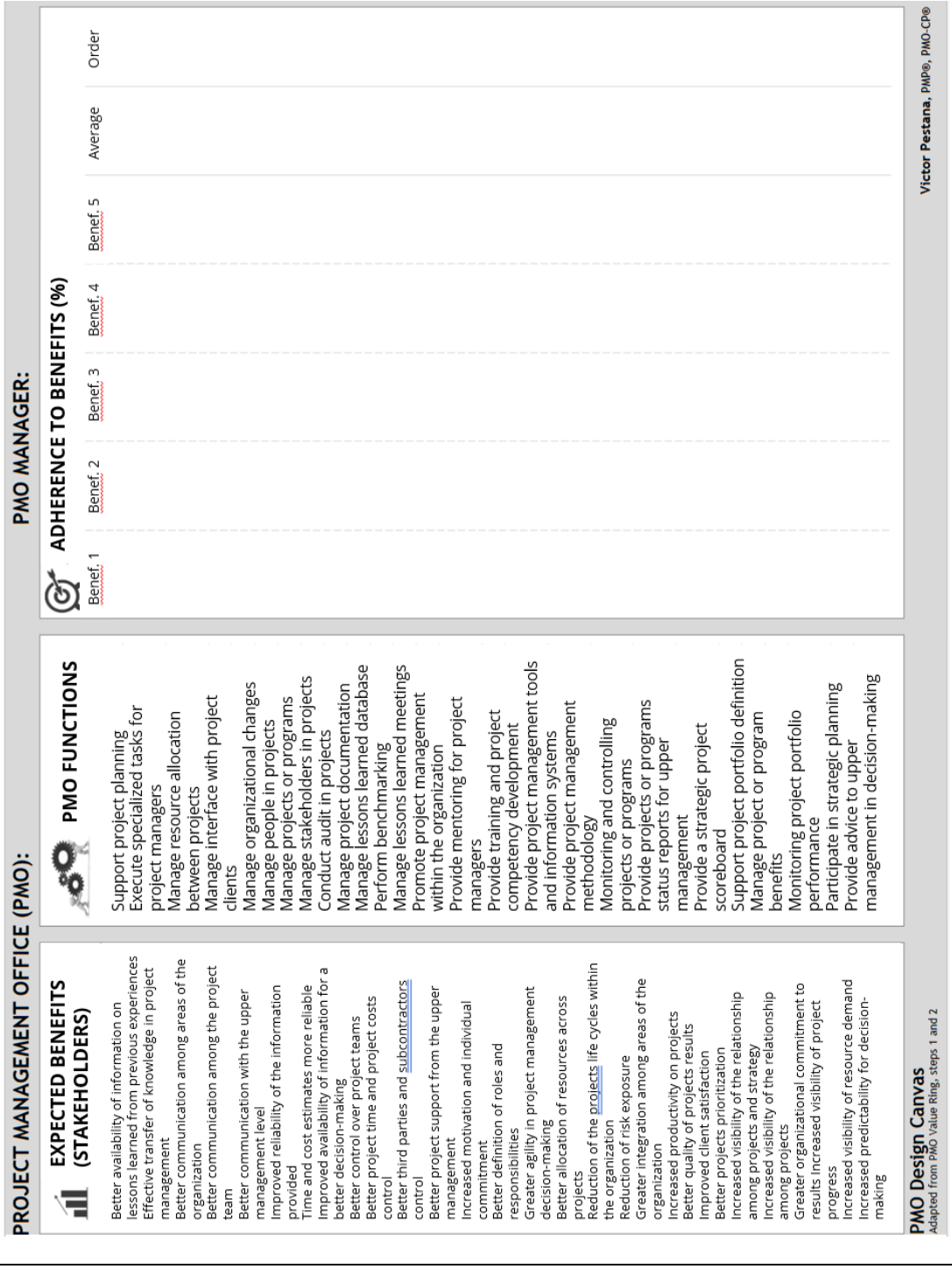
last placement for the one of lower average). With the functions ordered, discuss whether adherence to benefits has been confirmed. Otherwise, some functions can be replaced by others as long as they confirm greater adherence.

6. **Evaluate and debate:** present your findings to the other group(s). The stakeholders of the other group(s) assess whether the functions defined by the PMO team in question meet their expectations.



PROJECT MANAGEMENT OFFICE (PMO): PMO MANAGER:

EXPECTED BENEFITS (STAKEHOLDERS)	PMO FUNCTIONS	ADHERENCE TO BENEFITS (%)						
		Benef. 1	Benef. 2	Benef. 3	Benef. 4	Benef. 5	Average	Order
Better availability of information on lessons learned from previous experiences	Support project planning							
Effective transfer of knowledge in project management	Execute specialized tasks for project managers							
Better communication among areas of the organization	Manage resource allocation between projects							
Better communication among the project team	Manage interface with project clients							
Better communication with the upper management level	Manage organizational changes							
Improved reliability of the information provided	Manage people in projects							
Time and cost estimates more reliable	Manage projects or programs							
Improved availability of information for a better decision-making	Manage stakeholders in projects							
Better control over project teams	Conduct audit in projects							
Better project time and project costs control	Manage project documentation							
Better third parties and subcontractors control	Manage lessons learned database							
Better project support from the upper management	Perform benchmarking							
Increased motivation and individual commitment	Manage lessons learned meetings							
Better definition of roles and responsibilities	Promote project management within the organization							
Greater agility in project management decision-making	Provide mentoring for project managers							
Better allocation of resources across projects	Provide training and project competency development							
Reduction of the projects life cycles within the organization	Provide project management tools and information systems							
Reduction of risk exposure	Provide project management methodology							
Greater integration among areas of the organization	Monitoring and controlling projects or programs							
Increased productivity on projects	Provide projects or programs status reports for upper management							
Better quality of projects results	Provide a strategic project scoreboard							
Improved client satisfaction	Support project portfolio definition							
Better projects prioritization	Manage project or program benefits							
Increased visibility of the relationship among projects and strategy	Monitoring project portfolio performance							
Increased visibility of the relationship among projects	Participate in strategic planning							
Greater organizational commitment to results Increased visibility of project progress	Provide advice to upper management in decision-making							
Increased visibility of resource demand								
Increased predictability for decision-making								

PMO Design Canvas
Adapted from PMO Value Ring, steps 1 and 2

Victor Pestana, PMP®, PMO-CP®

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Module 3

5.11 Activity Handout No 1

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector		
Activity Title	The HSE Management Standards Indicator Tool	**Activity Number**	*(Module 3, Activity 1)*
Description of the activity	The trainees are introduced to tools suggested by HSE (Health and Executive Britain's national regulator for workplace health and safety) that can be used in order to assess the current status of the employees in terms of stress levels and resilience facilitate the preparedness of the trainer to deliver a training that will be in accordance with the actual needs of the trainees.		

5.12 Activity Handout No 2

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector		
Activity Title	Learn from experience and move on.	**Activity Number**	*(Module 3, Activity 2)*
Description of the activity	Stare at the red dot for 30"-60". Try not to blink. Close your eyes and share What do you see.		

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	Description of the activity Introductory activity to talk about resilience **Part 1:** Share the above image with the trainees. Encourage them to stare at the dot on the page for 30 seconds. Once the 30 seconds are over, ask them to close their eyes. They should start to see an image form of the Mona Lisa. Ask them how they knew that this was the Mona Lisa – memories are stored in our brains, and we are able to bring them forward and use them when required. The purpose of this exercise is to show that people are able to bring memories to the forefront of their mind. This encourages to remember how people previously dealt with a situation and either to repeat/not repeat thoughts and actions. **Part 2:** Ask the trainees to take a few moments to think about a negative situation their team has experienced and how they dealt with it, and on reflection how they would have dealt with it differently for a more positive outcome.

5.13 Activity Handout No 3

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector		
Activity Title	The Resilience Plan	**Activity Number**	*(Module 3, Activity 3)*
Description of the activity	This tool helps people unpack their personal resources for resilience by giving them a framework (The 4 S's) to bring out what specifically works for them. The goal of this tool is to help people devise a personal resilience plan based on their existing resources (that is, what has helped them bounce back from difficulties in the past). Note that you are advised to use the tool within the boundaries of your professional expertise.		

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The Resilience Plan (The Four S's)

Resilience is the ability to cope with whatever life throws at you, and bounce back stronger and more steadfast than before. Resilient people work through life challenges using personal resources, including social support, coping strategies, sagacity (which is the wisdom and insight that we hold onto), and solution-seeking. This exercise helps you draw on your resilience resources to build a personal resilience plan, which you can use to help you combat any future challenges.

Part 1: My Past Sources of Resilience

Step 1. Recall a recent example of resilience

Think about a time recently when you overcome a challenge or set back in your life. Perhaps you injured yourself, or received some negative feedback at work, or had an argument with a friend or family member. Briefly describe this difficulty below.

Step 2. Identify supportive people

What 'supportive people' in your life kept you standing when it would have been easier to fall down? For instance, did you call an old friend, or ask a teacher for advice, or perhaps a parent or grandparent gave you a pep talk. Write down who you called on for support in the top right cell of the table in Appendix A.

Step 3. Identify strategies

What 'strategies' did you use to help yourself cope with any negative thoughts and feelings that showed up in response to the difficulty? For example, did you meditate, or write in a gratitude journal, or go for a walk, or listen to a particular song or type of music, or have a massage to release tension. Write down the strategies you used in the bottom left cell of the table in Appendix A.

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Step 4. Identify sagacity

What 'sagacity' helped you bounce back from this difficulty? Sagacity is the wisdom and insight that you hold onto. It can come from song lyrics, novels, poetry, spiritual writings, quotes from the famous, the sayings of one's grandparent, or learning from one's own experience. Write down your sagacity in the bottom right cell of the table in Appendix A.

Step 5. Identify solution-seeking behaviors

What solution-seeking behaviors did you display to help you actively deal with the problem? For example, did you problem-solve, or seek out new information, or plan ahead, or negotiate, or speak up and voice your opinion, or ask others for help. Write down the solution-seeking behaviors you displayed in the top left cell of the table in Appendix A.

Part 2: My Resilience Plan

Step 6. Describe a current difficulty

In the space below, describe a current difficulty or challenge that you are facing.

Step 7. Apply the resilience plan to the current difficulty

Given the social supports, strategies, sagacity, and solution-seeking behaviors that helped you last time, let us look at how you could use the same or similar resources to help you bounce back from this current difficulty you are facing (identified in the previous step). Read through your completed plan (Appendix A) and write down the skills, supports, strategies, and sagacity that could work again for you in the blank resilience plan template in Appendix B. Allow some flexibility here in the sense that the same type of social support/ strategy/ sagacity/ solution-seeking behavior could be tweaked according to your current situation, for instance going to your manager rather than a parent for support in the face of a work-related problem. An example of a completed resilience plan is shown in Appendix C.

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Step 8. Carry out your resilience plan

The next step is to put your resilience plan into action. To do this, consider the order in which to use your different supports, strategies, sagacity, and solution-seeking behaviors: which resource is most feasible to start with? Often the most feasible resource is the smallest step that you can take, such as calling your partner. On your resilience plan (Appendix B), place the number 1 next to the first resource you will use. Then, continue to number your different resources in the order in which you would feasibly use them.

Then, go ahead an action your first resource, and continue to work through your resilience plan (in order) until you have overcome this difficulty.

Once you have come through the other side, please move on to the next step.

Part 3: Evaluation

Step 9. Evaluate your resilience plan

Discuss the following:

- How was it for you to carry out your resilience plan? Did it help you bounce back from this difficulty?
- What resources (specific skills/supports/strategies/sagacity) were most helpful to you? Why?
- What resources (specific skills/supports/strategies/sagacity) were least helpful to you? Why?
- Did you not use any resources, and if so, why?
- Is there anything you would like to add to your resilience plan?
- In what other areas of your life could you use your resilience plan? How might things improve for you?

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Appendix A: My Past Sources of Resilience

Supports that kept you upright	Strategies that kept you moving
Sagacity that gave you comfort and hope	**Solution-seeking** behaviors you showed

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PositivePsychology.com | *Positive Psychology Toolkit*

Appendix B: My Resilience Plan

Supports that keep you upright	**Strategies** that keep you moving
Sagacity that gives you comfort and hope	**Solution-seeking** behaviors you can show

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PositivePsychology.com | *Positive Psychology Toolkit*

Appendix C: Example of a completed Resilience Plan

Difficult situation: Stuffed up a job interview and did not get the job

Supports that keep you upright	Strategies that keep you moving
Called my partner Joe - 0432182074 *Called my Mum - 0409867222* *Booked an apt with my therapist*	*Went for a walk* *Smiling Mind meditation app* *Calming breathing technique* *Played with my dog* *Did some gardening* *Wrote in my gratitude journal* *Expressive writing*
Sagacity that gives you comfort and hope	**Solution-seeking** behaviors you can show
Remembered that growth comes from mistakes *"This too shall pass" - sticky note on the fridge* *Thought about what I could do differently next time and wrote down on paper*	*Asked for feedback from job interviewers* *Applied for 3x new jobs* *Sought professional coaching for job interviewing*

Module 4

5.14 Activity Handout No 1

Module Title	Advanced Educational Practices for Continuous/Lifelong Learning

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Activity Title	Discussions	Activity Number	*M4A1 (Module 4, Activity 1)*
Description of the activity	The activity revolves around the first theoretical unit titled "An Integrated Approach to Sustainable Development and Lifelong Learning". The objective of this activity is to help participants gain a deeper understanding of the theoretical unit and its concepts. To achieve this, the participants will need to watch two videos. The first video is Conference Session 12 - Putting Education for Sustainable Development into Action B. The video can be accessed via the following URL: https://www.youtube.com/watch?v=9AP71iTLlJg. After watching the video, participants will have the opportunity to ask questions and seek clarification during a Q&A session. The second video is titled "How to Embrace Being a Lifelong Learner". This video will be used to supplement the first video and can be accessed via the following URL: https://www.youtube.com/watch?v=cqRoGpSGFwk. Participants are encouraged to watch this video to gain additional insights into the concept of lifelong learning. After watching both videos, the participants will use the knowledge they have gained to shape their future perspectives on sustainable development and lifelong learning. Trainers will discuss the topics and share their viewpoints about them. (Detailed timeframe and steps are in the Instructional plan)		

5.15 Activity Handout No 2

Module Title	Advanced Educational Practices for Continuous/Lifelong Learning		
Activity Title	Brainstorming & Discussions	**Activity Number**	*M4A1 (Module 4, Activity 2)*
Description of the activity	In the second activity of the program, participants will delve into the second theoretical unit, which is all about understanding the challenges and the need for lifelong learning institutions. The focus of this activity is to comprehend why having an effective lifelong learning strategy is crucial.		

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	To start, participants will be required to watch a video titled "Adult Education & Lifelong Learning: Training the Post-Pandemic Workforce," which can be accessed through the provided URL link. This video will provide a comprehensive overview of the importance of lifelong learning, especially in the post-pandemic era. After watching the video, participants will engage in a brainstorming event where they will collect and discuss the best practices for post-pandemic workforce training. The objective of this activity is to bring together the knowledge gained from the video and the theoretical unit to identify practical solutions that can be applied to real-world scenarios. (Detailed timeframe and steps are in the Instructional plan)

5.16 Activity Handout No 3

Module Title	Advanced Educational Practices for Continuous/Lifelong Learning		
Activity Title	Team Activity	**Activity Number**	*M4A1 (Module 4, Activity 3)*
Description of the activity	This is an outline of an activity that is designed to be based on the theoretical unit 3: Project-based learning. The activity begins with participants reading an article titled "Vocational Teacher Training in Online Course Design and Tutoring: Motivating Teachers to Participate in the E-training". This article can be found on the website researchgate.net, and it will serve as a starting point for the activity. Once the participants have read the article, they will work in teams to discuss the challenges of motivating teachers in e-training. The teams will be expected to collaborate and share ideas based on their understanding of the article. They will then give recommendations on how to address these challenges and present their findings to the rest of the group. The aim of this activity is to foster teamwork, critical thinking, and problem-solving skills among participants. It also encourages them to engage with educational research and apply it to real-world scenarios. Overall, this activity is an excellent way to promote professional development and enhance the skills of vocational teachers. (Detailed timeframe and steps are in the Instructional plan)		

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5.17 Activity Handout No 4

Module Title	Advanced Educational Practices for Continuous/Lifelong Learning		
Activity Title	Team activity and discussions	**Activity Number**	*M4A1 (Module 4, Activity 4)*
Description of the activity	The following activity has been designed to complement the theoretical unit 4: Digital Methods and Tools in LifeLong Learning. As part of this activity, participants are required to read the attached article titled "Immersive Education: Unlocking New Possibilities with Extended Reality (XR)", which can be accessed through the provided URL_1. Once the participants have read the article, they will be given the opportunity to ask any questions or seek clarification on any doubts they may have during a dedicated Q&A session. This session has been designed to provide participants with a platform to discuss the concepts and ideas presented in the article and further understand the use of Extended Reality in education. Following the Q&A session, participants will be required to form teams and engage in an insightful discussion about the trainers' former experience. This discussion will provide participants with a chance to explore the practical applications of the concepts learned in the theoretical unit and understand how they can be implemented in real-life scenarios. (Detailed timeframe and steps are in the Instructional plan)		

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6 Group Assignment

Module 1: The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector		
Group Assignment Title	Lessons learned	**Group Assignment Number**	*M1GA1*
Description of the Group Assignment	The future of tourism will be shaped by emerging trends such as technology and innovation, sustainability, personalized experiences, health and wellness tourism, and the rise of domestic tourism. Technological advancements including augmented reality, virtual reality, artificial intelligence, and big data are revolutionizing how tourist destinations are promoted and managed. Additionally, there is a growing demand for sustainable practices in the tourism industry, which is prompting companies to adopt greener and more responsible approaches. This shift towards sustainability has a significant impact on project management in the sector. The green economy is crucial for developing tourism practices that minimize environmental impact and support the conservation of natural resources, benefiting both the environment and local communities. Efficient resource management, biodiversity protection, and involving local communities in tourism planning not only reduce the carbon footprint but also create new opportunities for tourism. The aim of this project is to explore and integrate lessons learned about emerging trends, the green economy, creativity and digital transformation in the tourism sector in order to develop effective project management strategies that promote sustainability, innovation and competitiveness at Company X. Specifically, the project aims to: Objectives: • **Emerging Trends Analysis:** To identify and understand emerging trends in the tourism sector, including technological advances, changes in consumer preferences and market trends.		

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- **Integration of Green Economy Practices:** To incorporate green economy principles and practices in the context of tourism, with a view to reducing the environmental impact of operations and promoting sustainability.
- **Encouraging Creativity and Innovation:** Encouraging creativity and innovation in the development of tourism projects, using methods such as design thinking to find sustainable and differentiated solutions.
- **Adoption of Digital Technologies:** Explore and implement digital technologies that can improve operational efficiency, marketing and the customer experience at Company X.
- **Developing Personalised Recommendations:** Creating specific and practical recommendations for Company X, aligned with its needs and objectives, in order to boost sustainability, innovation and competitiveness in the tourism sector.

You can use the following structure for guidance (it's not obligatory or you can adapt it to your report):

1. **Cover Page**
2. **Executive Summary**
3. **Introduction**
4. **Literature Review**
5. **Methodology**
6. **Analysis and Discussion**
7. **Case study**
8. **Results and Recommendation**
9. **Conclusion**
10. **References**
11. **Appendices**

Module 2: Using the Project Canvas and the GPM P5 Standard

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers

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Group Assignment Title	Using the Project Canvas and the GPM P5 Standard	Group Assignment Number	*M2GA1*
Description of the Group Assignment	**Work in groups and follow the instructions:** **1. Read the short introduction to the Project Canvas Framework and its domains and sections.** **2. Get familiarised with the GPM P5 Standard based on the information provided in the theoretical chapter.** **3. Select a sustainable hybrid project for the tourism sector and fill out the Project Canvas, by also integrating the GPM P5 Standard / P5 Ontology, in order in the end to have a complete Project Canvas with your sustainable project.** **The Project Canvas** The "Project Canvas", developed by Antonio Nieto-Rodriguez, is a free tool that increases alignment and success in every project. It covers the basic principles and fundamentals of projects that everyone should know, is practical and easy to implement. It is a proven tool that will assist you in leading projects more successfully and in making your dreams a reality (Rodriguez, 2021). The Project Canvas is composed of 14 dimensions – the ones that research has proven to influence and determine project success. These are grouped into four major domains. Each domain, or area of expertise, has a specific weight in the success of a project, which is indicated by a percentage (Antonio Nieto-Rodriguez, 2021).		

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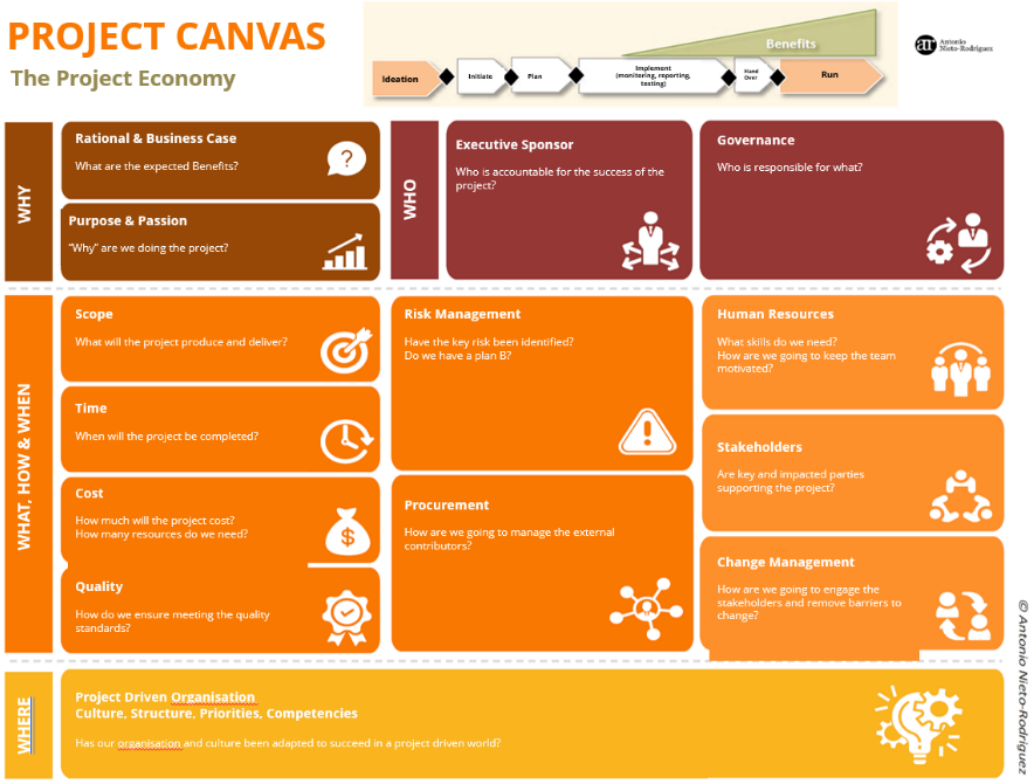

Note. From *Project Canvas* [Photograph], by *Antonio Nieto-Rodriguez,* 2021, *Antonio Nieto-Rodriguez*.com.

(https://antonionietorodriguez.com/project-canvas/). CC BY 4.0

How to Apply the Project Canvas Framework

- Leaders and project managers should use the framework at the beginning of a project to assess how well it has been defined and whether it is worth starting right away or needs further refinement.
- Use it through the project lifecycle to assess the health of the project and areas that need attention.
- It can be applied to programs, strategic initiatives and any other activities that can be considered projects.

Domain 1: Why

The **Why** dimension covers the triggers and actual meaning of a project (the rationale and business case, and the purpose and passion), which will become the drivers once the project gets underway. The drivers are to obtain buy-in and resources (from the organisation), to obtain attention and time from the executives, to obtain engagement from the members of the team, and to obtain support from the individuals impacted by the project.

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1. Rationale and Business Case

All project management methodologies demand that projects always have a well-defined business case. It is a great exercise to learn about the alternatives and the project expected returns. Experience shows, however, that business cases have biases and subjective assumptions, especially concerning the financial benefits from the project, which often get inflated in order to make the project seem more attractive to the decision-makers.

2. Purpose and Passion

A project's purpose is its fundamental reason for being. An effective purpose reflects the importance people attach to the project's work – it taps their idealistic motivations – and gets at the deeper reasons for a project's existence beyond just making money.

Domain 2: Who

The **Who** domain relates to the executive sponsor and governance, and it addresses the elements of accountability and allocation of responsibilities. An organisation or business has a chief executive in charge and is accountable for its operations. The same should happen with a project, in the role of the executive sponsor, who is the ultimately accountable person. Yet, more often than not, the role is either not understood or not performed consistently with the importance it has for the success of the project. Establishing a clear governance structure at the beginning of the initiative is essential too.

3. Executive Sponsor

Many projects start without it being decided who is ultimately accountable for their successful delivery. As projects tend to go across departments, business units and countries, they are often prone to 'shared accountability and collective sponsorship.' As a result, many executives feel responsible, yet no one is really accountable for driving the project to completion.

4. Governance

The executive sponsor, together with the project manager, should define the project governance. The governance in a project is represented by a project chart in which the various contributing roles and decision-making bodies are defined.

One of the most important bodies in a project is the steering committee, which is chaired by the executive sponsor and run by the project manager. The members and the frequency with which they meet often determine the importance the project has for the organisation.

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Domain 3: What, How & When

The **What, How & When** domain covers the fundamental elements that constitute the project. They can be split into technical areas and people-related elements. These are the project fundamentals: hard aspects (definition, design, plans, milestones, cost, risk and procurement) and soft aspects (motivation, skills, stakeholders, change and communication). Addressing all of the elements at the right time and with enough depth will increase the chances of project success.

5. Scope

Understanding and agreeing on what the project will consist of and deliver – the scope – is one of the *raisons d'être* of project management. Other terms for scope include specifications, detailed requirements, design, and functionality. The scope is the most important element in making an accurate estimation of the cost, duration, plan, and benefits of the project. Various tools can be used to try to determine what the outcome of the project will look like, yet this remains one of the most difficult tasks.

6. Time

"Time is money": this famous phrase, attributed to Benjamin Franklin, is an absolute in projects. Time is one of the major characteristics of projects in that, unless there is an articulated, compelling, official and publicly announced deadline, there is a good chance that the project will be delivered later than originally planned. Delays in projects mean, besides extra costs, a loss of benefits and expected revenues, both having a tremendous negative impact on the business case of the initiative. A project without a deadline should not be considered a project – better call it an experiment, an exploration of daily business activities.

7. Cost

Budget in projects is composed mostly of the time dedicated by the project resources. These mainly include the people working on the project plus all other investments (consultants, material, software, hardware, etc.) required to develop the scope of the project. Budget is, together with time and scope, the third main constraint in traditional project management. Without a budget, there is no project.

8. Quality

Ensuring that the outcome of the project meets the quality expectations is an integral part of project management, yet it is often overlooked or not a priority. Often teams focus on doing the work and leave the quality part to the end of the project when adjustments are most expensive.

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9. Risk Management

Risk management is one of the most important techniques in project management and essential duty of the project manager. Bluntly, if a project fails, it is because the risks that caused the failure were either not identified or not mitigated on time by the project team.

10. Procurement

Projects tend to have a novelty component; therefore, the need to hire external capabilities to deliver the project is much higher. As projects are temporary assignments, it is cheaper to engage external capacity during the project than to hire internal resources.

11. Human Resources

Today, project managers need to be project leaders too, especially for the more complex and cross-functional projects. These require pulling resources across the organisation and changing the old status quo. In fact, we can argue that the best project managers are leaders but also entrepreneurs – they are the CEOs of their projects.

12. Stakeholders

Stakeholders are individuals and groups (entities, organisations, etc.) that are impacted by, are involved in, or have an interest in the outcome of a project. The larger the project, the more stakeholders there will likely be. The more stakeholders, the more efforts are required in terms of communication and change management activities.

13. Change Management

Project managers today need to understand change management, rather than just communication. Based on the stakeholder analysis, the project manager will define a change management plan, including different activities, such as training, communications, info sessions, etc. According to PMI's Guide to the Project Management Body of Knowledge (2017), about 75-90 percent of a project manager's time is spent formally or informally communicating during the implementation phase of a project.

Domain 4: Where

The **Where** domain covers the external elements that can have a positive or negative impact on the project. These areas are often outside the control of the

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project leader, yet there are ways that the leader can influence the project favorably. The executive sponsor plays an important role in influencing the organisation too.

Lumi File: M2L3_Unit 15_Using the Project Canvas (The following text is embedded in the Lumi File.)

WHY

Rationale-Business Case ABC Tours will harness sustainable practices to minimize environmental impact, creating a unique selling proposition in the growing eco-tourism market. Anticipated benefits include cost savings through efficient resource use, enhanced brand reputation, and market share growth among eco-conscious travelers.

Purpose-Passion Our mission is to provide immersive adventure experiences that protect and celebrate the natural world, fostering a deep connection between travelers and the local environment, culture, and communities.

WHO

Executive Sponsor The CEO of ABC Tours will be the executive sponsor, accountable for project success and aligning it with the company's strategic vision.

Governance A Project Steering Committee will be formed, comprising department heads and an external sustainability consultant, to oversee project milestones, budget, and risk management.

WHAT, HOW & WHEN

Scope The project will develop eco-friendly tour packages, including local culture and nature tours, using sustainable transport and accommodation. It will also include community projects like clean-ups and conservation education programs.

Time The project is scheduled for completion within 18 months, with the first six months dedicated to planning and partnerships, followed by a year of incremental implementation of sustainable practices across operations.

Cost The budget is estimated at 500,000 €, covering sustainable infrastructure development, community training programs, and marketing. Resource needs include capital investment, local expertise, and sustainable materials.

Quality Adherence to international sustainability and tourism standards, with regular checks by environmental and social impact auditors, will guarantee the project meets the highest benchmarks of excellence and reliability.

Risk Management Key challenges include potential regulatory changes, environmental impact concerns, and market acceptance. These will be addressed

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through a dynamic register, regular stakeholder engagement, and adaptable contingency planning.

Procurement The focus will be on sourcing from local suppliers and hiring experts in sustainable construction and renewable energy solutions. Contracts will emphasize sustainable practices and fair labor conditions.

Human Resources Skills in sustainable project management, local cultural knowledge, and eco-friendly hospitality are needed. Staff motivation will be maintained through engagement in project design and incentive programs linked to sustainability goals.

Stakeholders Key parties involved include local communities, NGOs in conservation, tourism boards, and government bodies. Their support will be secured through transparent communication and collaborative planning.

Change Management Stakeholders will be engaged through workshops and regular updates. Barriers, such as resistance to new practices, will be addressed through education and by demonstrating the benefits of sustainable tourism.

WHERE

Project Driven Organisation We will cultivate a culture of sustainability, modifying our framework to incorporate roles focused on sustainable practices and establishing priorities that highlight the importance of long-term benefits over immediate advantages. Competencies will be built through training and hiring practices. Regulatory bodies, the global sustainable tourism community, and the local socio-economic landscape, influence the project. The executive sponsor will leverage industry networks and advocacy, promoting policies supportive of sustainable tourism.

GPM P5 Standard / P5 Ontology

P5 Categories, Subcategories, and Elements

The P5 Ontology - a set of concepts and categories in a subject area that shows their properties and the relationships among them - has three categories for classification, People, Planet, and Prosperity. Each category is further broken down into subcategories and elements.

P5 elements comprise aspects of project governance that should support and enhance organisational governance in accordance with the sustainability goals, targets, and commitments adopted by the sponsoring organisation(s).

P5 Perspectives and Lenses

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The impacts that a project's activities, results, and outcomes have on people, the planet, and prosperity all come as a result of decisions made about product characteristics and project management practices.

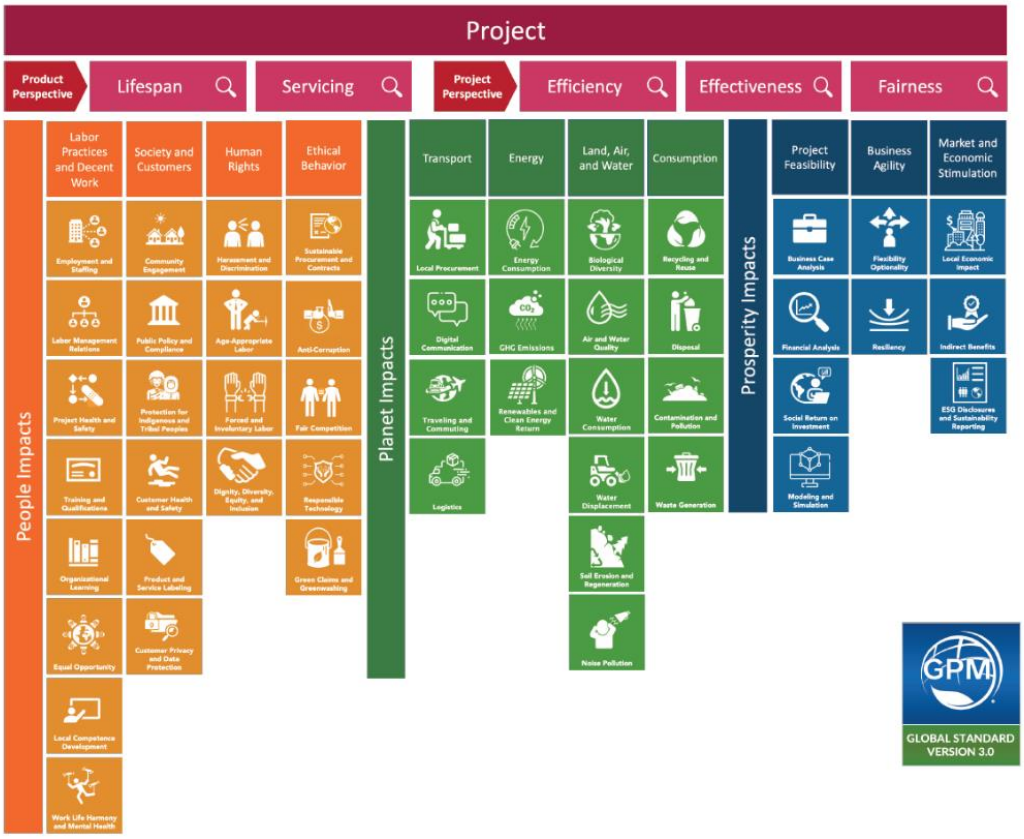
P5 analyses these impacts using two perspectives and five lenses. The two perspectives are:

- Product impacts based on the project's results and outcomes
- Process impacts based on the project management processes used to manage project activities

Each perspective is evaluated using a focus lens:

- Lifespan and servicing for the product perspective
- Efficiency, effectiveness, and fairness for the process perspective

All five lenses are essential for fully understanding the sustainability impacts of a project as they help to reveal impacts that might otherwise be missed



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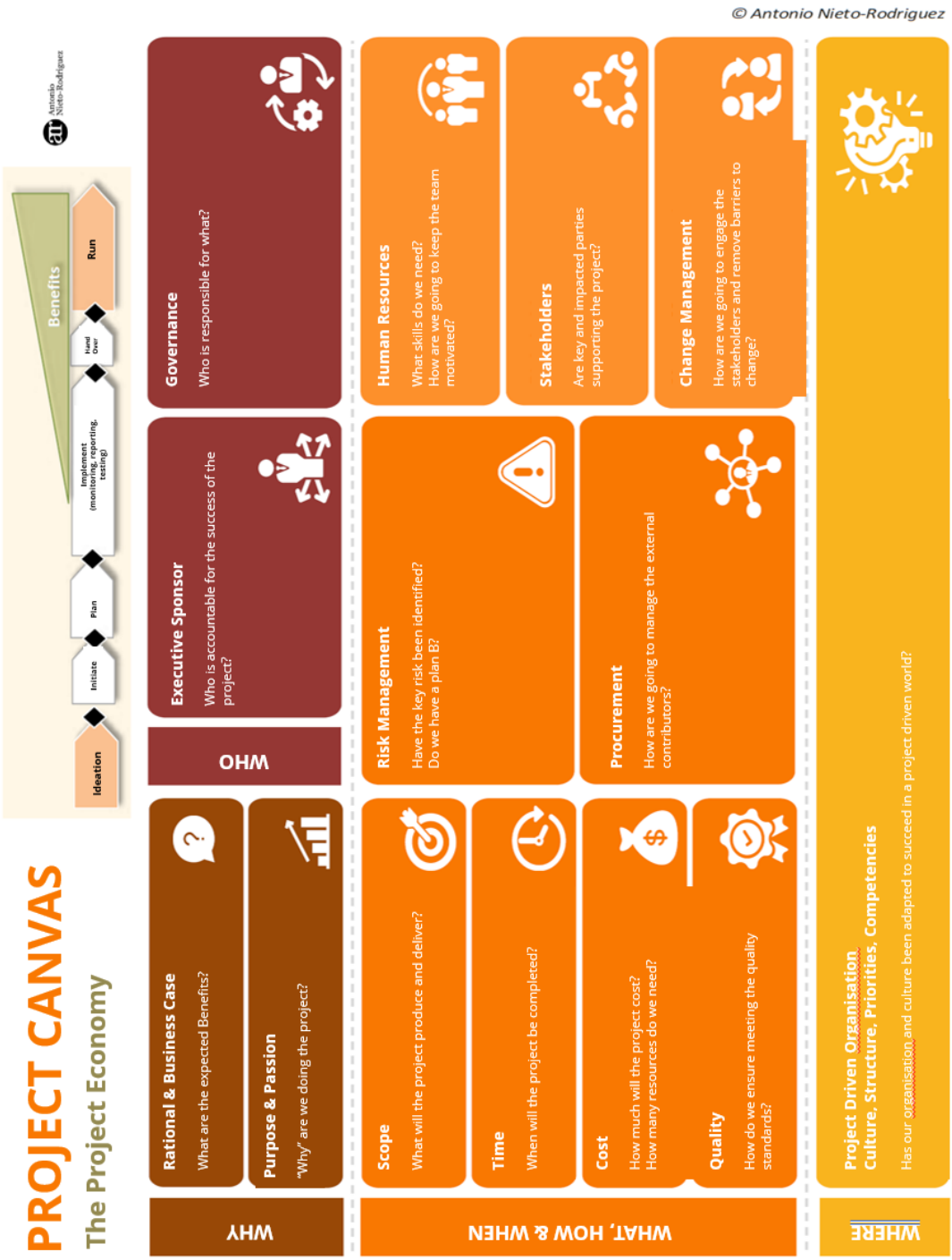

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Module 3: Plan it your way

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector		
Group Assignment Title	Plan it your way	**Group Assignment Number**	*A1*
Description of the Group Assignment	Upon the completion of the theoretical part of the training and after having watched the two videos suggested at the end of lessons 2 and 3 the trainees in groups of 4 are invited to go to the instructional plan and intervene in the content. The aim is without compromising the content to add elements that will make the training plan more vivid, more interactive. The trainees are invited to discuss and agree on the changes in the structure and add activities and techniques that will keep the audience engaged and motivated. As a final output the trainees prepare a short presentation/ demonstration of the intervention that each group considers beneficial along with an explanation of the reasoning.		

Module 4: Development of a strategic Teaching Plan for Lifelong Learning

Module Title	Advanced Educational Practices for continuous/lifelong learning		
Group Assignment Title	Development of a strategic Teaching Plan for Lifelong Learning	**Group Assignment Number**	*M4GA1 (Module 4, Group Assignment 1)*
Description of the Group Assignment	Briefing: This assignment will ask future trainers to develop a strategic teaching plan for Lifelong Learning, implementing, and using all the digital methods and best practices that are integrated into the Advanced Educational Practices for Lifelong Learning. I. Introduction II. Understanding Advanced Educational Practices for Lifelong Learning - Definition and key concepts - Importance of lifelong learning		

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III. Developing a Strategic Teaching Plan
- Identifying learning goals and objectives
- Choosing appropriate digital tools and methods
- Creating effective lesson plans and activities

IV. Implementing the Strategic Teaching Plan
- Strategies for engaging learners
- Facilitating group discussions and activities
- Monitoring learner progress and providing feedback

V. Best Practices for Lifelong Learning
- Importance of continuous improvement and development
- Strategies for self-directed learning
- Encouraging learners to share and apply their knowledge

VI. Conclusion
- Recap of key points
- Importance of integrating digital methods in teaching and lifelong learning

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7 Self-Directed Learning (SDL)

7.1 Self-directed Digital Library

Module 1

7.1.1 Self-Directed Learning No 1

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector
Topic	*Podcast*
Title of Resource:	*"The Conscious Traveler Podcast"*
What will you get from using this resource?	*This podcast explores topics related to sustainable tourism, including interviews with industry leaders and discussions on emerging trends.*
Link to resource:	https://www.conscioustravelerpod.com/

7.1.2 Self-Directed Learning No 2

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector
Topic	*Article*
Title of Resource:	"Advances and challenges in sustainable tourism toward a green economy"
What will you get from using this resource?	This paper provides an overview of the relationship between tourism and sustainability, highlighting challenges like energy consumption and habitat destruction. It discusses key elements of sustainable tourism, proposes implementation strategies, and suggests a performance indicator system. Ultimately, it emphasises the potential for tourism to drive transformative changes toward a green economy, calling for interdisciplinary research to address sustainability issues comprehensively.

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Link to resource:	https://www.sciencedirect.com/science/article/pii/S004896971831194X?pes=vor

7.1.3 Self-Directed Learning No 3

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector
Topic	Website
Title of Resource:	"PhocusWire"
What will you get from using this resource?	Provides news and insights on technology and innovation in the travel industry, including developments in digitization and digital transformation.
Link to resource:	https://www.phocuswire.com/

7.1.4 Self-Directed Learning No 4

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector
Topic	Website
Title of Resource:	"Skift"
What will you get from using this resource?	One of the leading news outlets in the travel and tourism sector, frequently covering stories related to digital technologies and digital transformation in the tourism industry.
Link to resource:	https://skift.com/

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7.1.5 Self-Directed Learning No 5

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector
Topic	Podcast
Title of Resource:	"The Beaten Track: a podcast for sustainable tourism"
What will you get from using this resource?	Focusing specifically on sustainable tourism, this podcast explores initiatives, trends and inspiring stories related to responsible tourism and the positive impact of travel.
Link to resource:	https://open.spotify.com/show/341RxVT54SvjSnjrHKI5jR

Module 2

7.1.6 Self-Directed Learning No 1

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers
Topic	Understanding Sustainable Hybrid Project Management
Title of Resource:	Pulse of the Profession® 2024 The Future of Project Work: Moving Past Office-Centric Models
What will you get from using this resource?	Uncover valuable insight into what drives project performance and the impact of implementing flexibility for project teams
Link to resource:	Pulse of the Profession® 2024

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7.1.7 Self-Directed Learning No 2

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers
Topic	Nurturing an Entrepreneurial and Creative Mindset in Sustainable Hybrid Tourism Project Managers
Title of Resource:	A Complete Guide to Incorporating Design Thinking Into Project Management
What will you get from using this resource?	Gain a comprehensive understanding of how design thinking principles can be seamlessly integrated into project management processes. The article explores key concepts such as empathy, ideation, prototyping, and iteration, offering practical examples and case studies to illustrate their application in real-world project scenarios.
Link to resource:	A Complete Guide to Incorporating Design Thinking Into Project Management

7.1.8 Self-Directed Learning No 3

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers
Topic	Projectification and Digitalisation of a Tourism Organisation
Title of Resource:	Seven recommendations for managing projectification
What will you get from using this resource?	Understand how factors such as volatility, uncertainty, complexity, and ambiguity in the modern world have led to the widespread adoption of project structures for various organizational initiatives. Acquire significant understanding into the growing importance of projects and project-based work within organisations.
Link to resource:	Seven recommendations for managing projectification

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7.1.9 Self-Directed Learning No 4

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers
Topic	Projectification and Digitalisation of a Tourism Organisation
Title of Resource:	Artificial Intelligence in Project Management
What will you get from using this resource?	A gateway to the future of AI-driven project management. Boost productivity. Increase project success. Drive value for your organization with generative AI.
Link to resource:	Artificial Intelligence in Project Management

Module 3

As follows material suggestion is provided for the implementation of the SDL. The plan is for the trainee to select the content of interest from the digital library (section 3.1) and then precede with the project based activity (3.2) and case study (3.3). The case study may be repeated multiple times simply by selecting a different story to analyze from the Tourism Story Pacific 2022 – there are 7 stories available for evaluation of the process and resources employed to cope with a crisis and demonstrate resilience.

7.1.10 Self-Directed Learning No 1

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector
Topic	Resilience in the learning process
Title of Resource:	Developing Resilient Agency in Learning: The Internal Structure of Learning
What will you get from using this resource?	This scientific article offers insight to the internal structure and recursive relationships between learning power and their contribution to learning as a journey. The aim to help the reader understand that learning is not a complex pedagogical process but a human natural process towards growth and change that is formed through the interaction between the trainers and learners.

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Link to resource:	https://doi.org/10.1080/00071005.2015.1006574

7.1.11 Self-Directed Learning No 2

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector
Topic	The increasing importance of resilience roles in organisation
Title of Resource:	Emerging roles, evolving skills: Designing a growth-oriented resilience strategy
What will you get from using this resource?	To better understand how resilience roles have evolved since the COVID-19 pandemic; identify skills and backgrounds that are required in order to fulfil these roles and to identify opportunities for leaders to build more holistic resilience strategies.
Link to resource:	https://www2.deloitte.com/us/en/insights/topics/strategy/business-resilience-strategy.html

7.1.12 Self-Directed Learning No 3

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector
Topic	Organizational Resilience
Title of Resource:	Toward True Organizational Resilience Deloitte's Global Resilience Report
What will you get from using this resource?	Organizational resilience encompasses resilience along five capitals— human, social, built, financial, and natural— that comprise the ecosystem in which organizations operate. A deficiency in any single one of the five capitals can put the organization in jeopardy and even bring it down. Organizational resilience therefore consists of robust capabilities in each of these five domains. While the emphasis on a given capital will differ across industries and companies, superior capabilities in one domain will not make up for deficiencies in another. Therefore, each organization needs an individualized way of addressing and balancing investments in each domain

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Link to resource:	https://www2.deloitte.com/content/dam/Deloitte/us/Documents/01_Global_Resilience_report_October_2022_wc.pdf

7.1.13 Self-Directed Learning No 4

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector
Topic	Resilience through crisis in the tourism sector
Title of Resource:	Tourism stories Pacific 2022
What will you get from using this resource?	The UNWTO "Tourism Stories Pacific 2022 – Resilience Through Crisis" e-book showcases seven portraits of Pacific tourism entrepreneurs who served as examples of resiliency at the peak of the COVID-19 crisis. The publication dives into key moments of their lives when they found inspiring ways to adapt to unprecedented challenges brought by the pandemic, while at the same time supporting their families, staff and communities. Each story bears witness to the importance of tourism in a sub-region where international tourism is not only a prominent generator of international export revenue, but also a catalyzer for innovation, leading to sustainable development for the prosperity of local communities and their environments. The e-book is complemented by a series of portrait videos available on the UNWTO YouTube channel.
Link to resource:	https://www.e-unwto.org/doi/epdf/10.18111/9789284423767?role=tab

7.1.14 Self-Directed Learning No 5

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector
Topic	Soft skills
Title of Resource:	Putting Skills First - Opportunities for Building Efficient and Equitable Labour Markets
What will you get from using this resource?	Resolving labour shortages, bridging skills gaps and equipping workers with skills for the jobs of tomorrow are key to creating resilient and productive labour markets.

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	In this report, five specific opportunities for intervention where the gains from skills-first solutions are most likely for employers and workers alike are being identified. The report also highlights a diverse set of Skills First "Lighthouses", selected by an independent expert panel that can serve as inspiration for own action. The report concludes by offering key takeaways regarding success factors in implementing skills-first approaches.
Link to resource:	https://www.weforum.org/publications/putting-skills-first-opportunities-for-building-efficient-and-equitable-labour-markets/

7.1.15 Self-Directed Learning No 6

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector
Topic	Soft skills - teamwork
Title of Resource:	The importance of teamwork (as proven by science)
What will you get from using this resource?	Provides an overview to the benefits that healthy teams may enjoy such as • collaborative problem-solving leads to better outcomes. • People are more likely to take calculated risks that lead to innovation if they have the support of a team behind them. • Working in a team encourages personal growth, increases job satisfaction, and reduces stress.
Link to resource:	https://www.atlassian.com/blog/teamwork/the-importance-of-teamwork

7.1.16 Self-Directed Learning No 7

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector
Topic	Recommendations and Best Practices for maximizing Training Effectiveness
Title of Resource:	*The Science of Training and Development in Organizations: What Matters in Practice*

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What will you get from using this resource?	Insight on research, checklists tools and further readings that may support the planning delivery and evaluation of adult training activities.
Link to resource:	https://www.psychologicalscience.org/publications/journals/pspi/training-and-development.html

Module 4

7.1.17 Self-Directed Learning No 1

Module Title	Advanced Educational Practices for continuous/lifelong learning
Topic	Understanding the Challenges and the Need of effective Lifelong Learning and Sustainability
Title of Resource:	Mindmeister blog: 8 lesson plans promote lifelong learning (blog, article)
What will you get from using this resource?	In today's ever-changing world, institutions face numerous challenges that require them to adopt a strategic approach to lifelong learning. Therefore, it has become increasingly important for institutions to develop and implement effective lifelong learning strategies to ensure they remain competitive and relevant in the market.
Link to resource:	https://www.mindmeister.com/blog/8-lesson-plans-promote-lifelong-learning/?utm_term=&utm_campaign=WW_en_Pmax_MM&utm_source=adwords&utm_medium=ppc&hsa_acc=1500715290&hsa_cam=17148301854&hsa_grp=&hsa_ad=&hsa_src=x&hsa_tgt=&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gad_source=2&gclid=Cj0KCQjw-r-vBhC-ARIsAGgUO2BxE6D1-6bw9dWwsYnmpf6tfOKIG7VxNit_NB95xzoegD9R_4Y27rQaArIoEALw_wcB

7.1.18 Self-Directed Learning No 2

Module Title	Advanced Educational Practices for continuous/lifelong learning
Topic	Understanding Sustainability and Lifelong Learning
Title of Resource:	What Do We Mean by Sustainability?, Episode One of the W&L Lifelong Learning Sustainability Series (video)

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What will you get from using this resource?	Understanding the concept of sustainability, which involves meeting the needs of the present without compromising the ability of future generations to meet their own needs, is crucial for recognizing the importance of continuous and lifelong learning in order to adapt to changing environmental, social, and economic conditions.
Link to resource:	https://www.youtube.com/watch?v=r5aHVq4RyGc

7.1.19 Self-Directed Learning No 3

Module Title	Advanced Educational Practices for continuous/lifelong learning
Topic	New perspectives into leading horizontally and building resilience to create sustainable business solutions.
Title of Resource:	Lifelong Learning: The Transformative Power of Sustainability (video session)
What will you get from using this resource?	In this panel discussion presented by the Ray C. Anderson Center for Sustainable Business at the Georgia Tech Scheller College of Business, you will have the opportunity to hear from alumni and corporate partners of the Carbon Reduction Challenge. This 10-week summer program provides interns with the chance to develop business cases for organizations seeking to reduce their carbon emissions. Gain insights from the program's participants as they share their experiences working on these impactful projects, and discover new perspectives on effective leadership and building resilience to create sustainable business solutions.
Link to resource:	https://www.youtube.com/watch?v=XSs7lk7EwlQ

7.1.20 Self-Directed Learning No 4

Module Title	Advanced Educational Practices for continuous/lifelong learning
Topic	The best way to design effective MOOC

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Title of Resource:	Research Issues and Findings of MOOCs: Leading to Better Design Practice
What will you get from using this resource?	Exploring the Research Topics and Discoveries of Massive Open Online Courses (MOOCs) and Their Impact on Improving Design Practices.
Link to resource:	https://www.youtube.com/watch?v=kmsWZi3vyrg

7.2 Project-based Activity Sheet

Sustainable Tourism Innovation Initiative: Create your own Workshop (Project of the end of the module)

Module Title	The Green, Project, Creative, and Digital Economy in Relation to the Tourism Sector		
Project-based Activity Title	Sustainable Tourism Innovation Initiative: Create your own Workshop (Project of the end of the module)	**Duration of Activity (in minutes)**	900 minutes
Learning Outcomes	Based on the Curriculum Framework		
Aim of Project-based activity	The aim is to promote sustainability and innovation in the tourism sector by integrating emerging trends, green economy principles, creativity, and digital transformation. The aim of the workshop and training program is to empower students with the knowledge and skills necessary to drive sustainable innovation in the tourism sector. By providing hands-on training and practical insights, the project seeks to inspire future leaders to create positive change in the industry.		
Materials Required for the Project-based Activity	• Workshop/seminar venue • Educational materials (brochures, online resources) • Networking event venue • Design thinking workshop supplies • Digital tools and solutions for technology assessment • Training materials for digital transformation workshops		
Step-by-step instructions	1. Awareness of Emerging Trends in Sustainable Tourism: Conduct presentations and discussions on emerging trends in sustainable tourism.		

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	Provide examples of successful sustainable tourism initiatives from around the world. Encourage students to critically analyze the opportunities and challenges associated with these trends. 2. Fundamentals of the Green Economy in Tourism: Facilitate interactive sessions on the principles of the green economy and their relevance to tourism. Engage students in group activities to brainstorm ways to apply green economy principles in tourism projects. Showcase case studies of businesses that have successfully implemented sustainable practices. 3. Creativity in Tourism Project Development: Organize design thinking workshops to foster creativity and innovation among students. Guide students through the process of ideation, prototyping, and testing of sustainable tourism projects. Provide feedback and support as students develop their project ideas into actionable plans. 4. Digital Technologies and Digital Transformation in Tourism: Introduce students to digital tools and technologies that can enhance sustainability and efficiency in tourism operations. Offer hands-on training sessions on using digital platforms for marketing, booking, and customer engagement. Discuss the role of data analytics and artificial intelligence in optimizing tourism experiences and reducing environmental impact.
References	

Hybrid Project Management for Sustainable Tourism: Crafting an Action Plan for Success

Module Title	Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers		
Project-based Activity Title	Hybrid Project Management for Sustainable Tourism: Crafting an Action Plan for Success	**Duration of Activity (in minutes)**	180 minutes

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Learning Outcomes	Knowledge: Understanding of hybrid project management methodologies and their applications in diverse contexts Skills: Familiarity with best practices for integrating hybrid project management approaches, entrepreneurship, digital tools and sustainability into project management processes Competencies: Open-mindedness and adaptability to embrace innovative approaches to project management that prioritize sustainability
Aim of Project-based activity	The aim of this activity is to empower learners with the knowledge, skills, and mindset necessary to integrate sustainable principles into project management practices within the context of tourism businesses. By engaging in this activity, participants aim to develop actionable plans that not only optimize project outcomes but also contribute to the long-term environmental, social, and economic sustainability of the tourism industry.
Materials Required for the Project-based Activity	Note taking materials, pen or pencil. A digital device such as computer, laptop, tablet or smart phone with an internet connection.
Step-by-step instructions	Your task is to develop an action plan for integrating Sustainable Hybrid Project Management (SHPM) principles and practices into ABC Eco-Tours. The action plan will focus on leveraging entrepreneurial and digital tools/techniques to enhance project management effectiveness and promote sustainability within the business. In order to do so follow the steps: 1. Read the case study thoroughly to understand the context, challenges, and opportunities presented. 2. Study the Theoretical Chapter of Module 2 3. Develop the Action Plan based on the insights gained from the case study, leveraging any provided examples as guidance or inspiration. **Case Study: Sustainable Hybrid Project Management in Tourism Business**

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Background: ABC Eco-Tours is a small tourism business specializing in eco-friendly adventure tours in a biodiverse coastal region. The company is committed to promoting sustainable tourism practices while providing unique and memorable experiences for travelers. However, ABC Eco-Tours faces challenges in effectively managing its projects and integrating sustainability principles into its operations.

Current Situation: ABC Eco-Tours has identified several sustainability goals, including reducing carbon emissions, minimizing environmental impact, supporting local communities, and enhancing guest experiences. However, the company lacks a structured approach to project management and struggles to implement sustainability initiatives consistently across its operations.

The company's project management processes are primarily ad-hoc, relying on spreadsheets and manual tracking methods. While ABC Eco-Tours recognizes the importance of project management, there is limited expertise and resources dedicated to this area. Additionally, the company has yet to leverage digital tools and technologies to streamline project workflows and enhance collaboration among team members.

Furthermore, ABC Eco-Tours faces challenges in aligning sustainability goals with project objectives and effectively monitoring progress towards sustainability targets. There is a need for a more integrated approach that combines project management best practices with sustainability principles to drive meaningful change within the organization.

Action Plan Development:

1. Vision Statement:
   - Develop a vision statement that articulates ABC Eco-Tours' commitment to sustainability and project management excellence. Example: "ABC Eco-Tours strives to be a leader in sustainable tourism, delivering exceptional guest experiences while minimizing environmental impact and supporting local communities through well-designed and implemented projects."
2. Objectives:
   - Define specific, measurable objectives aligned with the vision statement. Example objectives may include:
     - Increase project delivery speed by 20% within six months through the implementation of hybrid sustainable project management methodologies.

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- Achieve a 30% increase in project satisfaction scores within one year by establishing cross-functional teams with expertise in hybrid sustainable project management.
- Ensure that 100% of new projects incorporate at least three (3) sustainability criterion in project selection by the end of the next fiscal quarter.
- Improve project efficiency by 25% within six months through the adoption of technology-enabled project management tools and platforms.

3. Strategies and Initiatives:
   - Propose innovative strategies and initiatives to achieve the defined objectives. Examples include:
     - Implementing a hybrid project management approach that combines predictive and adaptive methodologies to accommodate project complexity and uncertainty.
     - Starting with small-scale pilot projects to test hybrid project management approaches and gather feedback before scaling up implementation across the organization.
     - Developing training programs on hybrid sustainable project management methodologies and principles to upskill employees and ensure they understand the new project management approach.
     - Introducing digital project management tools such as Asana to streamline communication, task tracking, and collaboration among team members.
     - Partnering with local environmental organizations and community groups to develop sustainable tourism initiatives and support conservation efforts.
4. Timeline:
   - Develop a timeline outlining the implementation schedule for each strategy and initiative. Example timeline:
     - Year 1: Pilot hybrid project management approach on a small-scale project. Begin implementing digital project management tools.
     - Year 2: Expand hybrid project management approach to all projects. Launch waste reduction initiatives and carbon offset programs.

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	➢ Year 3: Evaluate progress towards sustainability objectives. Adjust strategies and initiatives as needed based on performance. 5. Resources Required: ○ Identify the resources (financial, human, technological) needed to support the implementation of the action plan. Example resources: ➢ Funding for project management training and software subscriptions. ➢ Staff time dedicated to sustainability planning and project management activities. ➢ Collaboration with external partners and stakeholders. 6. Monitoring and Evaluation: ○ Develop a framework for monitoring progress and evaluating the effectiveness of the action plan. Example KPIs: ➢ Carbon footprint reduction percentage ➢ Guest satisfaction scores ➢ Community engagement metrics ➢ Project completion rates and on-time delivery
References	-

DECODING EMOTIONS BY ANALYZING SPEECH, BODY AND FACE SPEECH, BODY AND

Module Title	Resilience/ Soft skills for trainers in the sustainable tourism sector		
Project-based Activity Title	DECODING EMOTIONS BY ANALYZING SPEECH, BODY AND FACE SPEECH, BODY AND	**Duration of Activity (in minutes)**	45 minutes
Learning Outcomes			
Aim of Project-based activity	The goal of this technique is to increase learners' ability to accurately perceive and understand the emotions of others which constitutes a basic feature of the development of emotional Intelligence. The interpretation of one's emotion is achieved through the observation of body language, face language and active listening. These three characteristics of emotional expression (facial, bodily and verbal) operate together rather than in		

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	isolation. The integration of facial and bodily expressions is required to capture the full essence of an emotion
Materials Required for the Project-based Activity	The following sheets and templates can facilitate the implementation of the technique. Annex A: Overview of three characteristics of emotional expression Annex B: Role Descriptions Annex C: Emotions List Annex D: Indicative Scenarios compatible with the Sustainable Tourism context used for the selection of emotions by the speaker
Step-by-step instructions	**Step 1: Introduce the exercise (max. 5 min.)** The experience of an emotion is reflected by changes in speech, body, and face. Introduce the concept of this technique to the participants. Inform them that they are going to practice "reading" other people's emotions. Reading others' emotions involves analysing their facial expressions, as well as the way in which they are talking and moving (These three characteristics are analysed in Annex A **Step 2: Create groups of four (1 min.)** Divide your group of participants into smaller groups of four persons. **Step 3: Assign Roles (approx. 5 min.)** Inform your participants that each one of them will be assigned a role. There are four different roles per group: the speaker, the face decoder, the body decoder, and the speech decoder. Hand out the role descriptions shown in Annex B to each participant. Note that every group member should receive all four role descriptions because the role descriptions include scoring forms. Ask each group of four to read the role descriptions, and then organize who will play each role amongst them. The three decoders should use the form in the role description to write down their observations. The four roles are as described: **The speaker**. The speaker selects one emotion (see the list of emotions described in the speaker role description in Annex C) and talks about a time when he or she experienced this emotion quite strongly. The speaker should not mention the emotion he or she has chosen, as the job of the observers is to guess the selected emotion. For his/her convenience, you can present him/her the Annex D with indicative scenarios from where he/ she can retrieve past experiences that could be of help for picking an emotion. **The face decoder**. The face decoder carefully observes the speaker's facial expressions to decipher the emotion being spoken about. For instance, are the speaker's eyes opened wide in surprise, or drooped down in sadness?

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The body decoder. The body decoder carefully observes the speaker's bodily movements to decipher the emotion being spoken about. For instance, how is the speaker using his hands to gesture while speaking, and what is his posture like?

The speech decoder. The speech decoder carefully observes how the speaker is talking in order to decipher the emotion being spoken about. The speech decoder focuses on both verbal and non-verbal characteristics of speech. For instance, what kind of words is the speaker using (i.e., strong, bold, positive, negative), and how is the emotion reflected in the pitch, loudness, and speed of the speaker's way of talking?

Step 4: Start the conversation (5 min.)

Announce to all participants that the speaker has five minutes to share his or her emotional story.

Note that the decoders should be advised to limit their interaction with the speaker as much as possible, as this may interfere with their observation. So, decoders should simply observe without responding to the speaker, and write down their observations in the space provided in Annex B

Step 5: Share observations (10 min.)

After five minutes, when the speaker has finished, the decoders take turns to share their observations with their group. Take up to 10 minutes for this step. The following questions may be used to guide this step:

- What were the observations of the face decoder?
- What were the observations of the body decoder?
- What were the observations of the speech decoder
- What did each of the decoders think was the emotion that was chosen by the speaker?
- What was the actual emotion that was chosen by the speaker?

Step 6: Exercise Evaluation

Evaluate the exercise with all participants. The following questions may serve as a guide:

- How was it to do this exercise?
- Which aspects were challenging?
- What did you learn?
- What is your take-home message?

Step 7: Switch Roles (20 min.)

As an optional next step, have participants within their smaller groups switch roles so that each person plays each role once (i.e., each person is the speaker once, each person is the face decoder once, and so on). The instructor is advised to set a timer so that participants are informed when to switch roles.

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References	Alberts, H., Poole, L. (2019), Emotional Intelligence Exercises, Positive Psychology Program B.V. https://positivepsychology.com/wp-content/uploads/3-Emotional-Intelligence-Exercises-1.pdf

Create your own website: for Advanced Educational Practices for continuous/lifelong learning

Module Title	Advanced Educational Practices for continuous/lifelong learning		
Project-based Activity Title	Create your own website: for Advanced Educational Practices for continuous/lifelong learning	**Duration of Activity (in minutes)**	135 minutes
Learning Outcomes	This activity could explore the advantages of project-based learning, discussing how it allows for more hands-on, experiential learning that is applicable to real-world situations. It could also delve into the ways in which project-based learning promotes lifelong learning by encouraging students to take ownership of their own education.		
Aim of Project-based activity	In this activity, the impact of technology on lifelong learning could be explored, including the ways in which it has expanded access to education and created new opportunities for learning. The activity could also discuss the potential drawbacks of relying too heavily on technology for lifelong learning.		
Materials Required for the Project-based Activity	**RECOMMENDED FREE INTERNATIONAL WEBSITES:** • www.wix.com • www.webs.com • www.weebly.com/ • www.webstarts.com • http://www.hpage.com/ **Required: internet access, computer**		
Step-by-step instructions	1. Login to the above recommended free platforms 2. Go through tutorials on the platforms 3. Choose the platform, you wish to work with 4. Create the content of the website 5. Try to make your free website comprise of 10-12 pages and be viewable by the majority of Internet users 6. Customise the design and layout of your website 7. Add interactive features, such as forms or chatbots, to enhance user experience		

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	8. Test the functionality and usability of your website 9. Publish your website and promote it through social media and other channels 10. Monitor and analyse website traffic and engagement, and make necessary updates to improve performance.
References	Anastasia Vasilopoulou (2015): The Importance Of Having Your Own Website, https://www.linkedin.com/pulse/importance-having-your-own-website-anastasia-vasilopoulou/ Cardsetter (2023) : why-website-content-is-so-important, https://cardsetter.com/why-website-content-is-so-important Zebramarketing (2021): The importance of web articles, https://www.zebra-comms.co.uk/the-importance-of-web-articles/195

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8. Assessment Quiz

Module 1

1. What is the term used to describe tourism that focuses on minimizing negative environmental impacts and maximizing benefits for local communities?
   - **A) Ecotourism**
   - B) Mass tourism
   - C) Adventure tourism
   - D) Cultural tourism
2. Which of the following is NOT a component of the green economy in tourism?
   - A) Sustainable resource use
   - **B) Economic growth at all costs**
   - C) Social equity
   - D) Environmental stewardship
3. In tourism project development, creativity is essential for:
   - A) Replicating existing experiences
   - B) Limiting innovation
   - **C) Creating unique and memorable experiences**
   - D) Following strict guidelines
4. Which digital technology has revolutionized the way tourists navigate destinations and find local attractions?
   - A) Virtual Reality (VR)
   - B) Artificial Intelligence (AI)
   - **C) Geolocation services**
   - D) Internet of Things (IoT)
5. Digital transformation in tourism often involves:
   - A) Decreasing customer interaction
   - B) Ignoring online marketing
   - **C) Implementing new booking systems and mobile apps**
   - D) Avoiding social media presence
6. What is a common challenge faced in sustainable tourism development?
   - **A) Overdevelopment without regard for environmental impact**
   - B) Ignoring local cultures and traditions
   - C) Promoting excessive resource consumption
   - D) Disregarding community input in planning

Module 2

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1. Sustainable tourism projects require adaptive and efficient approaches to development to maximize their potential impact on communities and destinations.

a. True

b. False

2. Which development approach involves meticulously crafting a comprehensive project plan in advance and rigorously adhering to it?

c. Iterative

d. Incremental

e. **Predictive**

f. Adaptive

3. What is the purpose of a Product Vision Statement in project initiation for sustainable tourism projects?

g. To identify key stakeholders

h. To develop the project charter

i. To provide a summary of the project's objectives and management

j. **To set expectations and gain a common understanding among team members and stakeholders**

4. Which of the following qualities is essential for project managers in today's rapidly evolving business landscape, particularly in the context of sustainable hybrid tourism projects?

1. Risk aversion
2. **Flexibility**
3. Resistance to change
4. Strict adherence to traditional methodologies

5. Which of the following best defines the term "projectification" in the context of sustainable tourism?

1. Projectification refers to the adoption of digital project management tools by tourism companies.
2. **Projectification involves transforming activities into projects and adapting organizational structures to fit project work.**
3. Projectification is the process of standardizing project-related governance processes within an organization.

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4. Projectification refers to the creation of a dedicated project division within an organization.

6. What is the primary purpose of establishing a Project Management Office (PMO) in a tourism organization?
    1. To manage individual projects and programs within various departments.
    2. To provide infrastructural and training support for single projects and programs.
    3. **To oversee strategic project planning, resource allocation, and project selection across departments.**
    4. To act as an adviser to project managers and provide guidance on project tasks.

Module 3

It will have the form of a **multiple-choice quiz**, comprising **6 questions**, having the following form:

1. Trainers with resilience tend to see challenges as opportunities, maintain positivity and successfully adapt to _____
    a. Challenges
    b. Adversities
    c. The environment

2. The development of teams follows some stages as:
    a. Forming, Storming, Norming, Producing, Adjourning
    b. Forming, Storming, Norming, Performing, Adjourning
    c. Forming, Storming, Negotiating, Performing, Adjourning

3. Body language and non-verbal cues (choose all that applies):
    a. Are the most important key to effective communication
    b. Can be controlled and manipulated in certain cases
    c. Have a universal interpretation that can be perfectly mastered
    d. Are involuntary and beyond our control in certain cases
    e. Are subject to cultural differences

4. Active listening is important because (choose all that applies):
    a. It helps build trust and rapport
    b. It speeds up communication
    c. It ensures mutual understanding

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d. It leads to more relevant responses
e. It increases chances of agreement

Module 4

1. Lifelong learning is a comprehensive approach that integrates learning and living, encompassing learning experiences for individuals of all ages, across different contexts and through a variety of modalities
    - **a. True**
    - b. False
2. Which element does not belong to the 5 Lifelong learning elements?
    - a. All age group
    - b. All levels of education
    - c. **All levels of foreign language skills**
    - d. All learning modalities
    - e. All learning spheres and spaces
3. Which challenge is not part of Lifelong learning?
    - a. Digital Transformation
    - b. Climate changes
    - c. Demographic changes
    - d. **Political instability**
4. Which of the following factors is essential for project-based activities?
    - a. Memorization
    - b. **Crucial life skills**
    - c. Standardized tests
    - d. Passive learning
5. What are the 2 major technologies of "extended reality" ?
    - **a. XR comprises two major technologies: Virtual Reality (VR) and Augmented Reality (AR)**
    - b. XR comprises two major technologies: Virtual Reality (VR) and Artificial Intelligence (AI)
    - c. XR comprises two major technologies: Data Handling and Augmented Reality (AR)

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d. XR comprises two major technologies: Virtual Reality (VR) and Infocommunication.

6. What is the main difference between MOOC and VOOC?

   a. MOOC and VOOC are both for young students between the age of 14-18.

   b. MOOC can provide personalized courseware

   c. VOOCs focus on specific vocational skills and offer quick, affordable, and easily accessible training that is free at the point of delivery

9. Annex I. PPT

M1_Presentation_Practical Guide_HyPro4ST_PPT

M2_Presentation_Practical Guide_HyPro4ST_PPT

M3_Presentation_Practical Guide_HyPro4ST_PPT

M4_Presentation_Practical Guide_HyPro4ST_PPT

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WP3

Practical Guide For Trainers

Module 1

The Green, Creative, and Digital Economy in Relation to the Tourism Sector

Lesson 1

Awareness of Emerging Trends in Sustainable Tourism

Introduction

In recent years, the term "sustainability" has gained notoriety and significance worldwide, which has led to significant changes both in the daily lives of individuals and in society and organizations.

This has resulted in significant changes in the daily lives of individuals, as well as in society and organizations.

Trends in sustainability have emerged in an attempt to meet to the constantly evolving needs of both individuals and groups.

Trends in Sustainability

1) Circular Economy
2) Renewable Energy
3) Sustainable Fashion
4) Carbon Neutrality and Net-Zero Goals
5) Sustainable Transportation
6) Sustainable Agriculture
7) Environmental, social, and corporate governance (ESG)
8) Green Building

Circular Economy

The Circular Economy is a model of production and consumption that is based on principles of sustainability and advocates reduction, reuse, recovery and recycling of materials and energy.

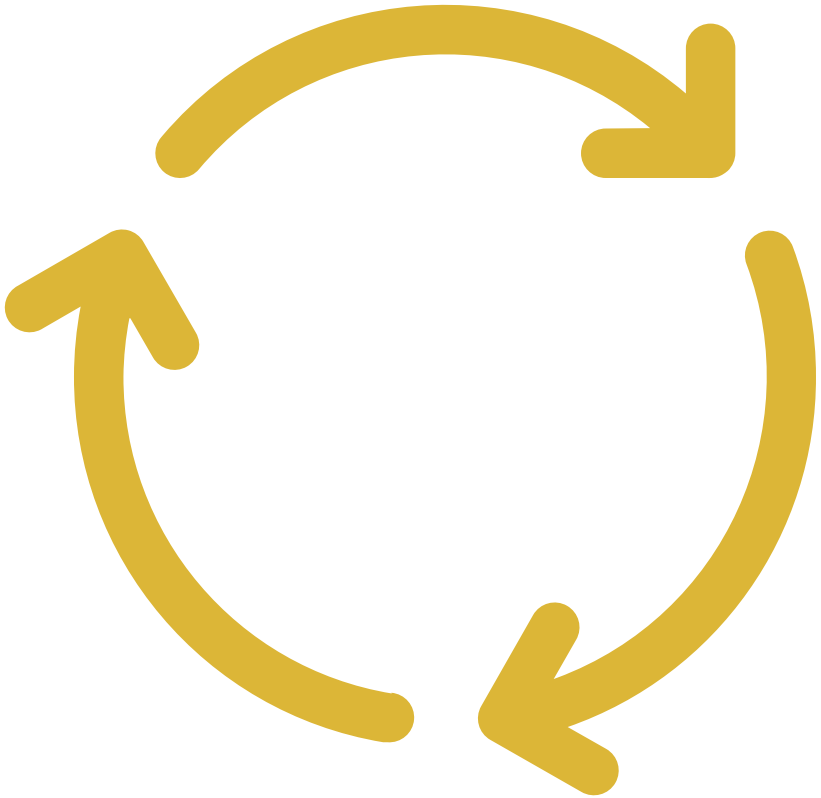
The circular economy model:
less raw material, less waste, fewer emissions

Source: European Parliament Research Service

https://www.europarl.europa.eu/topics/en/article/20151201STO05603/circular-economy-definition-importance-and-benefits#:~:text=The%20circular%20economy%20is%20a,cycle%20of%20products%20is%20extended..

Advantages of Circular Economy

- Resource Efficiency
- Reduced Waste
- Cost Savings
- Innovation and Job Creation
- Resilience to Supply Chain Disruptions
- Climate Change Mitigation
- Social Benefits
- Enhanced Brand Reputation

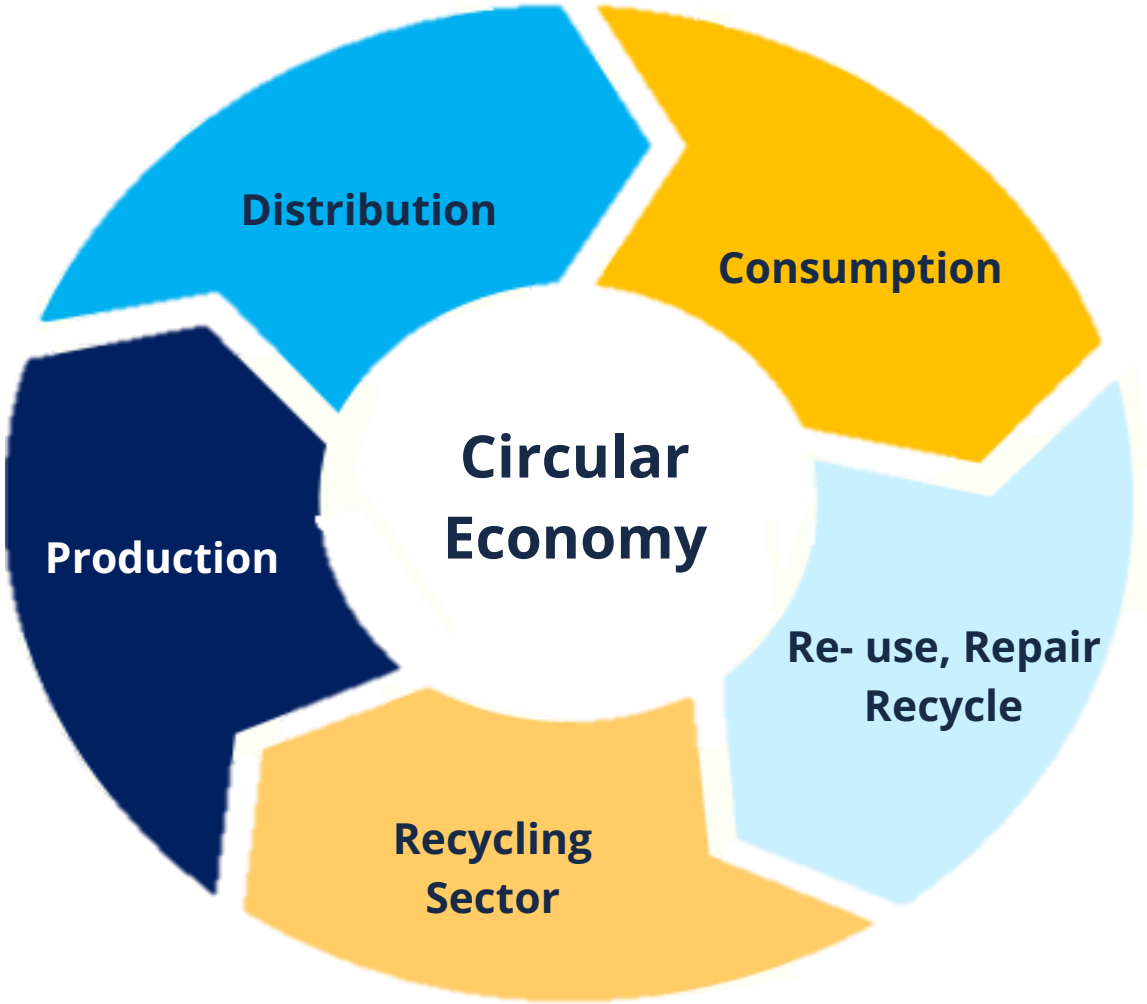


What is the EU doing to transition to a circular economy?

1) **Circular Economy Action Plan (March 2020):** aims to promote sustainable product design, and reduce waste.
2) **Parliament Resolution (February 2021):** measures to achieve a carbon-neutral, environmentally sustainable, toxic-free, and fully circular economy by 2050 (tighter recycling rules, binding targets for materials use, and consumption targets by 2030).
3) **First Package of Measures (March 2022):** initiatives that promote sustainable products, empower consumers for the green transition, review construction product regulations, and develop a strategy on sustainable textiles.
4) **EU-wide Rules on Packaging (November 2022):** new EU-wide rules on packaging with the aim of reducing packaging waste and improving packaging design (clear labeling to promote reuse and recycling, transition to bio-based, biodegradable, and compostable plastics).

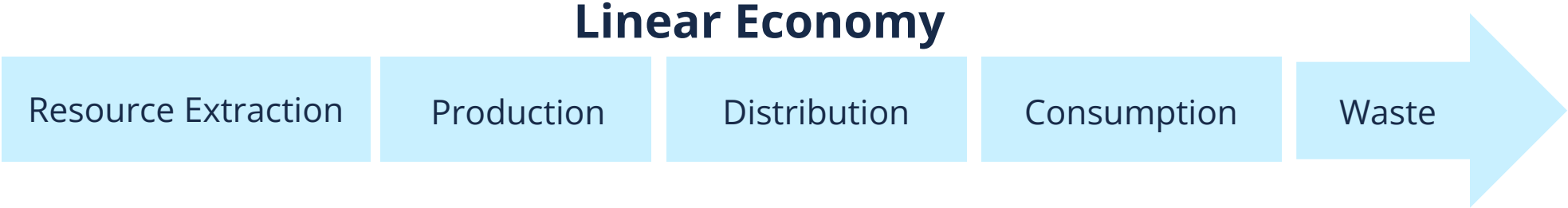
Linear Vs Circular Economy

Linear Economy



Linear Vs Circular Economy

Linear Economy



In a linear economy, resources are used to create products that are eventually disposed of after their use. This is often referred to as the "take-make-dispose" model.

In this system, raw materials are extracted, processed into goods, and then disposed of as waste. It's a one-way flow from extraction to disposal, with limited consideration for the finite nature of resources and the environmental impact of waste generation.

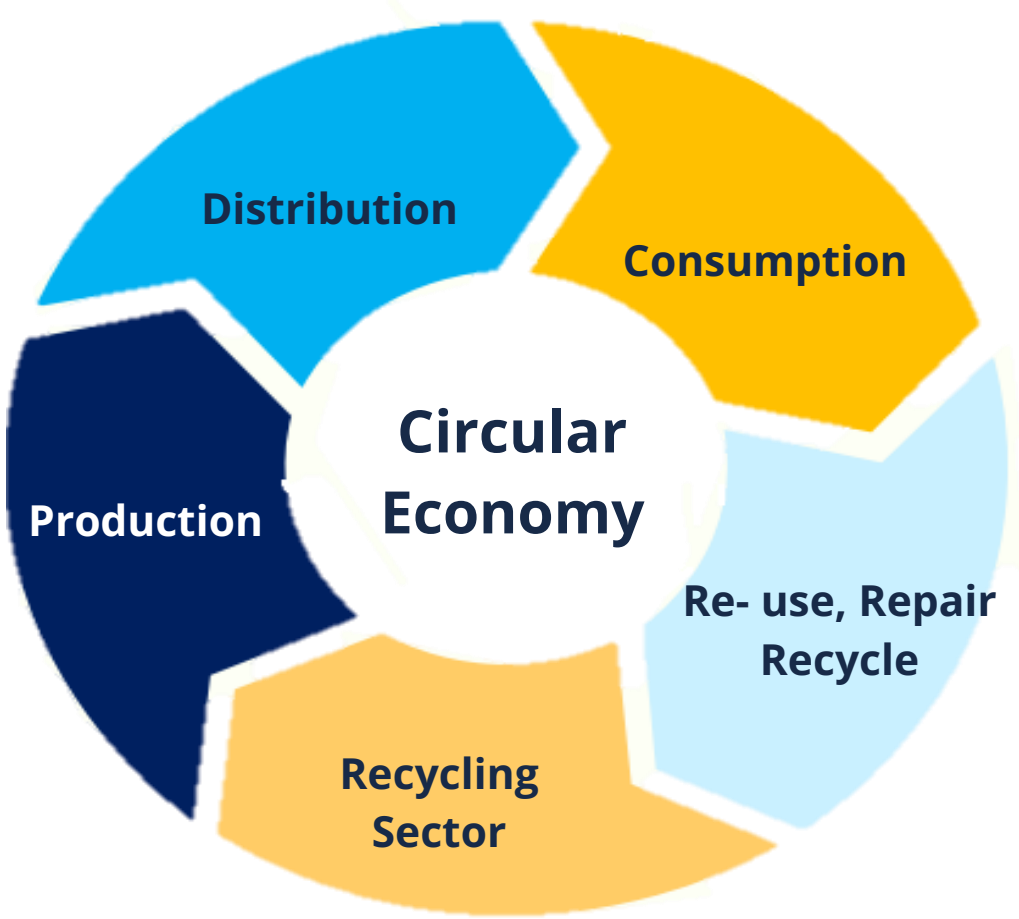
The focus is primarily on maximizing production and consumption, without much emphasis on resource efficiency or sustainability.

Linear Vs Circular Economy

A circular economy is designed to emulate natural ecosystems where resources are reused and regenerated.

This is achieved through strategies such as recycling, remanufacturing, refurbishment, and sharing platforms. Rather than following a linear path from extraction to disposal, the circular economy aims to close the loop by reintroducing materials back into the production cycle.

The focus is on designing products and systems for longevity, durability, and recyclability, thus reducing the overall environmental impact and promoting sustainable resource management.



Renewable Energy

Renewable energies are sources of energy that come from natural resources that are naturally renewed over time, despite their use and consumption.

- Solar Energy
- Wind Energy
- Hydropower
- Geothermal energy
- Tidal Energy
- Hydrogen Energy
- Biomass

Types of Renewable Energy

- **Solar Energy:** obtained by capturing sunlight (photovoltaic solar panels or solar thermal panels) which can be used for electricity or heating**.**

- **Wind Energy**: obtained by turning wind energy into electricity (wind turbines).

- **Hydropower:** energy from moving water into electricity (dams).

- **Geothermal energy:** obtained from the Earth's internal heat (drilling wells to access hot water or steam) that can be used for electricity or heating.

Types of Renewable Energy

- **Tidal Energy**: energy captured from the oceans, such as wave energy, tidal energy, ocean currents and ocean thermal energy, (technologies such as tidal turbines, current turbines and wave energy converters).

- **Hydrogen Energy:** refers to the energy derived from the combination of hydrogen and oxygen, releasing thermal energy, subsequently converted into electricity.

- **Biomass:** obtained from organic matter (agricultural waste, wood, food waste and biofuels), which can be burned to produce heat or converted into biogas/liquid biofuels.

Sustainable Fashion

The concept of sustainable fashion involves the preservation of the environment throughout every stage of production, ranging from the extraction of raw materials and resources to the distribution of the final product.

This concept is interconnected to the concept of "Slow Fashion".

⬇

It's a more sustainable approach based on sustainability and ethics during the different stages of clothing production.

Benefits of Sustainable Fashion

- Waste Reduction
- Natural Resources Economy
- Biodiversity Conservation
- Less waste accumulation
- More ethics in the supply chain
- Encouraging innovation and promoting entrepreneurship

➡

Examples:

- Vegan Fashion
- Slow Fashion
- Eco-fashion

Carbon Neutrality and Net-Zero Goals

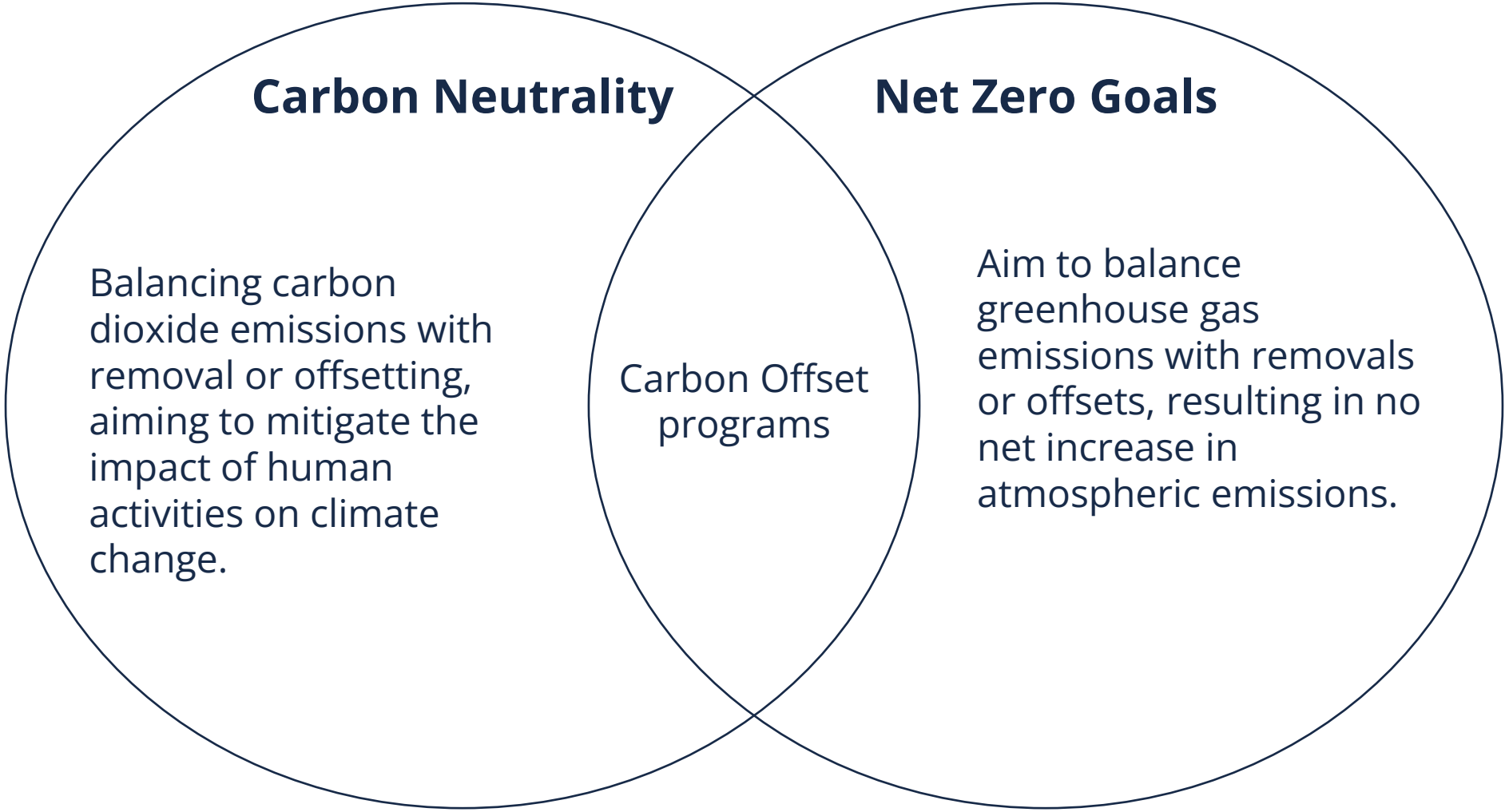
Carbon Neutrality

It implies having a balance between emitting carbon into the atmosphere and absorbing it from it.

Net Zero Goals

It involves cutting greenhouse gas emissions as much as possible in order to achieve values close to zero.

Carbon Neutrality and Net-Zero Goals



Carbon Offset Programs

Carbon offsets are certificates tied to initiatives that reduce carbon dioxide (CO2) levels in the atmosphere, purchasable to support climate change mitigation rather than directly lowering personal emissions.

These certificates fund projects like renewable energy adoption, afforestation efforts, or sustainable agriculture, aiding in the global reduction of emissions.

They provide individuals and organizations with a means to counterbalance their carbon footprint and contribute to environmental conservation.

Sustainable Transportation

Sustainable transportation encompasses modes of transport that prioritize low and zero emissions, energy efficiency, and affordability. This includes electric vehicles, alternative-fuel vehicles, and the use of domestic fuels.

Examples:

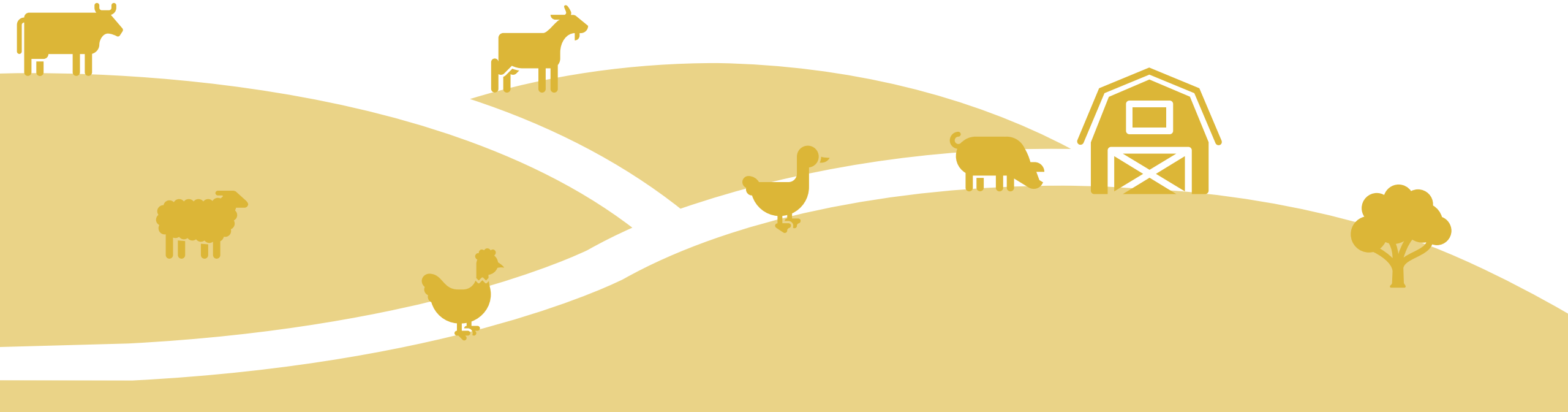
- Bus lanes
- Electric vehicles
- Bicycles
- Car sharing
- Carpooling
- Cycle hire stations
- Natural gas
- Pedestrian bridges
- Trains
- Walking

Benefits of Sustainable Transportation

- Emits less pollution
- Saves money
- Decreases congestion
- Promotes health
- Emissions control
- Creates jobs
- Cost savings
- Improved air quality
- Improved Health
- Employers and sustainable transportation
- Sustainable transportation creates jobs
- Job creation
- Noise reduction
- Provides safer transportation
- Reduced fuel expenses
- Contributes to sustainable economy
- Easy access to electric vehicles
- Reduced traffic congestion
- Reduces environmental footprint
- Reducing trips

Sustainable Agriculture

Sustainable agriculture is an approach to agriculture that aims to safeguard the environment, enhance natural resources, and make optimal use of non-renewable resources. It ensures the satisfaction of society's present food and textile requirements while preserving the capacity of future generations to meet their needs.



Types of Sustainable Agriculture

- Agroforestry
- Permaculture
- Aquaponics & Hydroponics
- Organic farming
- Crop rotation
- Applying integrated pest management methods
- Polyculture farming
- Biodynamic farming
- Precision farming
- Urban agriculture
- Natural pest predators
- Renewable energy resources
- Tillage management
- Water management
- Conservation agriculture
- Integrating crops and livestock
- Regenerative agriculture
- Ecological farming

Environmental, social, and corporate governance (ESG)

ESG or Environmental, Social, and Corporate Governance, refers to criteria used to assess a company's performance in sustainability and ethical practices, and its impact in three key areas: environmental sustainability, social responsibility, and corporate governance practices.

It evaluates factors such as environmental impact, social responsibility, and corporate governance, aiding investors in making socially responsible investment decisions.

ESG Pillars

Social

Social criteria evaluate how a company treats its employees, customers, suppliers, and local communities, covering aspects such as human rights, diversity and inclusion, occupational health and safety, and corporate social responsibility.

Corporate

Governance criteria focus on a company's internal policies and practices related to ethics, transparency, and accountability, including board diversity, executive compensation, and shareholder rights.

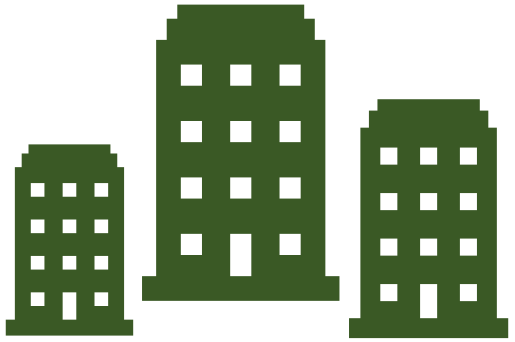
Environmental

Environmental criteria assess a company's efforts to minimize its ecological footprint, including carbon emissions, energy efficiency, and waste management practices.

Green Building

Green building, also known as sustainable building or green construction, refers to the design, construction, and operation of buildings in an environmentally responsible and resource-efficient manner.

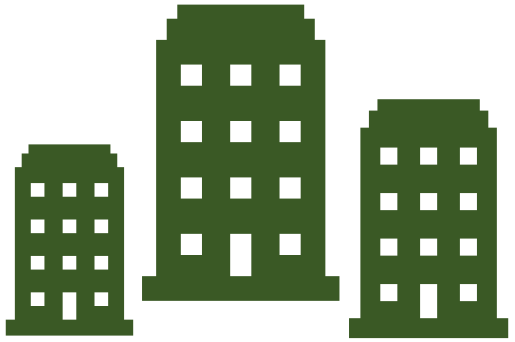
Green buildings are designed to minimize their environmental impact throughout their entire lifecycle, from construction and operation to demolition or deconstruction.



Characteristics of Green Buildings

- **Energy Efficiency:** Green buildings are designed to reduce energy consumption by incorporating features such as efficient insulation, high-performance windows, energy-efficient lighting, and heating, ventilation, and air conditioning (HVAC) systems.

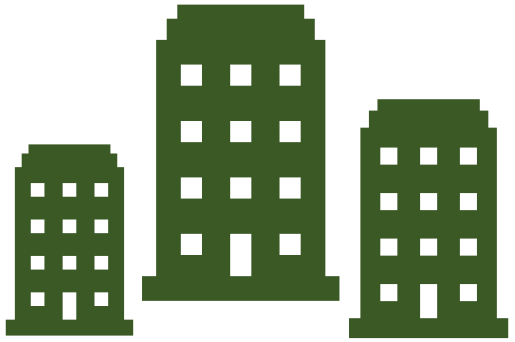
- **Water Efficiency:** Green buildings incorporate water-saving features such as low-flow fixtures, rainwater harvesting systems, and graywater recycling to minimize water usage and promote water conservation.



Characteristics of Green Buildings

- **Waste Reduction:** Green buildings minimize construction and operational waste by implementing strategies such as recycling and salvaging materials, reducing packaging waste, and implementing construction waste management plans.

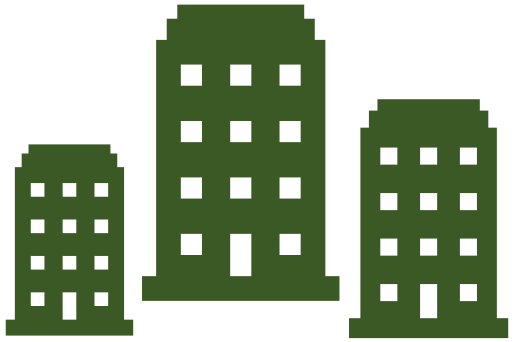
- **Site Selection and Land Use:** Green buildings are located on sites that minimize environmental impact, promote biodiversity, and optimize access to public transportation, amenities, and green spaces.



Characteristics of Green Buildings

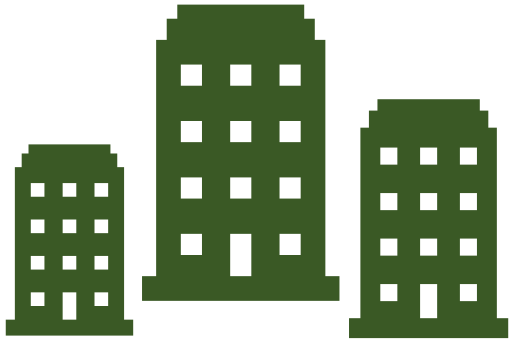
- **Indoor Environmental Quality:** Green buildings prioritize occupant health and comfort by promoting good indoor air quality, natural ventilation, adequate daylighting, and thermal comfort.

- **Sustainable Operations and Maintenance:** Green buildings are designed for long-term sustainability and ease of maintenance, with features such as energy and water monitoring systems, green cleaning practices, and ongoing performance optimization.



Characteristics of Green Buildings

- **Materials Selection:** Green buildings use environmentally preferable materials, such as recycled content, sustainably sourced wood, and non-toxic or low-emission materials, to reduce the environmental impact of construction and promote indoor air quality.



Other Trends in Sustainability

1) More Recycling
2) Reduction of Food Waste
3) Reuse and Purchasing Second-hand Products
4) More Sustainable Materials
5) Increased Brand Responsibility & Transparency
6) Even Greater, Climate-Positive Technology
7) More People Working from Home
8) More Demand for Plant-based and ‘Alternative’ Foods
9) Sustainable smart cities are the future

Emerging trends in sustainable tourism

1) **Community-based tourism:** This is a form of tourism where the local community has substantial control over, and involvement in, its development and management, and a major proportion of the benefits remain within the community.

2) **Slow tourism:** This trend encourages travelers to slow down and spend more time in each destination, allowing them to have a deeper connection with the local culture, cuisine, and environment.

3) **Sustainable food and gastronomy:** This trend focuses on promoting local cuisines and reducing food waste, which can help support local economies and reduce the environmental impact of tourism.

4) **Circular economy tourism:** This trend involves minimizing waste and making the most of resources. It aims to ensure sustainable consumption and production patterns.

5) **Reducing single-use plastics:** Many tourism businesses are working to reduce their use of single-use plastics, which can have a significant impact on the environment.

Community-based tourism

Community-based tourism is characterized by the active involvement of local communities in the planning, development, and management of tourism activities.

This approach empowers communities to preserve and showcase their cultural heritage, natural resources, and traditional practices.

By directly participating in tourism initiatives, locals can generate income, create employment opportunities, and retain control over their land and resources.

Furthermore, community-based tourism fosters mutual respect and understanding between visitors and residents, leading to authentic cultural exchanges and enriching travel experiences.

Slow tourism

Slow tourism encourages travelers to adopt a more relaxed and mindful approach to travel, prioritizing quality over quantity and depth over breadth.

Instead of rushing from one tourist attraction to another, slow travelers immerse themselves in the local lifestyle, taking the time to appreciate the nuances of each destination.

This may involve staying in small-scale accommodations, dining at local eateries, and engaging in sustainable activities such as hiking, cycling, or wildlife watching.

By slowing down the pace of travel, tourists can forge meaningful connections with local communities, savor authentic culinary experiences, and minimize their carbon footprint.

Sustainable food and gastronomy

Sustainable food and gastronomy highlight the importance of supporting local food systems and promoting culinary diversity while minimizing the environmental impact of food production and consumption.

This trend encourages travelers to explore the rich tapestry of regional cuisines, from farm-to-table dining experiences to street food markets showcasing traditional delicacies.

By choosing locally sourced, seasonal ingredients and embracing sustainable cooking practices, tourists can reduce their carbon footprint, support small-scale producers, and preserve culinary heritage.

Additionally, initiatives aimed at reducing food waste, such as composting programs and surplus food redistribution schemes, contribute to the sustainability of the tourism industry.

Circular economy tourism

Circular economy tourism is centered around the principles of resource efficiency, waste reduction, and sustainable consumption and production.

This approach seeks to minimize the environmental impact of tourism activities by adopting circular business models that prioritize reuse, recycling, and regeneration.

Examples include the refurbishment of existing infrastructure, the repurposing of waste materials, and the development of closed-loop systems for water and energy management.

By embracing circular economy principles, tourism businesses can minimize their reliance on finite resources, reduce their carbon emissions, and contribute to the transition towards a more sustainable economy.

Reducing single-use plastics

The reduction of single-use plastics is a crucial initiative aimed at mitigating the environmental impact of plastic pollution on marine ecosystems, wildlife, and human health.

In the tourism sector, efforts to eliminate single-use plastics involve the adoption of alternative materials such as biodegradable plastics, paper, glass, or metal.

Additionally, businesses may implement strategies to encourage reusable alternatives, such as providing refillable water stations, offering reusable shopping bags, and incentivizing guests to bring their own containers.

By minimizing the use of single-use plastics, the tourism industry can play a significant role in safeguarding the planet's fragile ecosystems and promoting a more sustainable future.

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Elaboration of the Practical Guide For Trainers

Module 1

The Green, Creative, and Digital Economy in Relation to the Tourism Sector

Lesson 2

Fundamentals of the Green Economy in Tourism

Introduction

Before diving into the main topic, it's important to understand other related concepts such as sustainability in the tourism sector, the SDGs, the GSTC, and ETIS.

Sustainability in the tourism sector

This unit aims to provide a comprehensive understanding of the concept of sustainability in the context of the tourism sector.

We will delve into the three pillars of sustainability, explore how they intersect with tourism, discuss the impacts of tourism on these pillars and highlight the importance of sustainable practices in mitigating these impacts.

Importance of the topic in the current global context

Sustainability in the tourism sector is of paramount importance. As one of the world's largest economic sectors, tourism has significant impacts on the environment and local communities.

With the increasing awareness of climate change and its impacts, there is a growing need for the tourism industry to adopt sustainable practices.

Moreover, the COVID-19 pandemic has highlighted the vulnerability of the tourism sector and the need for resilience, which can be enhanced through sustainable practices.

Therefore, understanding and implementing sustainability in the tourism sector is crucial for its long-term viability and for the well-being of our planet and its inhabitants.

Understanding sustainability in tourism

"Sustainable tourism development meets the needs of present tourists and host regions while protecting and enhancing opportunities for the future. It is envisaged as leading to management of all resources in such a way that economic, social and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity and life support systems."- **World Tourism Organization**

Protection of the resource base of tourism

Understanding sustainability in tourism

Tourism as a tool for sustainable development

1) Satisfying the needs and desires of:

- Demand (visitors)
- Supply (public entities and private companies)
- Local community

2) Protecting the tourism resource base (natural and cultural)

Dimensions

Negative impacts of tourism

- **Economic leakage:** When the majority of the money spent by tourists leaves the destination country.
- **Damage to the natural environment:** Pollution, habitat destruction, and stress on local resources.
- **Overcrowding:** When too many tourists visit a destination, leading to strain on infrastructure and resources.
- Tourism accounts for 8% of global greenhouse **gas emissions**.

Importance of sustainable tourism

- Sustain the cultural characteristics of the receiving community;
- Contribute to improving the quality of life of residents;
- Stimulate employment of local residents in the economic activities that make up the tourism industry;
- Sustain, enhance and conserve the landscape and habitats, considering the carrying capacity;
- Stimulate a balance between tourism growth and environmental conservation;
- Minimise negative environmental and socio-cultural impacts;
- Optimise visitor and resident satisfaction;
- Maximise long-term growth for the destination;
- Sustain the tourism industry.

Role of stakeholders in sustainable tourism

1) **Identification of key stakeholders in sustainable tourism:** These can include local communities, tourists, tourism businesses, governments, and non-governmental organizations.

2) **Discussion of the roles and responsibilities of these stakeholders:** For example, local communities can participate in decision-making processes, tourists can make sustainable choices, tourism businesses can adopt sustainable practices, governments can implement policies that promote sustainable tourism, and non-governmental organizations can advocate for sustainable tourism.

Sustainable Development Goals

In 2015 the UN launched the 2030 Agenda for Sustainable Development, adopted by world leaders.

The new Agenda calls on countries to make efforts to achieve 17 Sustainable Development Goals (SDGs) over the next 15 years.

The Sustainable Development Goals will guide policy and funding for the next 15 years, starting with a historic pledge on 25 September 2015 to end poverty Around the world. Permanently.

"The seventeen Sustainable Development Goals are our shared vision of humanity and a social contract between the world's leaders and the people," said UN Secretary-General Ban Ki-moon. *"They are a to-do list for people and planet, and a blueprint for success."*

https://www.un.org/sustainabledevelopment/news/communications-material/

How to implement the SDGS in tourism?

Important Considerations

1) Understand the SDGs: Familiarize yourself with the 17 SDGs and their associated targets and indicators. This understanding will help you identify areas where tourism can contribute positively.

2) Promote Responsible Tourism: Encourage tourism businesses and destinations to adopt responsible and sustainable practices. This includes minimizing environmental impacts, respecting local cultures, supporting local economies, and promoting social inclusion.

How to implement the SDGS in tourism?

Important Considerations

3) Partnerships and Collaboration: Foster partnerships between governments, businesses, NGOs, and local communities to work towards common sustainability goals. Collaboration is essential for implementing large-scale changes in the tourism sector.

4) Education and Awareness: Raise awareness among tourists, travel operators, and local communities about the importance of sustainable tourism practices and the SDGs. Education can empower stakeholders to make informed decisions that benefit both people and the planet.

How to implement the SDGS in tourism?

- **Poverty Alleviation (SDG 1)**: Promote tourism initiatives that create employment opportunities, particularly for marginalized communities, and contribute to poverty reduction through economic empowerment.

- **Zero Hunger (SDG 2)**: Support local food systems and promote access to nutritious food for tourists and local communities. Encourage the use of local produce in hotels and restaurants to support small-scale farmers.

- **Good Health and Well-being (SDG 3)**: Ensure that tourism activities prioritize the health and safety of tourists and local communities. Provide access to healthcare services for both tourists and residents in tourism destinations.

How to implement the SDGS in tourism?

- **Quality Education (SDG 4):** Support educational initiatives that promote sustainable tourism practices and cultural exchange. Encourage tourists to engage with local communities in meaningful ways that foster mutual learning.
- **Gender Equality (SDG 5):** Promote gender equality within the tourism sector by empowering women through entrepreneurship, leadership roles, and equal employment opportunities.
- **Clean Water and Sanitation (SDG 6):** Ensure access to clean water and sanitation facilities for tourists and local residents. Encourage water conservation measures in tourism operations.

How to implement the SDGS in tourism?

- **Affordable and Clean Energy (SDG 7):** Promote the use of renewable energy sources in tourism facilities and transportation to reduce carbon emissions and dependency on fossil fuels.
- **Decent Work and Economic Growth (SDG 8):** Create decent job opportunities in the tourism sector while ensuring fair wages, safe working conditions, and opportunities for skill development and career advancement.
- **Industry, Innovation, and Infrastructure (SDG 9):** Invest in sustainable tourism infrastructure and support innovation in tourism products and services that minimize environmental impacts and enhance visitor experiences.

How to implement the SDGS in tourism?

- **Reduced Inequalities (SDG 10):** Address inequalities within the tourism sector by promoting inclusive policies, providing equal access to tourism benefits for all segments of society, and respecting the rights of indigenous communities and minorities.
- **Sustainable Cities and Communities (SDG 11):** Promote sustainable tourism practices in urban areas by managing tourism flows, preserving cultural heritage, and improving infrastructure to enhance the quality of life for residents and visitors alike.
- **Responsible Consumption and Production (SDG 12):** Encourage sustainable consumption and production patterns among tourists and tourism businesses by reducing waste, promoting recycling, and choosing eco-friendly products and services.

How to implement the SDGS in tourism?

- **Climate Action (SDG 13)**: Mitigate the carbon footprint of tourism activities by promoting low-carbon transportation options, supporting reforestation and conservation projects, and advocating for climate-friendly policies within the tourism industry.
- **Life Below Water (SDG 14)**: Protect marine ecosystems and biodiversity by promoting responsible diving, snorkeling, and marine tourism activities that minimize negative impacts on underwater habitats.
- **Life on Land (SDG 15)**: Support conservation efforts and responsible wildlife tourism practices that preserve terrestrial ecosystems, protect endangered species, and minimize habitat destruction.

How to implement the SDGS in tourism?

- **Peace, Justice, and Strong Institutions (SDG 16):** Promote peaceful and inclusive societies by respecting local laws, customs, and human rights in tourism destinations and supporting initiatives that promote social justice and community empowerment.

- **Partnerships for the Goals (SDG 17):** Strengthen partnerships between governments, businesses, civil society organizations, and local communities to achieve sustainable tourism development and maximize the positive impacts of tourism on the SDGs.

What is the GSTC – Global Sustainable Tourism Council?

The Global Sustainable Tourism Council (GSTC) is a leading organization dedicated to promoting sustainable practices in the travel and tourism industry.

Established in 2010, it functions as a non-profit and independent body with a focus on setting global standards for sustainable tourism.

GSTC

Global Sustainable Tourism Council

https://business.turismodeportugal.pt/SiteCollectionImages/sustentabilidade/global-sustainable-tourism-council.png

What is the GSTC – Global Sustainable Tourism Council?

The GSTC plays a multifaceted role in the tourism sector:

- **Establishing and managing:** They develop and manage the **GSTC Criteria**, a comprehensive framework outlining the **best practices** for managing destinations and businesses sustainably. **Accreditation and recognition**: The GSTC accredits certification bodies that independently assess destinations and businesses against the established criteria. This accreditation ensures the **credibility and reliability** of various sustainability certifications in the tourism industry.
- **Knowledge sharing and capacity building:** They actively engage in **education and awareness-raising initiatives**, providing resources and training programs to various stakeholders in the tourism sector. This empowers destinations and businesses to implement sustainable practices effectively.
- By setting standards, facilitating accreditation, and promoting knowledge sharing, the GSTC plays a crucial role in driving **sustainable tourism development** worldwide. Their efforts contribute to building a more **responsible and ethical** tourism industry that benefits both local communities and the environment.

The GSTC criteria overview

The GSTC Criteria serve as the global standards for sustainability in travel and tourism. The Criteria are used for education and awareness-raising, policy-making for businesses and government agencies and other organization types, measurement and evaluation, and as a basis for certification.

These criteria encompass four key pillars:

- **Sustainable management:** Effective governance, responsible marketing, and destination planning.
- **Socioeconomic impacts:** Respecting labor rights, supporting local communities, and ensuring fair distribution of benefits.
- **Cultural impacts:** Protecting cultural heritage, fostering understanding, and promoting cultural diversity.
- **Environmental impacts**: Minimizing resource consumption, managing waste responsibly, and protecting biodiversity.

The GSTC criteria overview

The Criteria are the minimum, not the maximum, which businesses, governments, and destinations should achieve to approach social, environmental, cultural, and economic sustainability.

Since tourism destinations each have their own culture, environment, customs, and laws, the Criteria are designed to be adapted to local conditions and supplemented by additional criteria for the specific location and activity.

There are two sets of GSTC Criteria: one aiming at tourism industry (hotels and tour operators) and another directed at tourism destinations.

What is the relationship between the GSTC Criteria and the Sustainable Development Goals?

There is a strong relationship between the GSTC Criteria and the Sustainable Development Goals (SDGs). By up taking the GSTC Criteria, people are helping to meet the UN SDGs.

Economic, environmental, and societal dimensions are all addressed by the GSTC Criteria.

Destinations and organizations looking to contribute to the SDGs will find that the GSTC Criteria and other GSTC-Recognized Standards provide effective tools to help them rise to the challenge.

Corresponding SDG to each criterion of the GSTC Destination Criteria

The GSTC Destination Criteria v2.0 and the GSTC Industry Criteria for Hotels and Tour Operators, include performance indicators designed to provide guidance in measuring compliance with the Criteria.

Application of the Criteria will help destinations and organizations contribute towards the 2030 Agenda for Sustainable Development and the 17 Sustainable Development Goals.

Against each of the Criteria, one or more of the 17 SDGs is identified, to which it most closely relates.

GSTC Destination Criteria (GSTC-D)

The GSTC Destination Criteria (GSTC-D) have been developed based on decades of prior work and experience in sustainable tourism worldwide.

They incorporate certification standards, indicators, and best practices from different cultural and geopolitical contexts.

Before finalization, indicators were carefully selected and field-tested globally to ensure their relevance and applicability across various types of destinations.

The criteria development process strictly adhered to ISO codes of conduct and the standards-setting code of the ISEAL Alliance, ensuring their integrity and credibility.

Some of the uses of the destination criteria include the following:

- Serve as basic guidelines for destinations that wish to become more sustainable;
- Help consumers identify sound sustainable tourism destinations;
- Serve as a common denominator for information media to recognize destinations and inform the public regarding their sustainability;
- Help certification and other voluntary destination level programs ensure that their standards meet a broadly-accepted baseline;
- Offer governmental, non-governmental, and private sector programs a starting point for developing sustainable tourism requirements;
- Serve as basic guidelines for education and training bodies, such as hotel schools and universities.

GSTC Destination Criteria

SECTION A: Sustainable management:

A(a) Management structure and framework

- A1 Destination management responsibility
- A2 Destination management strategy and action plan
- A3 Monitoring and reporting

A(b) Stakeholder engagement

- A4 Enterprise engagement and sustainability standards
- A5 Resident engagement and feedback
- A6 Visitor engagement and feedback
- A7 Promotion and information

A(c) Managing pressure and change

- A8 Managing visitor volumes and activities
- A9 Planning regulations and development control
- A10 Climate change adaptation
- A11 Risk and crisis management

SECTION B: Socio-economic sustainability:

B(a) Delivering local economic benefits

- B1 Measuring the economic contribution of tourism
- B2 Decent work and career opportunities
- B3 Supporting local entrepreneurs and fair trade

B(b) Social wellbeing and impacts

- B4 Support for community
- B5 Preventing exploitation and discrimination
- B6 Property and user rights
- B7 Safety and security
- B8 Access for all

GSTC Destination Criteria

SECTION C: Cultural sustainability:

C(a) Protecting cultural heritage

- C1 Protection of cultural aspects
- C2 Cultural artefacts
- C3 Intangible heritage
- C4 Traditional access
- C5 Intellectual property

C(b) Visiting cultural sites

- C6 Visitor management at cultural sites
- C7 Site interpretation

SECTION D: Environmental sustainability:

D(a) Conservation of natural heritage

- D1 Protection of sensitive environments
- D2 Visitor management at natural sites
- D3 Wildlife interaction
- D4 Species exploitation and animal welfare

D(b) Resource management

- D5 Energy conservation
- D6 Water stewardship
- D7 Water quality

D(c) Management of waste and emissions

- D8 Wastewater
- D9 Solid waste
- D10 GHG emissions and climate change mitigation
- D11 Low-impact transportation
- D12 Light and noise pollution

European Tourism Indicators System (ETIS)

The European Tourism Indicators System (ETIS) is a framework developed to monitor and assess the performance of tourism in Europe. This tool is essential for understanding and analyzing the sustainability, competitiveness, and socio-economic impact of the tourism sector across the European region. Through a comprehensive and standardized approach, ETIS provides a framework for collecting relevant and comparable data, enabling policymakers, tourism professionals, and researchers to monitor trends, identify areas for improvement, and make informed decisions to promote sustainable tourism development in Europe. In this introduction, we will explore the key components and objectives of the European Tourism Indicators System, highlighting its importance in the context of the European tourism landscape.

European Tourism Indicators System (ETIS)

The European Tourism Indicators System (ETIS) is a voluntary tool developed by the European Commission to assist tourism destinations in monitoring and measuring their sustainability performance.

It emphasizes a locally owned and led process for data collection and analysis, allowing destinations to assess the impact of tourism on their economic, social, cultural, and environmental well-being.

It is important to note that ETIS is not a certification scheme or a ranking system.

The aim is to enable destinations to monitor their progress over time, compare themselves to best practices, and communicate their sustainability efforts to stakeholders, such as residents, tourists, and investors.

European Tourism Indicators System (ETIS)

ETIS is a system of indicators suitable for all tourist destinations, encouraging them to adopt a more intelligent approach to tourism planning. It is:

- A **management tool**, supporting destinations that want to take a sustainable approach to destination management

- A **monitoring system**, easy to use for collecting data and detailed information and to let destinations monitor their performance from one year to another

- An **information tool** (not a certification scheme), useful for policymakers, tourism enterprises and other stakeholders.

European Tourism Indicators System (ETIS)

ETIS is a toolkit that provides 27 core indicators and 40 optional indicators across various dimensions of sustainability, subdivided into four categories:

- **Destination management;**
- **Social and cultural impact;**
- **Economic value;**
- **Environmental impact.**

Destinations can choose the indicators most relevant to their specific context and collect data through various methods such as surveys, administrative records, and stakeholder consultations. By analyzing the collected data, destinations can gain insights into their strengths and weaknesses, identify areas for improvement, and set strategic goals to enhance their sustainability performance.

THE ETIS TOOLKIT:
Dimensions, criteria and indicators

Section	Criteria	Indicator Reference #	Indicator
A. Destination management	**A.1 Sustainable Tourism Management in Tourism Enterprises**	A.1.1	Percentage of tourism enterprises/establishments in the destination using a voluntary certification/labelling for environmental/quality/sustainability and/or Corporate Social Responsibility measures
	A.2 Customer Satisfaction	A.2.1	Percentage of tourists and same day visitors that are satisfied with their overall experience in the destination
		A.2.2	Percentage of repeat/return visitors (within 5 years)

https://ec.europa.eu/docsroom/documents/205/attachments/1/translations/en/renditions/native

THE ETIS TOOLKIT:
Dimensions, criteria and indicators

Section	Criteria	Indicator Reference #	Indicator
B. Economic Value	B.1 Tourism Flow (volume & value) at the Destination	B.1.1	Number of tourist nights per month
		B.1.2	Number of same day visitors per month
		B.1.3	Relative contribution of tourism to the destination's economy (% GDP)
		B.1.4	Daily spending per overnight tourist
		B.1.5	Daily spending per same day visitor
	B.2 Tourism Enterprise(s) Performance	B.2.1	Average length of stay of tourists (nights)
		B.2.2	Occupancy rate in commercial accommodation establishments per month and average for the year
	B.3 Quantity and Quality of Employment	B.3.1	Direct tourism employment as percentage of total employment in the destination
		B.3.2	Percentage of jobs in tourism that are seasonal
	B.4 Tourism Supply Chain	B.4.1	Percentage of locally produced food, drink, goods and services sourced by the destinations' tourism enterprises

https://ec.europa.eu/docsroom/documents/205/attachments/1/translations/en/renditions/native

THE ETIS TOOLKIT:
Dimensions, criteria and indicators

Section	Criteria	Indicator Reference #	Indicator
C. Social and Cultural Impact	C.1 Community/Social Impact	C.1.1	Number of tourists per 100 residents
		C.1.2	Percentage of residents who are satisfied with tourism in the destination (per month/season)
		C.1.3	Number of beds available in commercial accommodation establishment per 100 residents
		C.1.4	Number of second homes per 100 homes
	C.2 Health and Safety	C.2.1	Percentage of tourists who register a complaint with the police
	C.3 Gender Equality	C.3.1	Percentage of men and women employed in the tourism sector
		C.3.2	Percentage of tourism enterprises where the general manager position is held by a woman
	C.4 Inclusion/Accessibility	C.4.1	Percentage of rooms in commercial accomodation establishments accessible for people with disabilities
		C.4.2	Percentage of commercial accommodation establishments participating in recognised accessibility information schemes
		C.4.3	Percentage of public transport that is accessible to people with disabilities and with specific access requirements
		C.4.4	Percentage of tourist attractions that are accessible to people with disabilities and/or participating in recognised accessibility information schemes
	C.5 Protecting and Enhancing Cultural Heritage, Local Identity and cultural Assets	C.5.1	Percentage of residents that are satisfied with the impacts of tourism on destination's identity
		C.5.2	Percentage of the destination’s events that are focused on traditional/local culture and heritage

https://ec.europa.eu/docsroom/documents/205/attachments/1/translations/en/renditions/native

THE ETIS TOOLKIT:
Dimensions, criteria and indicators

Section	Criteria	Indicator Reference #	Indicator
D. Environmental Impact	D.1 Reducing Transport Impact	D.1.1	Percentage of tourists and same day visitors using different modes of transport to arrive at the destination
		D.1.2	Percentage of tourists and same day visitors using local/soft mobility/public transport services to get around the destination
		D.1.3	Average travel (km) by tourists and same day visitors from home to the destination
		D.1.4	Average carbon footprint of tourists and same day visitors travelling from home to the destination
	D.2 Climate Change	D.2.1	Percentage of tourism enterprises involved in climate change mitigation schemes—such as: CO_2 offset, low energy systems, etc.—and "adaptation" responses and actions
		D.2.2	Percentage of tourism accommodation and attraction infrastructure located in "vulnerable zones"
	D.3 Solid Waste Management	D.3.1	Waste production per tourist night compared to general population waste production per person (kilos)
		D.3.2	Percentage of tourism enterprises separating different types of waste
		D.3.3	Percentage of total waste recycled per tourist compared to total waste recycled per resident per year

https://ec.europa.eu/docsroom/documents/205/attachments/1/translations/en/renditions/native

THE ETIS TOOLKIT:
Dimensions, criteria and indicators

Section	Criteria	Indicator Reference #	Indicator
D. Environmental Impact	D.4 Sewage Treatment	D.4.1	Percentage of sewage from the destination treated at least at secondary level prior to discharge
	D.5 Water Management	D.5.1	Water consumption per tourist night compared to general population water consumption per resident night
		D.5.2	Percentage of tourism enterprises taking actions to reduce water consumption
		D.5.3	Percentage of tourism enterprises using recycled water
	D.6 Energy Usage	D.6.1	Energy consumption per tourist night compared to general population energy consumption per resident night
		D.6.2	Percentage of tourism enterprises that take actions to reduce energy consumption
		D.6.3	Percentage of annual amount of energy consumed from renewable sources (Mwh) compared to overall energy consumption at destination level per year
	D.7 Landscape and Biodiversity Management	D.7.1	Percentage of local enterprises in the tourism sector actively supporting protection, conservation, and management of local biodiversity and landscapes.

https://ec.europa.eu/docsroom/documents/205/attachments/1/translations/en/renditions/native

Green Tourism

The convergence of tourism and sustainability has catalyzed the emergence of the green economy within the travel industry. This paradigm shift underscores the importance of environmental conservation, social equity, and economic viability in tourism practices. In this exploration, we delve into the fundamental principles of the green economy in tourism, illuminating its transformative potential for destinations worldwide.

Green Tourism

Green tourism, also known as sustainable tourism or eco-tourism, refers to a form of travel that prioritizes environmental conservation, social responsibility, and economic viability.

It involves minimizing negative impacts on the environment and local cultures while maximizing the benefits for host communities and promoting the preservation of natural and cultural heritage.

Green tourism encompasses various practices and initiatives aimed at reducing carbon emissions, conserving biodiversity, supporting local economies, and fostering cultural exchange, ultimately aiming to create a more sustainable and equitable tourism industry.

Green Tourism

Key Pillars of the Green Economy in Tourism:

Sustainability in tourism hinges upon three fundamental pillars: environmental sustainability, social equity, and economic viability. These pillars serve as the guiding principles for shaping policies, practices, and initiatives aimed at fostering a more sustainable tourism industry.

1) Environmental Sustainability
2) Social Equity
3) Economic Viability

Environmental Sustainability

Environmental sustainability encompasses a spectrum of practices aimed at minimizing the ecological footprint of tourism activities.

This involves initiatives such as reducing carbon emissions through the adoption of renewable energy sources and energy-efficient technologies.

Conservation efforts play a pivotal role, focusing on preserving natural habitats, protecting biodiversity, and mitigating the impact of tourism-related activities on fragile ecosystems.

Sustainable resource management practices, including water conservation and waste reduction strategies, further contribute to minimizing environmental degradation.

Social Equity

Social equity emphasizes the importance of inclusive and participatory approaches to tourism development.

Community engagement lies at the core, empowering local stakeholders to actively participate in decision-making processes and benefit from tourism-related activities.

Equitable distribution of economic benefits ensures that revenue generated from tourism activities trickles down to local communities, fostering economic development and poverty alleviation.

Moreover, initiatives aimed at preserving cultural heritage and promoting cultural exchange help safeguard indigenous traditions and foster mutual respect among visitors and host communities.

Economic Viability

Economic viability underscores the necessity of balancing profitability with long-term sustainability.

Sustainable tourism practices not only generate economic returns but also contribute to the resilience and stability of destination economies.

Investments in green infrastructure, ecotourism ventures, and sustainable tourism certifications yield tangible economic benefits while enhancing the attractiveness and competitiveness of destinations.

Furthermore, fostering entrepreneurship and innovation within the tourism sector stimulates job creation and economic diversification, ultimately fostering robust and inclusive economic growth.

Challenges

- Resistance to Change: Traditional models of tourism often prioritize short-term gains over long-term sustainability. Resistance to change from industry stakeholders, including businesses, governments, and consumers, poses a significant obstacle to the adoption of sustainable practices.

- Infrastructure Limitations: Developing green infrastructure and implementing sustainable technologies require significant investments and may face logistical challenges, particularly in remote or underdeveloped destinations.

Challenges

- Lack of Awareness and Education: Many travelers and tourism operators remain unaware of the environmental and social impacts of their activities. Addressing this knowledge gap and fostering a culture of sustainability requires comprehensive educational campaigns and capacity-building initiatives.

- Policy and Regulatory Barriers: Inadequate regulatory frameworks and inconsistent enforcement of environmental and social standards hinder the mainstreaming of sustainable tourism practices. Aligning policies at local, national, and international levels is essential to overcome these barriers.

Opportunities

- Market Demand for Sustainable Tourism: Increasing consumer awareness and demand for sustainable travel experiences present a significant opportunity for businesses to differentiate themselves by offering eco-friendly products and services.

- Innovation and Technology: Advances in technology, such as renewable energy solutions, eco-friendly transportation, and digital platforms for sustainable tourism, pave the way for innovative solutions to environmental and social challenges.

Opportunities

- Collaborative Partnerships: Collaboration among stakeholders, including governments, businesses, NGOs, and local communities, fosters collective action and knowledge-sharing, facilitating the implementation of sustainable practices at scale.

- Economic Resilience: Investing in sustainable tourism initiatives enhances destination resilience to external shocks, such as climate change impacts or economic downturns, by diversifying revenue streams and reducing dependency on mass tourism.

Impact of green economy practices on tourism

- **Environmental Conservation:** Green tourism practices preserve natural resources and ecosystems. Examples include reducing carbon emissions, minimizing waste, and conserving water and energy. Eco-friendly accommodation can use renewable energy and sustainable waste management.

- **Attraction for Eco-Conscious Travelers:** Eco-conscious travelers prioritize sustainability. Implementing green practices can attract them, leading to economic benefits.

Impact of green economy practices on tourism

- **Improved Destination Resilience:** Green economy practices can enhance tourist destinations' resilience to environmental risks and climate change. Investing in eco-friendly infrastructure and disaster preparedness measures can mitigate adverse effects, safeguarding the tourism industry and supporting long-term sustainability.

- **Enhanced Brand Reputation:** Going green can boost the reputation and competitiveness of tourism destinations and businesses. Eco-certifications and sustainability awards provide recognition for environmentally friendly practices, which can differentiate destinations in a crowded market. The positive media attention generated by green initiatives can attract more visitors and enhance the destination's brand image.

Impact of green economy practices on tourism

- **Community Empowerment and Social Equity:** Sustainable tourism practices that prioritize community engagement can promote social equity and empower local residents.

- **Cost Savings and Efficiency:** Green economy practices can save costs and improve efficiency for tourism businesses. Energy-efficient tech, waste reduction, and sustainable procurement can lower operating costs. Green infrastructure investments yield economic benefits through increased productivity and resource conservation.

Green Tourism vs Sustainable Tourism

- **Green Tourism:** Green tourism focuses primarily on environmentally friendly practices within the tourism industry. It involves initiatives aimed at reducing carbon emissions, conserving natural resources, and minimizing pollution to protect the environment.

- **Sustainable Tourism:** Sustainable tourism encompasses a broader approach that considers not only environmental factors but also social and economic aspects. It seeks to balance the needs of tourists, host communities, and the environment, ensuring that tourism activities contribute positively to local economies, respect cultural heritage, and promote long-term well-being.

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Elaboration of the Practical Guide For Trainers

Module 1

The Green, Creative, and Digital Economy in Relation to the Tourism Sector

Lesson 3

Creativity in Tourism Project Development

Introduction

Considering the constant evolution of the world, integrating sustainability into our daily lives is becoming imperative. As we face increasingly complex challenges, it is crucial to adopt solutions and measures marked by innovation and creativity.

We cannot hope to solve today's problems with old-fashioned approaches that are not aligned with the current context. Therefore, the need to adopt innovative and creative measures becomes even more pressing.

Creativity and Innovation

⬇

Often arises unexpectedly, such as during routine activities.

And has the power to transform industries, address global challenges, and create a more sustainable future for all.

The United Nations acknowledges the pivotal role of creativity and innovation in achieving sustainable development goals.

Individuals worldwide are finding innovative ways to integrate sustainability into business models and contribute to positive change.

Sustainable development demands innovative leaders who can address complex global challenges through novel and human-centered approaches.

The Power of Design Thinking

Design Thinking offers a systematic and human-centered approach to problem-solving, adding significant value to leaders grappling with the challenges of the 2030 Agenda.

It catalyzes conversation for change, reframes problems, fosters collaborative creativity, and provides a solution-based approach to complex challenges.

Design Thinking offers an innovative approach to addressing the interconnected and complex challenges of the 2030 Agenda.

By breaking down silos, fostering collaboration, and embracing a new way of working, leaders can advance sustainable development goals and promote the behaviors outlined in the UN Leadership Framework.

Stages of Design Thinking

1) **Empathize:** Gain a deep understanding of the problem by empathizing with users and their needs, setting aside assumptions to gain valuable insights.

2) **Define:** Synthesize observations to define core problems, creating problem statements to guide ideation and solution development.

3) **Idea:** Generate creative ideas by thinking outside the box, exploring alternative perspectives, and employing various ideation techniques.

4) **Prototype:** Experiment and iterate to identify the best solutions, embracing a mindset of learning from failure and seeking feedback to refine prototypes.

5) **Test:** Gather feedback from stakeholders to refine and improve prototypes, ensuring solutions effectively address identified problems.

Design Thinking in the Tourism Sector

Design thinking in tourism involves applying a human-centered approach to innovation and problem-solving within the tourism industry, enabling tourism organizations to develop solutions that are tailored to the needs and preferences of travelers while also benefiting destination communities and stakeholders.

It emphasizes empathy, creativity, and iterative prototyping to develop solutions that meet the needs and desires of travelers, destination communities, and other stakeholders.

By empathizing with users, defining problems, ideating creative solutions, prototyping, and testing iteratively, design thinking can drive positive change and innovation within the tourism industry.

Creativity in Tourism Project Development

1) **Unique Experiences:** Tourism projects aim to create unforgettable and distinctive experiences for travelers through innovative concepts and activities.
2) **Destination Branding:** Creativity in tourism project development strengthens destination branding by highlighting its unique attributes and attractions to attract visitors.
3) **Community Engagement:** Involving local communities ensures tourism projects are culturally authentic and socially responsible, enriching the visitor experience.
4) **Sustainability and Innovation:** Creativity drives sustainable tourism by inspiring innovative solutions to environmental and social challenges within project development.
5) **Collaboration and Partnerships:** Collaborative efforts between stakeholders foster creativity and drive tourism project development through shared expertise and resources.
6) **Technology Integration:** Technology enhances tourism project creativity by enabling immersive experiences and digital storytelling for visitors.
7) **Cultural Preservation and Heritage Interpretation:** Creativity preserves cultural heritage by presenting it in innovative and engaging ways, fostering appreciation and understanding among visitors.

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Elaboration of the Practical Guide For Trainers

Module 1

The Green, Creative, and Digital Economy in Relation to the Tourism Sector

Lesson 4

Digital Technologies and Digital Transformation in Tourism

Introduction

This lesson examines how digital tools are revolutionizing the tourism industry. From online booking systems to personalized experiences and innovative marketing, digital transformation has reshaped how businesses operate and travelers plan their trips. This topic explores the opportunities, challenges, and strategies for leveraging digital technologies to enhance competitiveness and sustainability in tourism.

Introduction to Digital Transformation in Tourism

Digital transformation in tourism involves the integration of digital technologies into the industry, fundamentally changing how businesses operate and how travelers engage with tourism products and services.

- **Digital Tools for Booking and Reservation Systems**
- **Personalized Customer Experiences through Data Analysis**
- **Innovative Marketing Techniques**
- **Impact on Business Operations**

Digital Tools for Booking and Reservation Systems

Online booking platforms are web-based systems that enable users to reserve accommodations, transportation, tours, and other travel-related services through the internet. These platforms provide a convenient and efficient way for travelers to plan and book their trips from anywhere with an internet connection. Digital booking systems have transformed the tourism sector by offering real-time reservations, price comparison, and increased transparency.

For businesses, these platforms provide a cost-effective way to reach a global audience, increase bookings, and streamline operations. They also offer tools for inventory management, pricing optimization, and customer relationship management.

For customers, online booking platforms offer convenience, flexibility, and a wide selection of options to choose from. They can easily research destinations, view photos and descriptions, read reviews from other travelers, and make secure payments online.

Personalized Customer Experiences through Data Analysis

In the tourism industry, data analytics plays a pivotal role in shaping personalized marketing strategies and services tailored to meet the diverse needs of travelers.

Businesses can gain valuable insights into consumer preferences and market trends by analyzing extensive datasets such as customer demographics, booking behaviors, website interactions, social media engagement, and feedback.

By utilizing advanced analytics techniques like machine learning and predictive modeling, companies can extract actionable intelligence from this wealth of information and craft targeted marketing campaigns, customize offerings, and enhance customer satisfaction, loyalty, and positive referrals.

Innovative Marketing Techniques

Tourism marketing refers to the practice of promoting destinations, leisure activities, trips, and tourist services to potential visitors. This includes advertising, public relations, and other promotional activities aimed at attracting tourists to a particular location or destination.
Innovative marketing techniques used in the tourism industry:

- **Augmented Reality (AR) and Virtual Reality (VR):** These technologies provide immersive experiences, allowing travelers to explore destinations and accommodations virtually, stimulating interest and bookings.
- **Social Media and Influencer Marketing:** Using Social Media, businesses connect with audiences through engaging content and partnerships with influencers, amplifying brand reach and engagement.
- **Measuring Marketing Effectiveness:** Utilizing metrics such as website traffic, engagement rates, and conversion rates, businesses assess the performance of their marketing efforts to refine strategies and improve outcomes.

Impact on Business Operations

The tourism industry has been greatly impacted by digital transformation, leading to significant changes in how companies operate and engage with customers.

Traditional methods of managing reservations and customer interactions have given way to online booking platforms that offer seamless experiences for travelers.

Customer service has also shifted to digital channels, such as email, chatbots, and social media, providing 24-hour support and greater accessibility.

Digital marketing has become ubiquitous, with companies using social media, SEO, and targeted online advertising to effectively reach their audience.

While there are challenges in adopting digital technologies, such as investing in infrastructure and cybersecurity, the opportunities for innovation are vast.

Data analysis allows companies to understand customer preferences and adjust their strategies accordingly, while mobile technology and geolocation services open up new possibilities for personalized experiences.

To remain competitive in the digital age, tourism companies must embrace digital innovation.

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Project Number:
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WP3

HyPro4ST Practical Guide

MODULE 2

Working with the HyPro4ST Online Training Course for Sustainable Hybrid Project Managers

Module 2: Topics

Lesson 1: Introduction to the HyPro4St Online Training Course

Lesson 2: Understanding Sustainable Hybrid Project Management

Lesson 3: Nurturing an Entrepreneurial and Creative Mindset in Sustainable Hybrid Tourism Project Managers

Lesson 4: Projectification and Digitalisation of a Tourism Organisation

Lesson 1: Introduction to the HyPro4St Online Training Course

The HyPro4ST Project

Action:	KEY ACTION 2: Cooperation Among Organisations And Institutions Partnerships for Innovation: Alliances
Lot:	Lot 1: Alliances for Education and Enterprises
Project:	101056300 — HyPro4ST — ERASMUS-EDU-2021-PI-ALL-INNO

Sectoral Alliance

Sector: Sustainable Tourism

6 Programme countries → EL, HU, HR, IT, PT, SL

17 Full partners

13 Associated partners

9 Other Participating organisations

Project Purpose

HyPro4ST aims at advancing the project management, digital, green, business and creative skills of existing and prospective project managers of the sustainable tourism sector, alongside with upscaling VET and higher education trainers' skills in advanced sustainable, digital, project management, entrepreneurial and educational methods, through the design, development and delivery of modular, micro-learning based vocational training courses on sustainable and hybrid Project Management, as well as transversal soft skills, responding directly to the labour market needs.

The HyPro4ST Online Training Course (VOOC)

HyPro4ST Training Course

A Vocational Open Online Course (VOOC), meets the needs of the existing and prospective project managers of the tourism sector across Europe, who want to re-skill and up-skill and become hybrid, green and digitalized project managers with entrepreneurial mindset, serving towards the transformation of the tourism sector into a sustainable and resilience industry.

Target Groups

Existing and prospective project managers of the tourism sector

- **Existing project managers** in the tourist industry
- **Various professionals of the tourism sector** such as travel agency managers, destination managers,
- tour organisers, travel consultants, tour operators/ managers, corporate responsibility managers, event managers
- **Other professionals working in the following sub-sectors of the tourism industry:** accommodation
- and food service activities, creative and entertainment activities, office administrative, office support and other business support activities

Students, Trainers and educators of higher and vocational education, Practitioners in the field of traditional and agile project management active in the field of sustainable tourism, Higher Education and VET organisations, Academia, VET and enterprises' training/teaching staff Associations, SMEs and micro-business operating in the sustainable tourism sector

HyPro4ST Training Course

Equip project managers with the knowledge, skills and attitudes as described in the New Job Profile **“Sustainable Hybrid Project Manager for Sustainable Tourism Sector”**

Support project managers in getting certified through the **HyPro4ST Certification Scheme.**

The 6 modules of the HyPro4ST Online Training Course

1. Sustainability and the tourism sector

2. The Sustainable Hybrid Project Management for the Sustainable Tourism

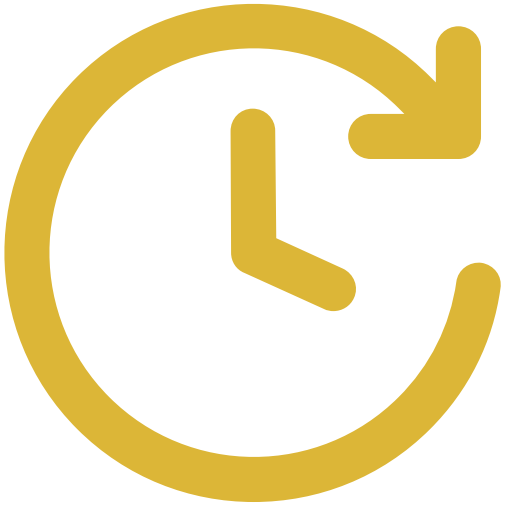
3. Creativity and Entrepreneurship in Sustainable Tourism Sector

4. Digital Skills for the Sustainable Tourism Sector

5. The Resilient Sustainable Hybrid Project Manager

6. The Projectized Tourism Business

HyPro4ST Training Course



Duration

Self-paced

Estimated effort

30 hours per Module (1 ECTS/ 1 micro credential per Module) (1 training hour: 45 minutes)

HyPro4ST Training Course Structure

Modules

- 6 key modules

Lessons

- Each module has 3-6 lessons oriented on particular topics

Units

- Building blocks of lessons, organised to be mutually connected and jointly representing the lesson topic

Components

- Single materials comprising units (e.g., text, document, presentation, video, audio, etc.)

Instructional Strategies and Methodologies Deployed

Coherent Learning Approaches

Experiential Learning

Project-based Learning

Learner-centred methodological approach

Micro-learning and Interactive Content

Self-directed & Self-paced Learning

Discussion Forums

Module 1: Sustainability and the tourism sector

The purpose of this module is to ensure project managers understand the concepts of sustainability in tourism, regenerative and distributive economics, and capable to implement strategic plans focused in management for sustainability aligned with European and International standards.

- Lesson 1: Sustainability: knowledge is key
- Lesson 2: Sustainability: how to materialize the 17 SDG's
- Lesson 3: European policies in sustainability
- Lesson 4: European and International standards in sustainability

Module 2:

Hybrid Project Management for the Sustainable Tourism

The purpose of this module is to enable tourism professionals to become sustainable hybrid project managers, by bridging the gap between traditional and agile project management and the specific requirement of sustainable tourism, preparing them to better plan, execute and manage hybrid sustainable projects in the complex and uncertain project landscape, that not only meet their objectives but also contribute positively to environmental and socio-cultural aspects..

- Lesson 1: Project Management in the Sustainable Tourism Industry
- Lesson 2: Project Management Approaches
- Lesson 3: Project Management Frameworks and Methodologies
- Lesson 4: Initiating a Hybrid Project
- Lesson 5: Planning a Hybrid Project
- Lesson 6: Executing, Monitoring, Controlling and Closing a Hybrid Project

Module 3:

Creativity and Entrepreneurship in Sustainable Tourism Sector

The purpose of this module is to ensure project managers and/or entrepreneurs to understand the concepts, principles, practices and processes of creativity, innovation and design thinking and to utilize them in the sustainable tourism sector.

- Lesson 1: Creativity and Innovation Essentials
- Lesson 2: Design thinking essentials
- Lesson 3: Entrepreneurial Mindset & Starting Your Business
- Lesson 4: Entrepreneurial Skills

Module 4:

Digital Skills for the Sustainable Tourism Sector

The aim of this module is to equip project managers with the digital skills and tools needed in the field of sustainable tourism in order to upgrade their abilities and competences in using new digital technologies, take advantage of the digital tools provided for making decisions and justifying them, identify the needs of and define an appropriate digital strategy for the projects they manage based on digital data, create appropriate digital content in a short period of time and have a clear understanding of the potential impact of new and emerging technologies and digital tools on their work and projects.

- Lesson 1: Information and Communication Technologies for Project Management
- Lesson 2: Project Management in the Digital Era
- Lesson 3: Data Analytics in Project Management
- Lesson 4: Digital Project Management
- Lesson 5: Creating and Managing Digital Content
- Lesson 6: New and emerging technologies' impact on Project Management

Module 5:

The Resilient Sustainable Hybrid Project Manager

The purpose of this module is to create project managers who are not only skilled in the technical aspects of Hybrid Project Management but are also well-rounded leaders capable of guiding projects with resilience, empathy, adaptability, and an emphasis on diversity and inclusion in today's dynamic and rapidly changing work environments of the sustainable tourism sector.

- Lesson 1: The Agile Leader
- Lesson 2: The Emotional Literate Project Manager
- Lesson 3 Communicating Effectively as a Project Manager
- Lesson 4: Embracing Complexity, Adaptability & Resilience
- Lesson 5: Promoting Diversity, Equity and Inclusion in Project Teams
- Lesson 6: Becoming an Independent Lifelong Learner

Module 6:

The Projectized Tourism Business

The purpose of this module is to equip learners with knowledge on projectization in tourism, skills for implementing project-oriented processes in the organisation and competencies to understand the complexity of developing and running PMO within existing organisation's structure.

- Lesson 1: What is projectized organization?
- Lesson 2: Strengths and Weaknesses of a Projectized Organization
- Lesson 3: Creating a Project Management Office (PMO) (4 hours)
- Lesson 4: Business Transformation towards projectized structures – The change management process
- Lesson 5: Projectizing tourism organisations: when, how and why?

The HyPro4ST Virtual Learning Hub (VLH)

HyPro4ST Virtual Learning Hub (VLH)

The Virtual Learning Hub hosts both the training material of the HyPro4ST Practical Guide and of the Online Training Course addressing professionals, practitioners and students of the tourism sector and VET and higher education trainers respectively.

It serves the delivery of the Online Training Course and the asynchronous part of the Practical Guide Delivery.

Activity M2.A1

Exploring the HyPro4ST Virtual Learning Hub

Lesson 2: Understanding Sustainable Hybrid Project Management

The Importance of Project Management for the Sustainable Tourism Industry

*To maximize the potential of **tourism** as a **driver of sustainable growth**, the tourism sector needs smart and effective approaches to development projects and sustainability initiatives, ensuring that funding and resources for delivering sustainable tourism projects lead to achieving substantial results for destinations and communities, with demonstrated impacts and lasting benefits.*

Successfully implementing sustainable tourism initiatives remains a **critical challenge**

Project management

provides a vital framework for efficiently and effectively organizing, planning, executing, and closing sustainable tourism projects,

The Project Economy

TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT
1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS

Defining the Term “Project Management”

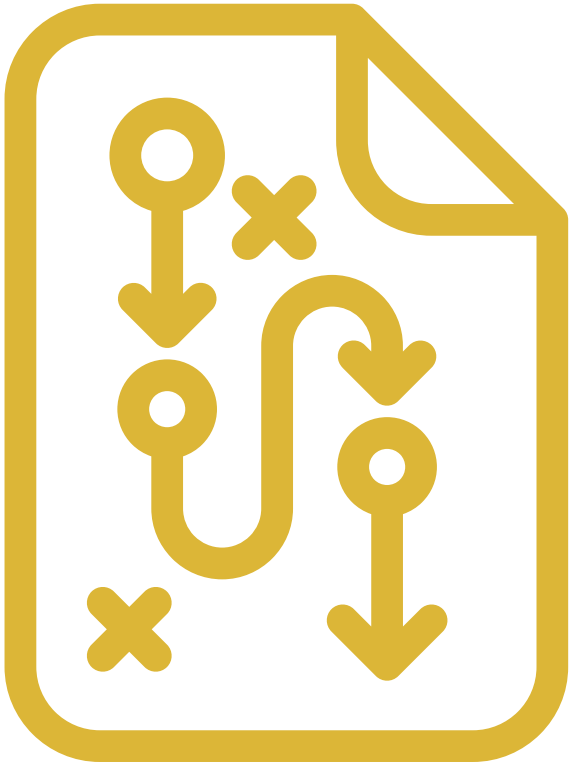
Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements (PMI, 2021).

It enables tourism organisations to:

- √ achieve their strategic goals
- √ deliver their projects on time, on budget, and to the required quality standards, meeting stakeholders’ requirements
- √ to prioritize tasks
- √ manage risks and uncertainties
- √ implement fast decision-making
- √ collaborate and communicate effectively
- √ build a culture of innovation and continuous improvement

Defining the Term “Project”

Projects are temporary endeavours undertaken to create a unique product, service, or result. The temporary nature of projects indicates a beginning and an end to the project work or a phase of the project work. Projects can stand alone or be part of a program or portfolio (PMI, 2021).



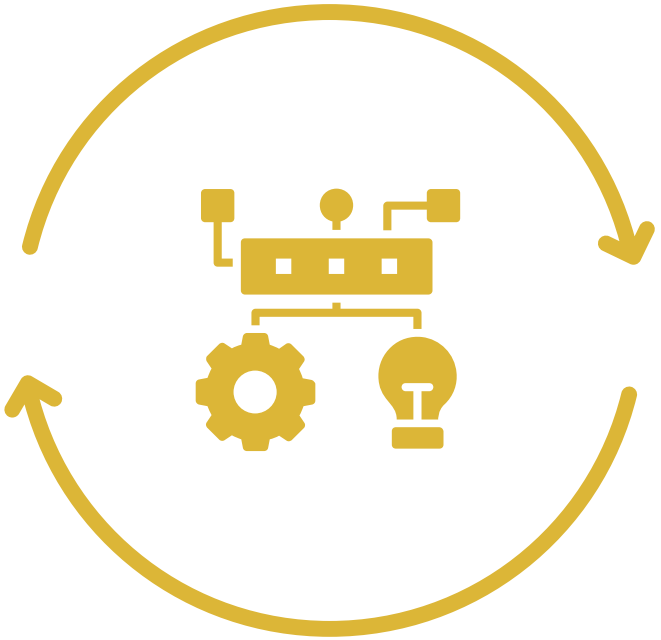
Defining the term “Project Manager”

Project manager – the person assigned by the performing organisation to lead the project team that is responsible for achieving the project objectives (PMI, 2021).

He/she plays a crucial role in stakeholder engagement, risk assessment, and resource allocation, ensuring that tourism projects align with the United Nations Sustainable Development Goals (SDGs) and contribute to long-term prosperity (Fennell, 2015).

Defining the term “Sustainable Project Management”

The Green Project Management Global (2023) defines **Sustainable Project Management** or **Green Project Management®** as the application of methods, tools, and techniques to achieve a stated objective while considering the project outcome’s entire lifecycle to ensure a net positive environmental, social, and economic impact.



Sustainable projects

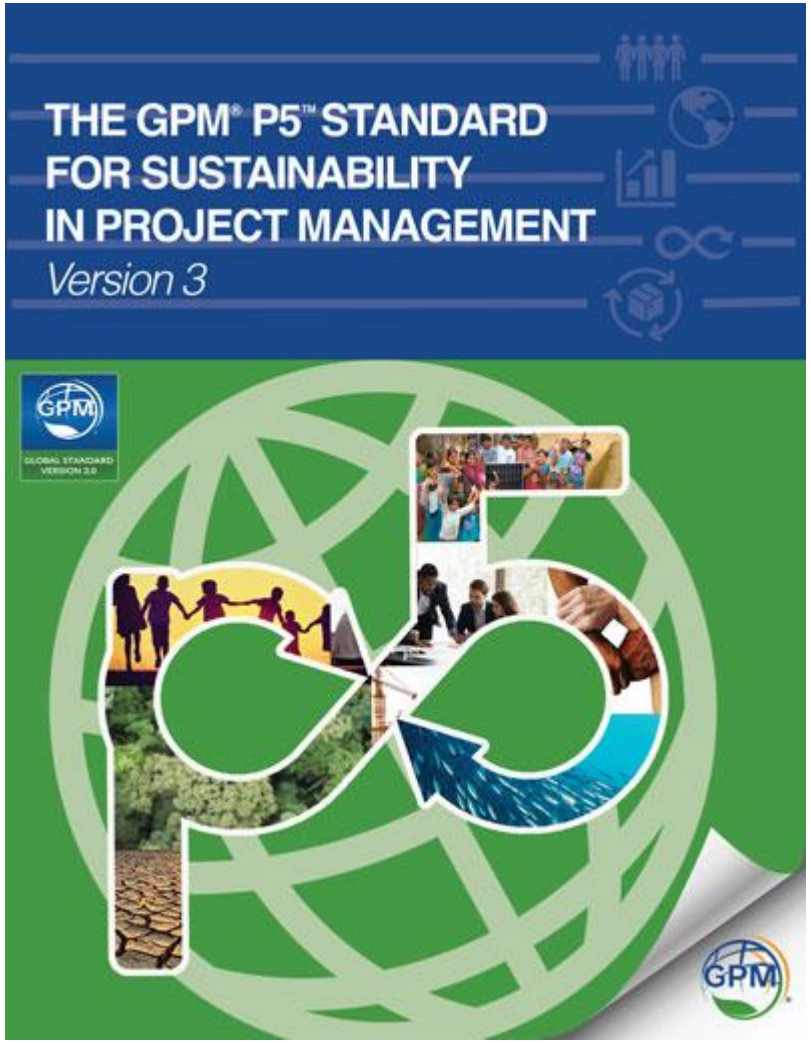
are characterized by their commitment to the triple bottom line

People

Planet

Profit

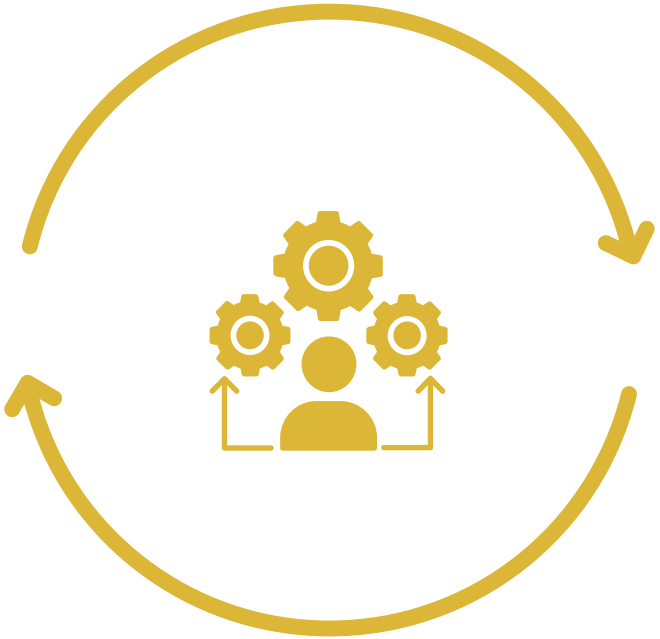
They ensure a balanced focus on **social equity**, **environmental stewardship**, and **economic viability**.



GPM Global (2023) extends this concept through its **P5 Standard**, adding **Process** and **Product** to the equation, emphasizing the importance of **sustainable practices in all project processes** and **outcomes** that maintain their value and utility over time. This holistic view ensures that sustainable projects create **long-term benefits** for **all stakeholders** without transferring problems from one area to another (GPM Global, 2023; Silvius, 2017).

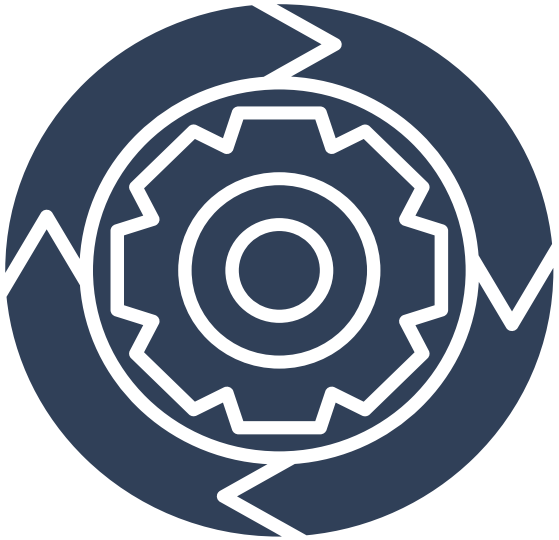
Defining the term “Sustainable Project Manager”

A **sustainable** or **green project manager** is an individual who manages a project by employing a collection of diverse but integrated competencies to deliver on the objectives detailed in the business case. This is done by using and tailoring the appropriate methods, tools, and techniques for leading the project team, engaging stakeholders, and progressing the project while still safeguarding society, the environment, and human rights. He/she has an important role to play as advocate, advisor, ambassador, and architect of a better world (GPM Global, 2023).



Project Management Development Approaches, Frameworks and Methodologies for the Sustainable Tourism Industry

Activity M2.A2



Choosing the Right Project Management Development Approach

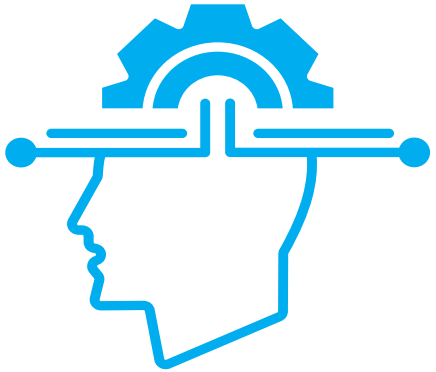
Project Management Development Approaches

A **development approach** is the means used to create and evolve the product, service, or result during the project life cycle (PMI, 2021).

In other words, it is a set of practices, methods and processes used by project managers and project teams to plan, execute, control, monitor and close a project.

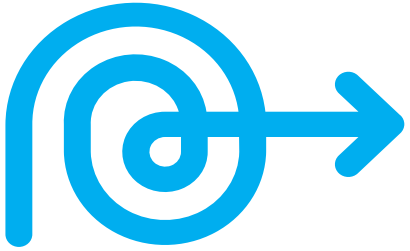
Project Management Development Approaches

A **development approach:**



Simplifies the process of determining the execution of tasks and the timing for deliverable handovers.

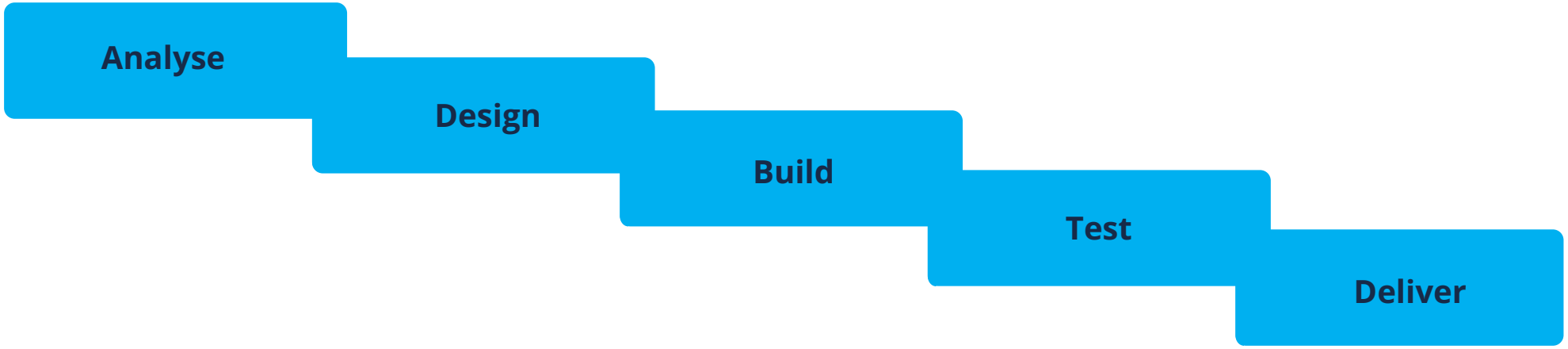
Enables project managers to methodically and logically make decisions that propel their projects forward.



Commonly Used Project Management Development Approaches

Predictive Project Management Development Approach

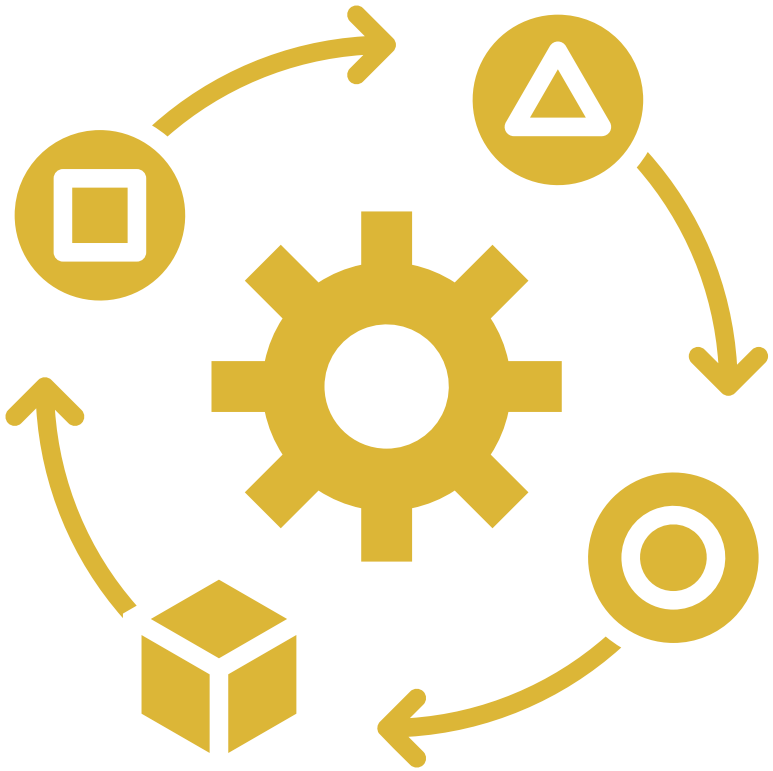
Predictive is the development approach in which the project scope, time, and cost are determined in the early phases of the life cycle (PMI, 2021). It entails meticulously crafting a comprehensive project plan in advance and rigorously adhering to it, while minimizing project change. This approach is widely referred as a “waterfall” or “traditional”.



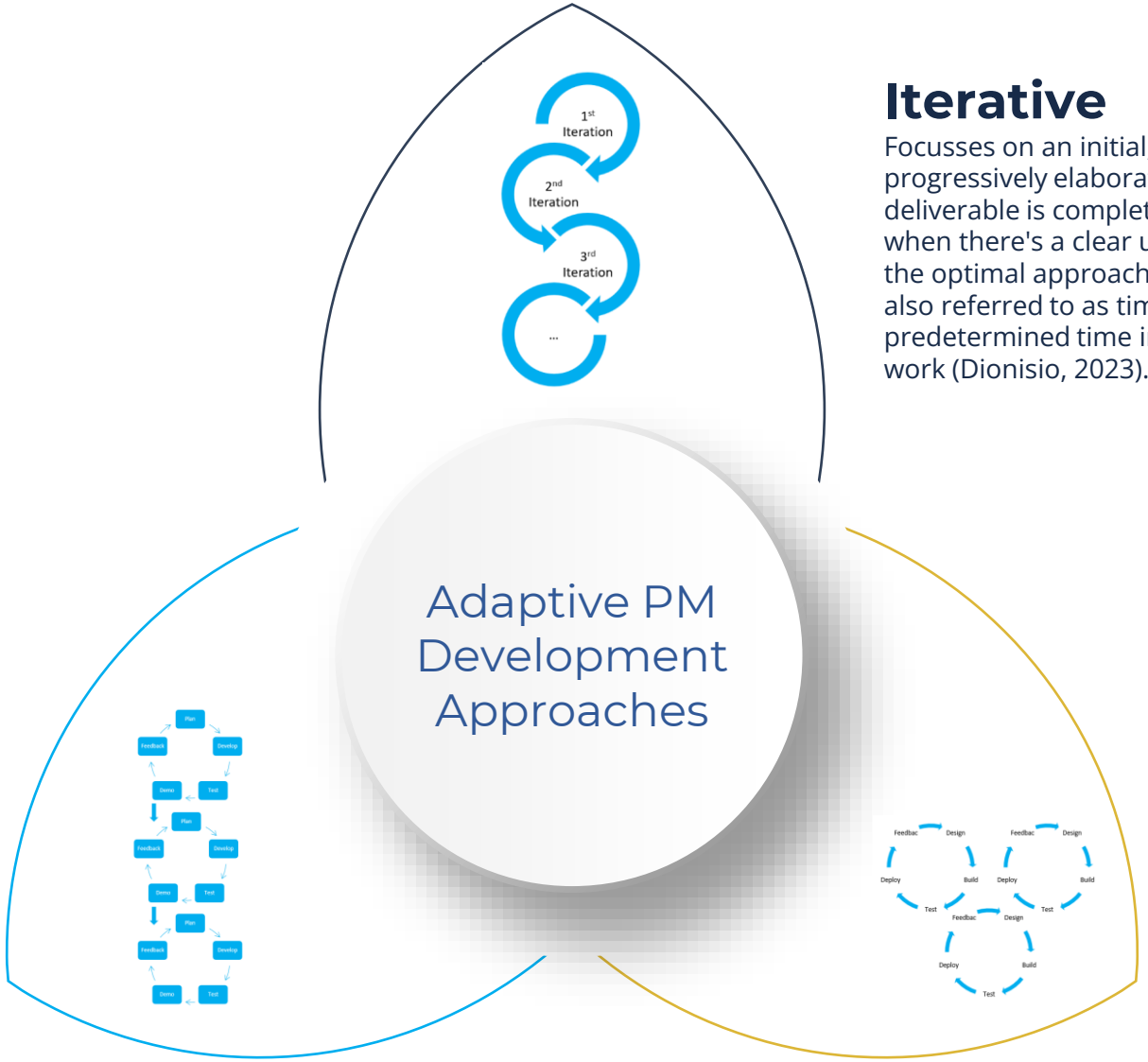
Adaptive Project Management Development Approach

Adaptive is the development approach in which the requirements are subject to a high level of uncertainty and volatility and are likely to change throughout the project (PMI, 2021). It involves the practice of adjusting projects in response to evolving requirements and conditions as they unfold. This approach is well suited for projects characterized by dynamic requirements or fluctuating environments, necessitating flexibility and adaptability from project teams (e.g. the development of a software application).

There are three (3) approaches that are considered as adaptive: **Iterative, Incremental, Agile**



Adaptive Project Management Development Approach



Iterative

Focusses on an initial, simplified implementation then progressively elaborates adding to the feature set until the final deliverable is complete (PMI, 2021). This approach is employed when there's a clear understanding of the desired outcome, but the optimal approach to achieve it is not yet defined. Iterations, also referred to as timeboxes or sprints, are short, predetermined time intervals during which the team conducts work (Dionisio, 2023).

Agile

It follows the four values and 12 principles established in the Agile Manifesto (PMI, 2021). Iterative and incremental approaches are commonly employed in Agile method, but the iterations (timeboxes or sprints) are typically brief, one to two weeks, culminating in a demonstration of the product to key stakeholders, based on which the product evolves in the next iteration. The project team actively participates in planning each iteration, determining the achievable scope based on a prioritized backlog, estimating workload, and collaborating throughout the iteration to develop the scope.

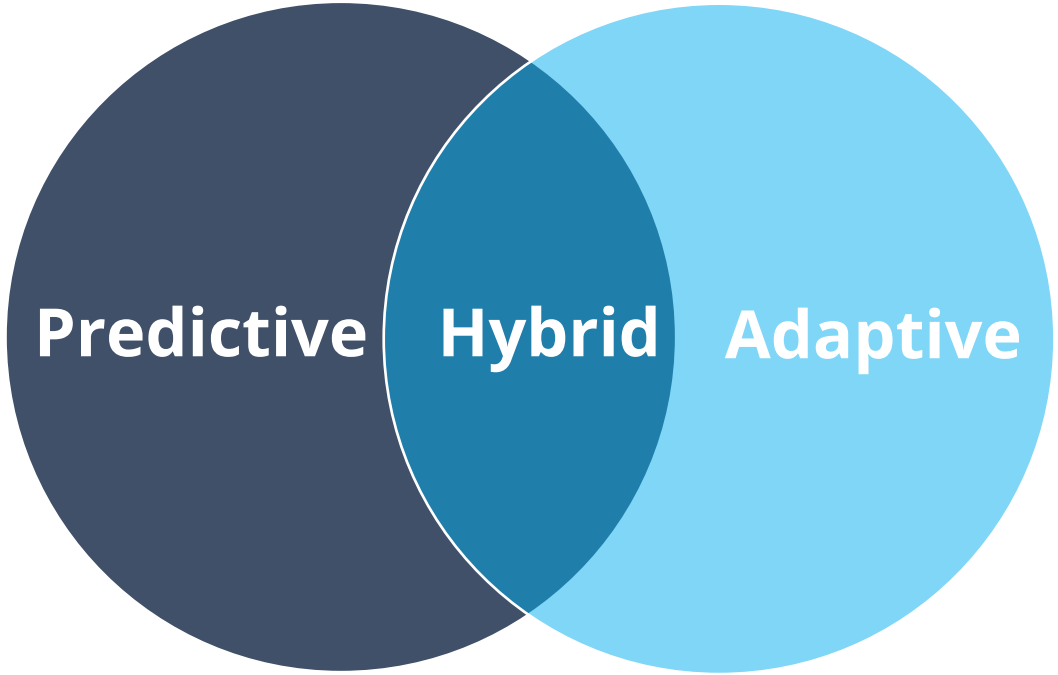
.

Incremental

The deliverable is produced successively, adding functionality until the deliverable contains the necessary and sufficient capability to be considered complete (PMI, 2021). begins with an idea, from which a basic version is built and released. This first release is called “Minium Viable Product – MVP” and contains the minimum necessary requirements for use, that can be adapted and improved in the future, especially after customers’ feedback. This feedback guides the development of the next increment for release. Depending on the product, the team may introduce new components or upgrade existing ones (Dionisio, 2023).

Hybrid Project Management Development Approaches

The Hybrid Project Management development approach is a flexible and adaptive framework that combines elements from different project management methodologies to suit the specific needs of each project. Hybrid Project Management is a blend of predictive and adaptive approaches to delivering value, determined by product, project, and organisational variables (Dionisio, 2023).



***Hybrid project management** is particularly relevant to the sustainable tourism sector because of its adaptable nature, which is well-suited to the multifaceted challenges inherent in sustainable tourism projects.*

Hybrid Project Management

Facilitates stakeholder engagement (environmental conservationists, local communities, government bodies, and private sector entities)

Effectively addresses complexities such as environmental conservation, socio-cultural preservation, and economic sustainability

Successful project outcomes and long-term sustainability

Optimizes resource allocation

Manages risks

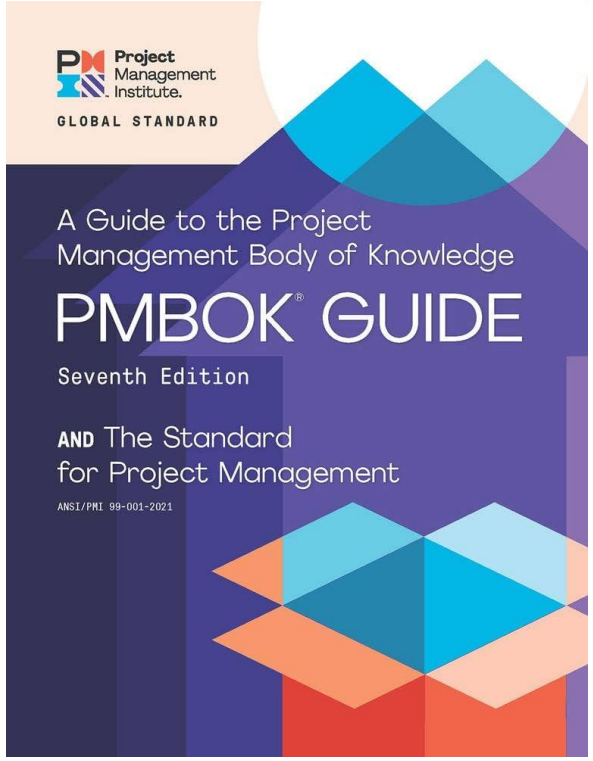
Fosters continuous improvement

Project Management Frameworks and Methodologies

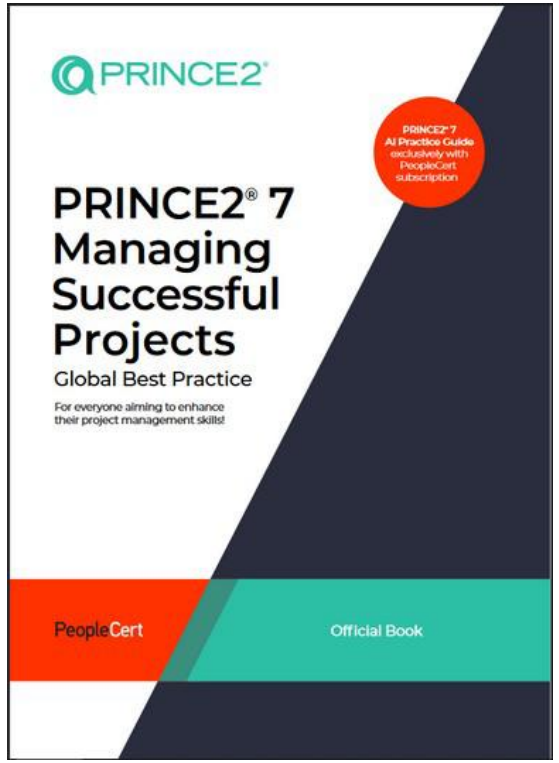
Project management framework
Is a logical structure for classifying and organising complex information. It offers structured guidance and direction on a preferred approach without excessive detail or rigidity. It provides flexibility to adapt to changing conditions and can be customized for specific company needs while incorporating proven approaches

Project management methodology
Is a documented approach for performing activities in a coherent, consistent, accountable, and repeatable manner. It represents a systematic approach to solving a particular problem, comprising a defined set of rules, methods, tests, activities, deliverables, and processes. Methodologies demonstrate a well-considered, defined, and repeatable approach to achieving objectives.

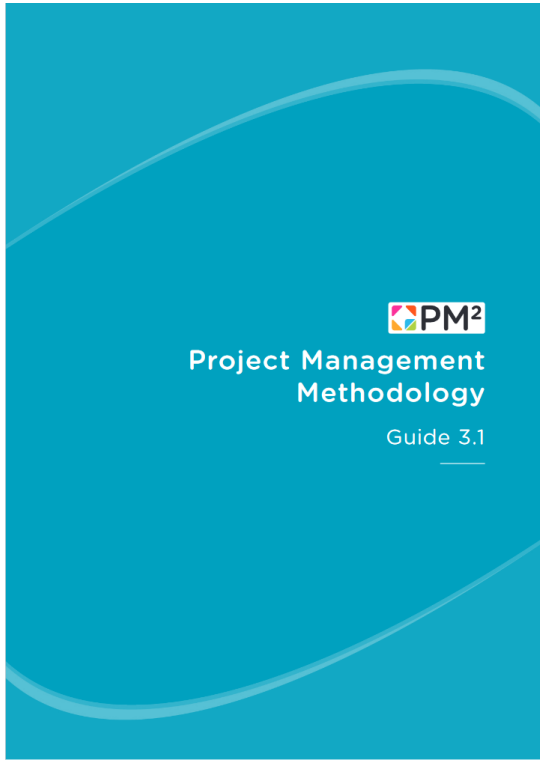
Hybrid/Predictive Project Management Frameworks and Methodologies



Project Management Body of Knowledge (*PMBOK®*)



PRojects IN Controlled Environments (PRINCE2)



PM² Methodology, developed by the European Commission

Adaptive: Kanban

Kanban is considered a visual and incremental Agile methodology, specifically used for knowledge work (PMI, 2017). It emphasises transparency into project statuses, efficiency, just-in-time delivery and limiting work in progress (WIP). This method helps teams to visualise their work, leading to identifying early in the project implementation bottlenecks and improving processes (Anderson, 2016; PMI, 2017). It allows teams to pull work when they are available instead of work being pushed onto them, irrespective of their current workload. In our fast-paced world, it isn't possible to get everything done on time and methodologies like Kanban allows balancing the work demand (DeGrandis, 2017).

Adaptive: Scrum

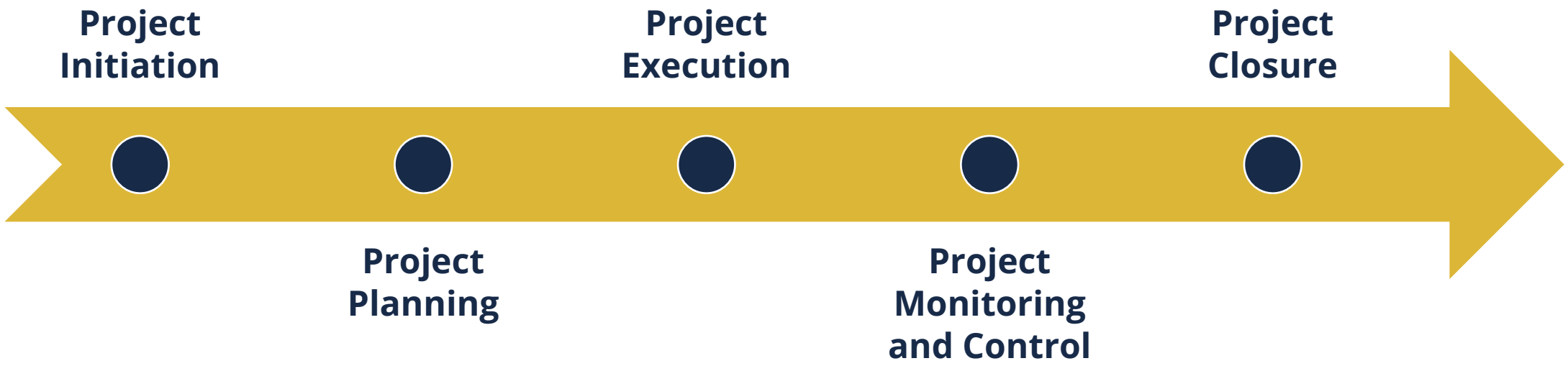
Is a lightweight framework having three main pillars – transparency, inspection and adaptation and it requires a Scrum Master to foster an environment where (Sutherland & Schwaber, 2020):

1. A Product Owner orders the work for a complex problem into a Product Backlog.
2. The Scrum Team turns a selection of the work into an Increment of value during a Sprint.
3. The Scrum Team and its stakeholders inspect the results and adjust for the next Sprint.
4. Repeat

Within a Scrum Team, there are no sub-teams or hierarchies. It is a cohesive unit of professionals focused on one objective at a time, the Product Goal. Scrum Teams are cross-functional, meaning the members have all the skills necessary to create value each Sprint. They are also self-managing, meaning they internally decide who does what, when, and how (Sutherland & Schwaber, 2020).

Initiating, Planning, Executing, Monitoring, Controlling and Closing Hybrid Projects

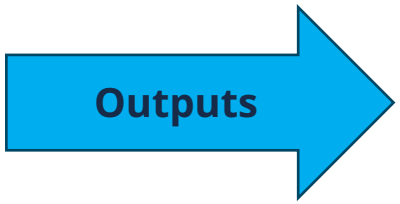
Hybrid Project Lifecycle



Project Initiation

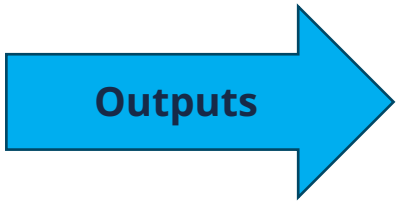
As in the beginning of every project, the project manager doesn't have all the required information, especially in the case of following the hybrid approach, which means that the project is more complex, the following processes are taking place:

Process:
Create the Product Vision Statement



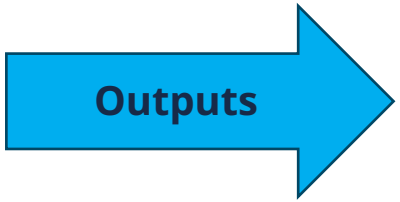
Product Vision Statement

Process:
Identify Key Stakeholders



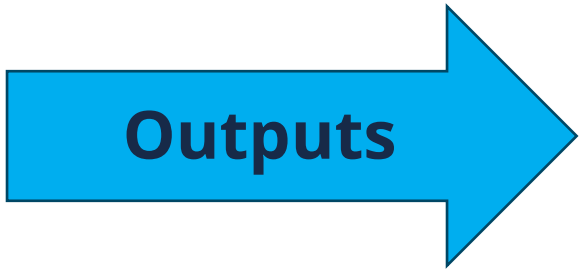
Product Owner
Scrum Master
Development Team

Process:
Develop Project Charter



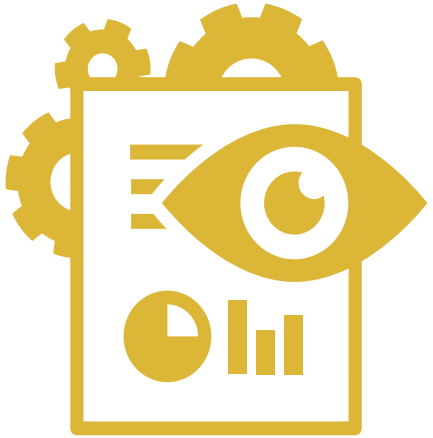
Project Charter
Assumption Log

Process: Create the Product Vision Statement



Product Vision Statement

Product Vision



A **product vision** provides the **direction of the product**, acting as the guiding force for the product and enables decision making at all levels. This vision is usually written down after confirmation from market-research – from talking to customers and working with all stakeholders (Ponniah, 2017).

It answers to the questions:

- **Why are we doing it?**
- **Who are we building it for?**
- **What are we building?**
- **When are we looking to deliver?**
- **What does it solve? - Need for the Product**

Product Vision Statement

The product vision statement has the following form (Moore, 2014):

For _____ *identifies the customer*_____

Who ____ *provides more detail*_____

The ___ *names the product* _____

is a ____*describes the product*_____

That ___ *identifies what the product does*_____

Unlike ___ *describes competitor products* _____

Our product __ *provides differentiating factors* ____.

Activity M2.A3

Developing the Product Vision Statement for a Hybrid Sustainable Project

Process: Identify Key Stakeholders

Outputs

Product Owner
Scrum Master
Development Team

(Sutherland and Schwaber, 2020).

Process: Develop Project Charter

Outputs →

Project Charter
Assumption Log

This process is performed **once** or at **predefined points** in the project (PMI, 2023).

Project Charter

A **project charter** is a document that **formally authorises the existence of a project** and provides a **summary of the project's objectives and management**. It provides the project manager with the authority to apply organisational resources to project activities.

Ideally, the project manager will play a major role in developing the project charter. The contents of a project charter may vary depending on the project needs (PMI, 2023).

Assumption Log

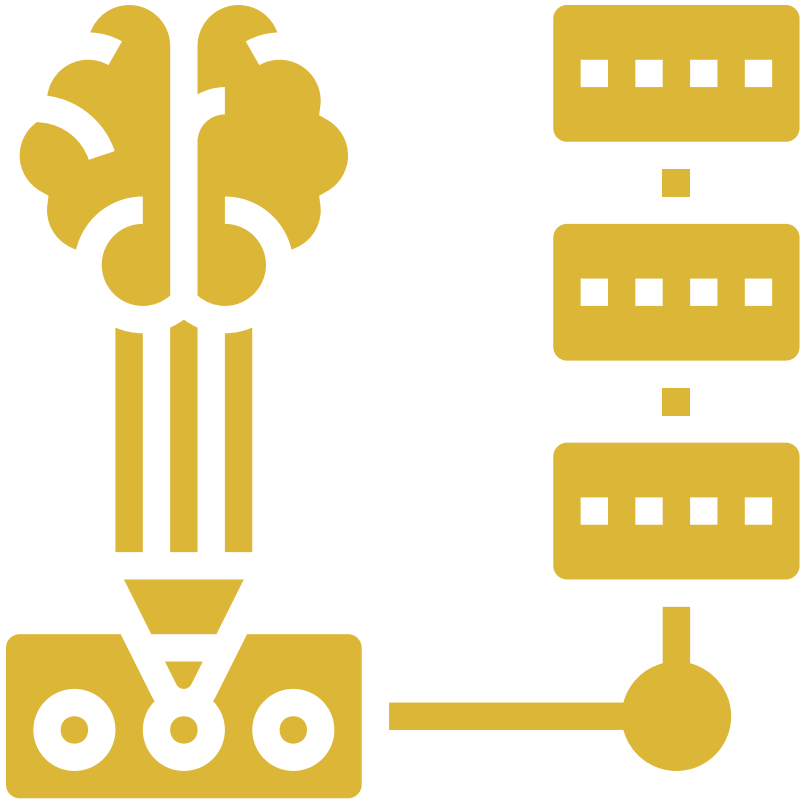
An **assumption log** is a **dynamic document** used to **record** and **track assumptions** and **constraints** throughout the project life cycle. It aids in communicating information to key stakeholders and avoids potential confusion.

Most projects include several assumptions that affect the scope, time, cost, risk, and other knowledge areas. It is important to document and validate these assumptions (Schwalbe, 2021).

Project Planning

The planning phase involves activities focused on determining the project's scope, refining objectives, and outlining the necessary actions to achieve the project's goals effectively.

A sustainable hybrid project usually follows a **progressive elaboration** and **rolling wave planning procedure** meaning, developing more detail as more information is known about the project.



Project Planning Processes

Develop the Project Management Plan: Document the Development Approach and the Life Cycle of the Project; List the subsidiary plans; List the key reviews; Develop the Project Roadmap, the graphic high-level view of the project that includes phases, reviews, milestones, and other key information.

Develop **Scope Management Plan**

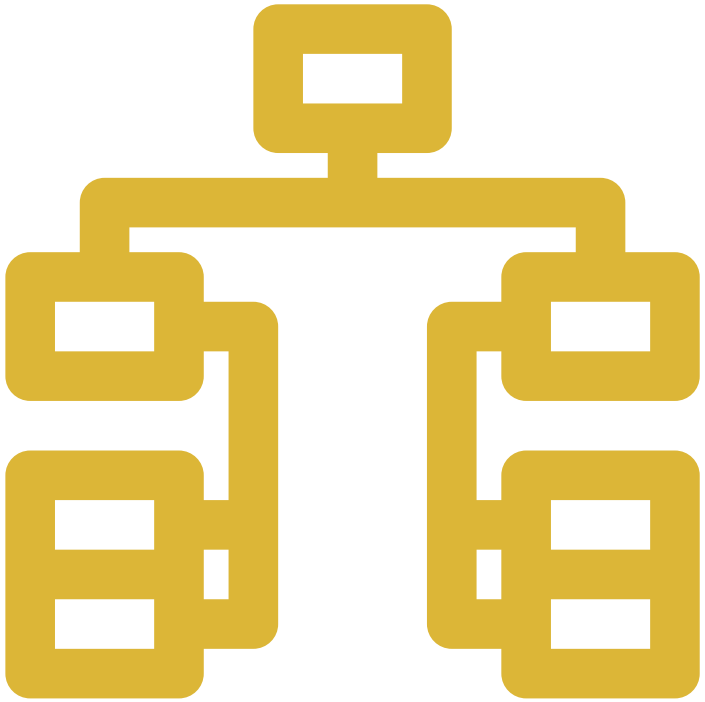
Collect and Document Requirements

Define Scope

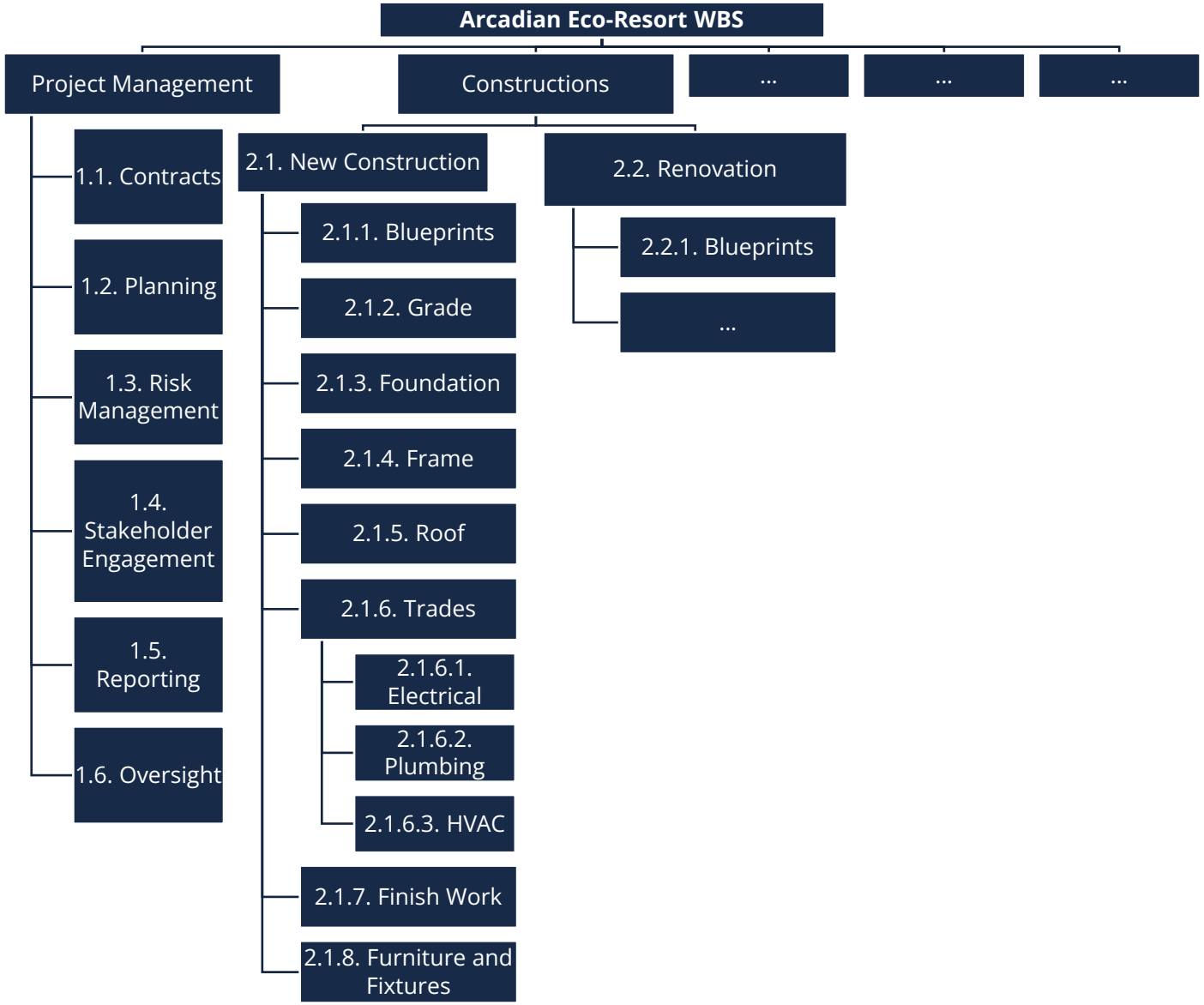
Project Planning Processes

Develop the Work Breakdown Structure (WBS) for the deliverables produced by following a predictive approach

The **Work Breakdown Structure** is a hierarchical decomposition of the total scope of work to be carried out by the project team to accomplish the project objectives and create the required deliverables (Dionisio, 2023).



WBS: Tree Format



WBS: Outline Format

Project Management

- 1.1. Contracts
- 1.2. Planning
- 1.3. Risk Management
- 1.4. Stakeholder Engagement
- 1.5. Reporting
- 1.6. Oversight

2. Construction

- 2.1. New Construction
  - 2.1.1. Blueprints
  - 2.1.2. Grade
  - 2.1.3. Foundation
  - 2.1.4. Frame
  - 2.1.5. Roof
  - 2.1.6. Trades
    - 2.1.6.1. Electrical
    - 2.1.6.2. Plumbing
    - 2.1.6.3. HVAC
  - 2.1.7. Finish Work
  - 2.1.8. Furniture and Fixtures
- 2.2. Renovation
  - 2.2.1. Blueprints
  - ...

Project Planning Processes

Develop the Project Backlog for the deliverables produced by following an adaptive approach

- Design agricultural products database
- Build agricultural products database
- Design farms database
- Build farm’s database
- Design farm’s management system
- Build farm’s management system
- Design restaurant’s management system
- Build restaurant's management system
- Enter agricultural products’ inventory
- Search function
- Inventory alerts
- Reporting function
- Events’ calendar
- ...

Activity M2.A4

Developing a Work Break Down Structure

Project Planning Processes

- Develop a Schedule Management Plan
- Develop the Predictive Schedule
- Develop the Adaptive Schedule
- Develop the Hybrid Schedule

A **Gantt chart**, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale. Each activity is represented by a bar; the position and length of the bar reflects the start date, duration and end date of the activity (Gantt.org, 2024).

WP/Task	Jan	Febr	Mar	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
WP1: Project Management											
T1.1 Contracts											
T1.2 Planning											
T1.3 Risk Management											
T1.4 Stakeholder Engagement											
T1.5 Reporting											
WP2: Construction											
...											

Hybrid Schedule (Predictive with Releases)

WP/Task	Duration	Jan	Febr	Mar	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
WP1: Project Management	300 days											
WP2: Construction	250 days											
WP3: Eco-Resort Management System	200 days											
Start up	2 weeks											
Release 1	6 weeks											
Release 2	6 weeks											
Release 3	4 weeks											
Release 4	4 weeks											
Release 5	4 weeks											
...												
System Testing	0 days											
WP3:												
WP4:												

Project Planning Processes

Estimate Costs

Develop Budget

Develop Internal Communication Plan (meetings)

Develop Quality Plan including: quality metrics for the predictive project management approach and definitions of done for the adaptive project management approach

Elements of cost estimation

Labor:

The cost of team members working on the project, both in terms of wages and time.

Materials and equipment:

The cost of resources required for the project, from physical tools to software to legal permits.

Facilities:

The cost of using any working spaces not owned by the organisation.

Vendors:

The cost of hiring third-party vendors or contractors.

Risk:

The cost of any contingency plans implemented to reduce risk.

Project Planning Processes

Develop Stakeholder Register, a document that includes details related to the identified project stakeholders, that can be internal (e.g. project management team members), or external to the project and can influence positively or negatively the project itself.

Develop Stakeholder Communication Plan

Project Planning Processes

Develop **Risk Management Plan**

Develop **Risk Register** for the work to be done by following a predictive approach

Develop a **Risk-Adjusted Backlog** for the work to be done by following an adaptive approach

Project Planning Processes

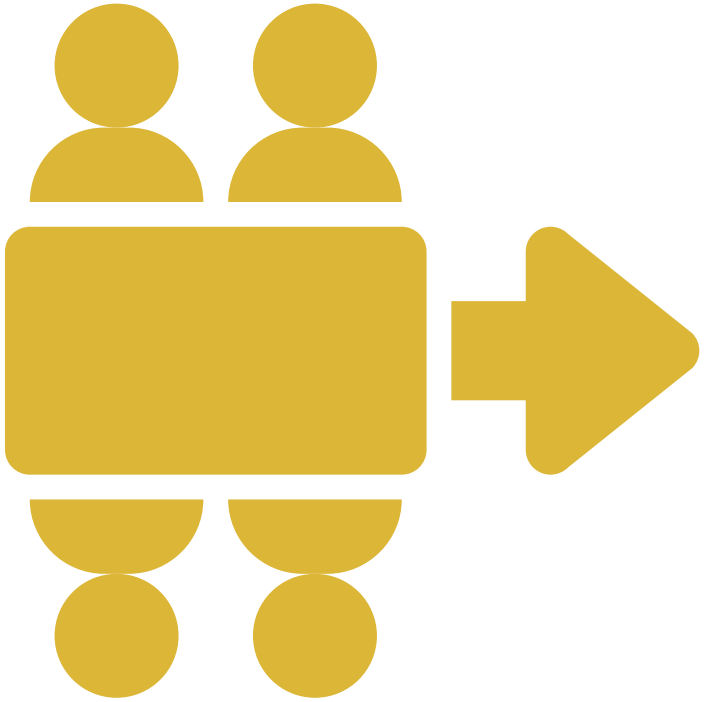
Develop a **Change Management Plan**

Develop a **Procurement Management Plan** (if needed)

Develop a **Sustainability Project Management Plan**

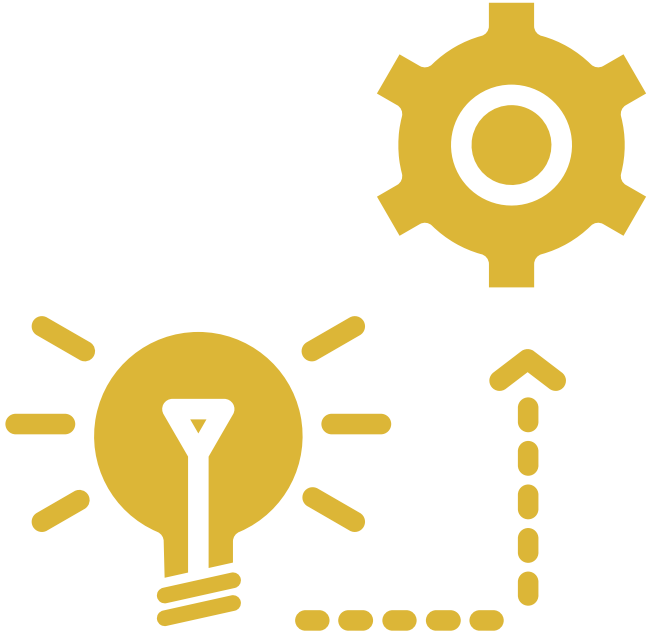
Project Planning

When the planning phase formally starts, a **project kick-off meeting** is implemented, which is a gathering of project team members and other key stakeholders, at the outset of a project to formally set expectations, gain a common understanding, and commence work. It establishes the start of a project, phase or iteration (PMI, 2021).



Project Execution

In **hybrid projects**, the project managers and their teams **can use any of the predictive** project executing processes that follow, or they can **mix some of them with the processes suggested by the Scrum Framework.**



Direct and Manage Project Work: is the process of leading and performing the work defined in the project management plan and implementing approved changes to achieve the project's objectives. An issue log may be kept to document, monitor, and track issues that need to be resolved for effective work to take place. Furthermore, change requests are documented, by using the corresponding project templates.

Manage Project Knowledge: is the process of using existing knowledge and creating new knowledge to achieve the project's objectives and contribute to organisational learning. A lessons learned register is kept and updated by the project team, documenting challenges, problems, realized risks and opportunities, and other content to assist in knowledge management on current and future projects.

Predictive Processes

Manage Quality: is the process of translating the quality management plan into executable quality activities that incorporate the organisation's quality policies into the project. Quality reports and test and evaluation documents are produced during this process.

Acquire Resource: is the process of obtaining team members, facilities, equipment, materials, supplies, and other resources necessary to complete project work. Physical and team resource assignments are documented.

Develop Team: is the process of improving competencies, team member interaction, and overall team environment to enhance project performance. Team performance assessments are regularly implemented.

Predictive Processes

Manage Team: Manage Team is the process of tracking team member performance, providing feedback, resolving issues, and managing team changes to optimize project performance.

Manage Communications: is the process of ensuring timely and appropriate collection, creation, distribution, storage, retrieval, management, monitoring, and the ultimate disposition of project information.

Implement Risk Responses: Implement Risk Responses is the process of implementing agreed-upon risk response plans.

Predictive Processes

Conduct Procurements: Conduct Procurements is the process of obtaining seller responses, selecting a seller, and awarding a contract. Lists of selected sellers and contracts are the main outputs of this process

Adaptive Processes

Create Deliverables	In this process, the Scrum Team works on the tasks in the Sprint Backlog to create Sprint Deliverables. A Scrum board is often used to track the work and activities being carried out. Issues or problems being faced by the Scrum Team should be updated in an Impediment Log.
Conduct Daily Standup	In this process, everyday a highly focused, Time boxed meeting, referred to as the Daily Standup Meeting, is conducted. This is the forum for the Scrum Team to update each other on their individual progress and any impediments they may be facing.
Refine Prioritized Product Backlog	In this process, the Prioritized Product Backlog is continuously updated and maintained. A Prioritized Product Backlog Review Meeting is held, in which any changes or updates to the backlog are discussed and incorporated into the Prioritized Product Backlog as appropriate.

Project Monitoring and Control

Hybrid projects can use any of the predictive and adaptive processes, tools, and techniques to monitoring and control project work, according to the specific project characteristics.

Predictive Monitor and Control Processes

The schedule, cost and scope baselines are monitored, controlled and reported. The main tools and techniques used are **expert judgment, data analysis, decision making, and meetings. Earned value management reports** are a powerful tool for monitoring and controlling overall project performance it (Schwalbe, 2021). During this phase a **series of reports** are generated which are it (Schwalbe, 2021).

Project Reports

Describe what the project team has accomplished during a certain period.

Status reports

Progress reports

Forecasts

Describe where the project stands at a specific point in time.

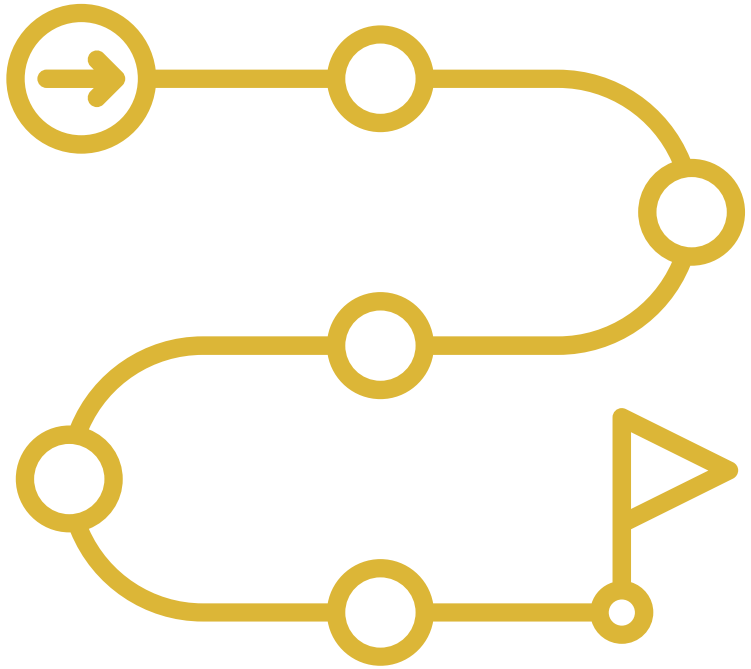
Predict future project status and progress based on past information and trends.

Adaptive Processes

Demonstrate and Validate Sprint	In this process, the Scrum Team demonstrates the Sprint deliverables to the Product Owner and relevant business stakeholders in a Sprint Review Meeting. The purpose of this meeting is to secure approval and acceptance of the Sprint User Stories by the Product Owner.
Retrospect Sprint	In this process, the Scrum Master and Scrum Team meet to discuss the lessons learned throughout the Sprint. This information is documented and should be applied to future Sprints. Often, as a result of this discussion, there may be agreed actionable improvements or updated Scrum Guidance Body recommendations

Project Closure

Hybrid projects can use any of the predictive and adaptive processes, tools, and techniques to close a project, according to the specific project characteristics.



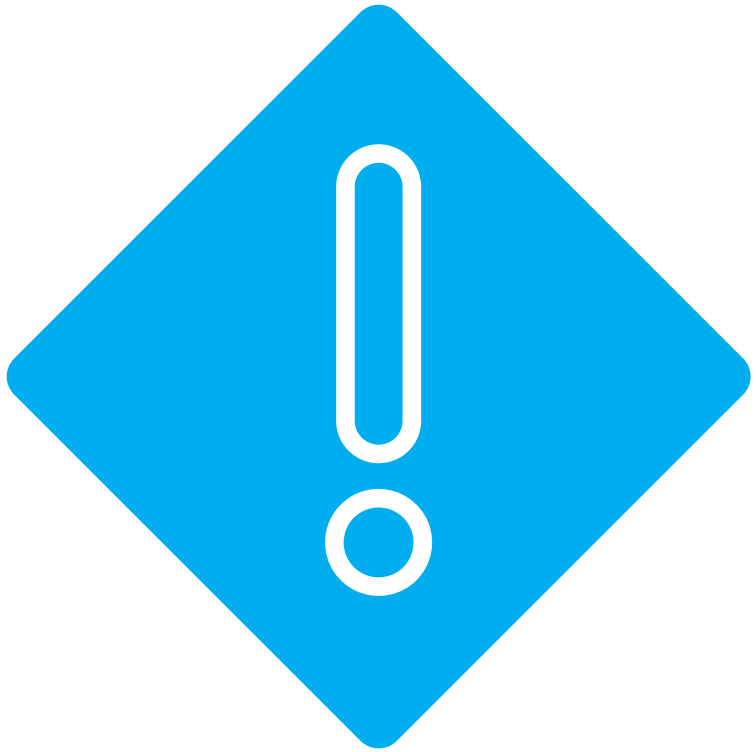
Predictive Closure

The **closure project phase** involves processes conducted to formally conclude or close the project and are related to:

Adaptive Processes

Ship Deliverables	In this process, Accepted Deliverables are delivered or transitioned to the relevant stakeholders. A formal Working Deliverables Agreement documents the successful completion of the Sprint.
Retrospect Project	In this process, which completes the project, organisational stakeholders and Scrum Core Team members assemble to retrospect the project and identify, document, and internalize the lessons learned. Often, these lessons lead to the documentation of Agreed Actionable Improvements, to be implemented in future projects

Project Closure

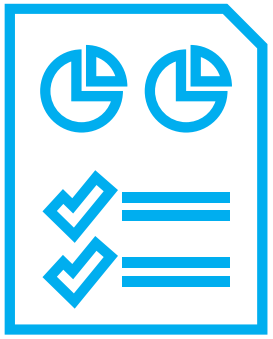


In many projects, **quality** or/and **financial audit** is performed during this phase and then a **formal customer acceptance/project completion form** is signed by the project sponsor, officially terminating the project.

Regarding the projects that have in their core sustainability, the formal project closure is apparent to ensure its long-term success and impact.

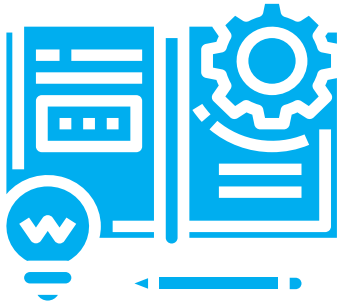
Project Closure

The **two close-out reports** that are important to be elaborated are (Dionisio, 2023):



Final Project Report: a report that summarises high-level information about the project, aiming at providing the sponsor with all the needed information about the project and record all the appropriate project data for historical purposes. It can be very detailed or quite brief, depending on the project**.**

Lessons Learned Report: A final report for lessons learned on a hybrid project will summarise information collected from lessons learned throughout the project as well as relevant information from team retrospectives.



Lesson 3:

Nurturing an Entrepreneurial and Creative Mindset in Sustainable Hybrid Tourism Project Managers

The Entrepreneurial and Resilient Sustainable Hybrid Project Manager

Defining Entrepreneurship

Entrepreneurship is a multifaceted concept with varying definitions depending on the context. The working definition of entrepreneurship according to the Harvard Business School (Eisenmann, 2013) is: *entrepreneurship is the pursuit of opportunity beyond resources controlled.* Entrepreneurship involves creating and managing new business ventures to generate value for stakeholders and society. Entrepreneurship encompasses activities such as identifying opportunities, assessing risks, developing business models, and team management. Entrepreneurs are known for their risk-taking propensity, innovation, and adaptability to changing environments.

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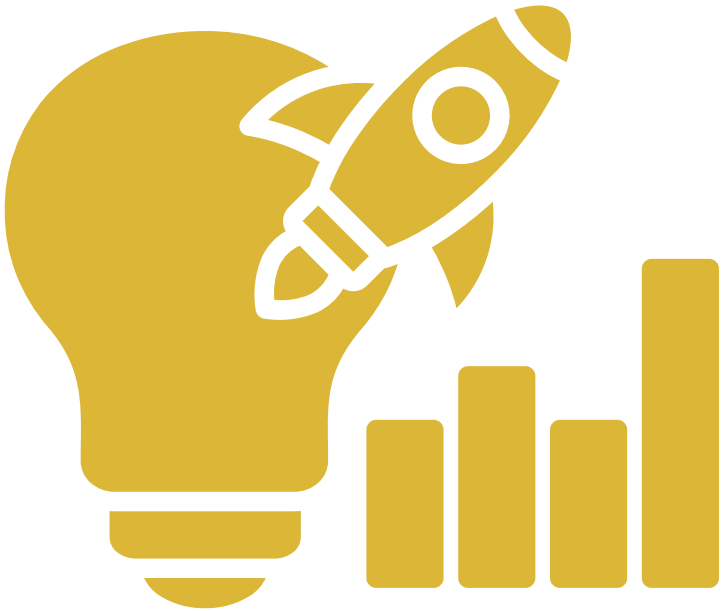
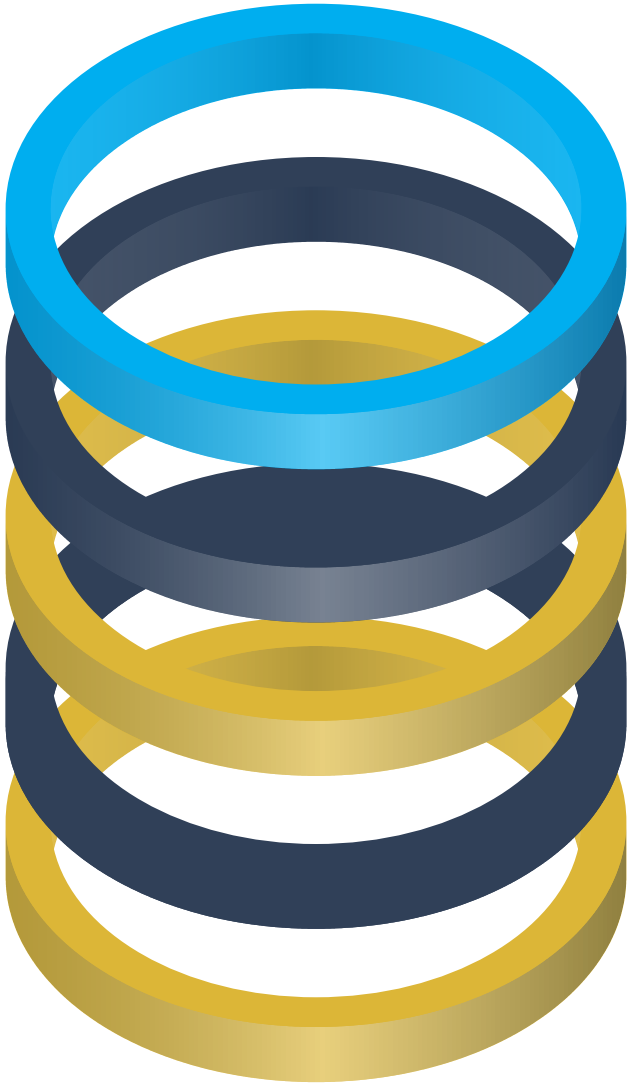


The Entrepreneurial Mindset



Identifying opportunities

Fostering a culture of ownership and accountability

Driving project success

Thinking creatively

Taking calculated risks

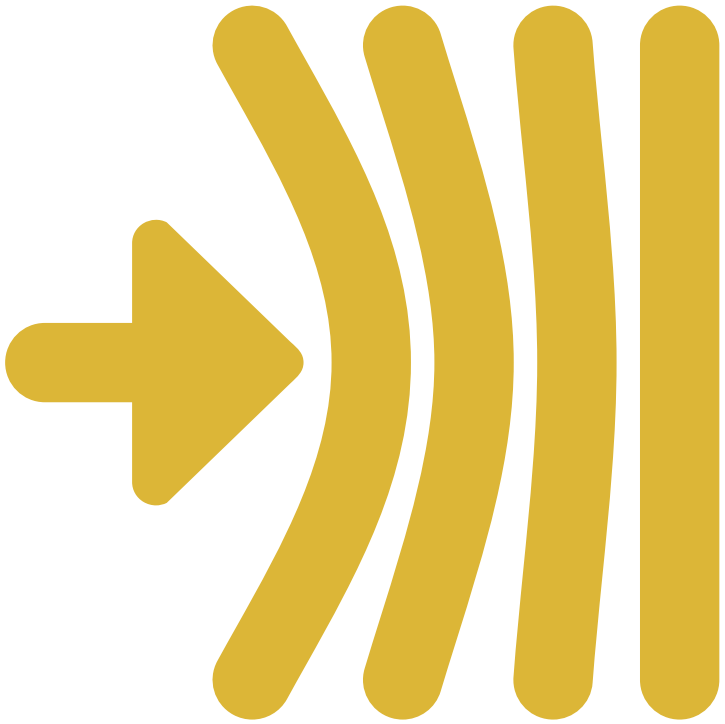
The Entrepreneurial Mindset

This mindset encourages **continuous improvement**, **strategic thinking**, and the **ability to seize opportunities** for **growth** and **innovation** within projects, aligning well with the **flexible** and **adaptive nature** of **hybrid project management approaches** (Kerzner, 2022; Turner, 2014).

The Resilient Mindset

Resilient mindset allows entrepreneurs to face adversity head-on, learn from failures, and ultimately thrive in the face of challenges (Entrepreneurs Organization, 2023).

In the context of hybrid project management, resilience refers to an organization or project team's ability to **adapt, recover, and maintain stability in the face of unexpected challenges, disruptions, or setbacks.** It is a critical quality because sustainable hybrid projects, due to their complexity, often encounter unforeseen issues/risks, including technical, market, and regulatory challenges, that can threaten their success.



The Entrepreneurial and Resilient Sustainable Hybrid Project Manager

The **entrepreneurial and resilient sustainable hybrid project manager** for the tourism sector is a new breed of a **visionary project manager** who combines these three components – entrepreneurship, sustainability and resilience - to manage projects effectively.

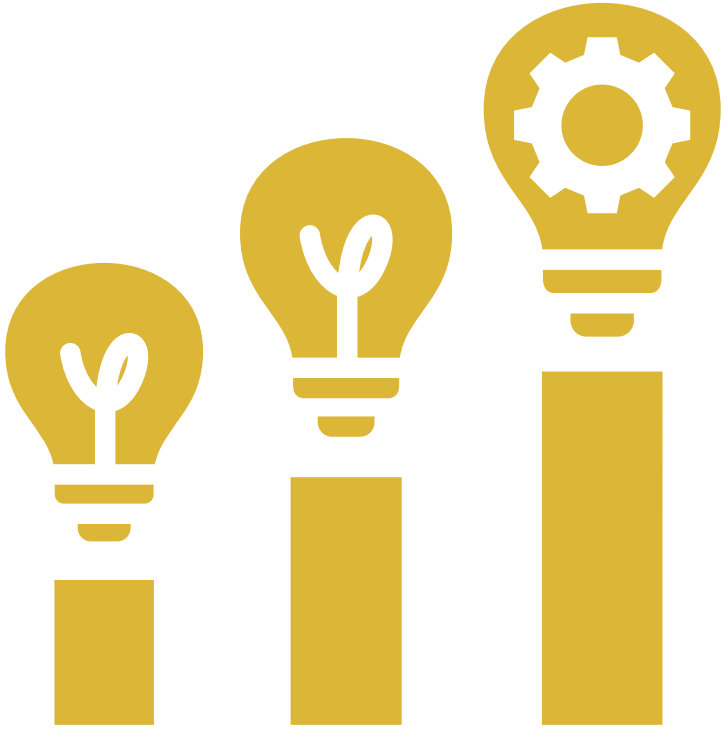
Using Design Thinking for fostering creativity and innovation in projects

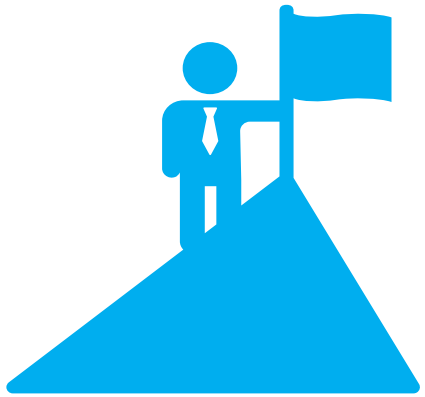
Creative
Economy

Innovation starts with a vision of what might be, but real innovation can be achieved only through projects. The organizations that develop sustainable systems, products and services and customer experiences through creative processes that change the game will shape the future of the Project Economy in tourism sector.

Innovation in Project Management

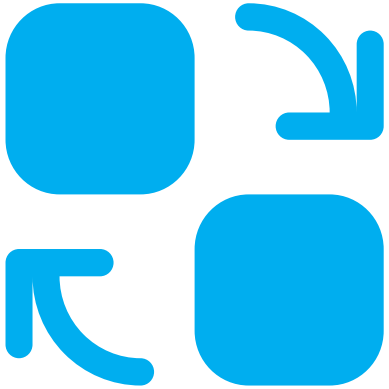
Innovation in project management involves **embracing creativity** as a cornerstone, **not just for solving problems but for reimagining the entire project landscape**. And this is crucial within the framework of hybrid project management as it needs creativity to adapt to changing requirements, maintain flexibility, ensure effective communication, leverage technology, and promote continuous learning.





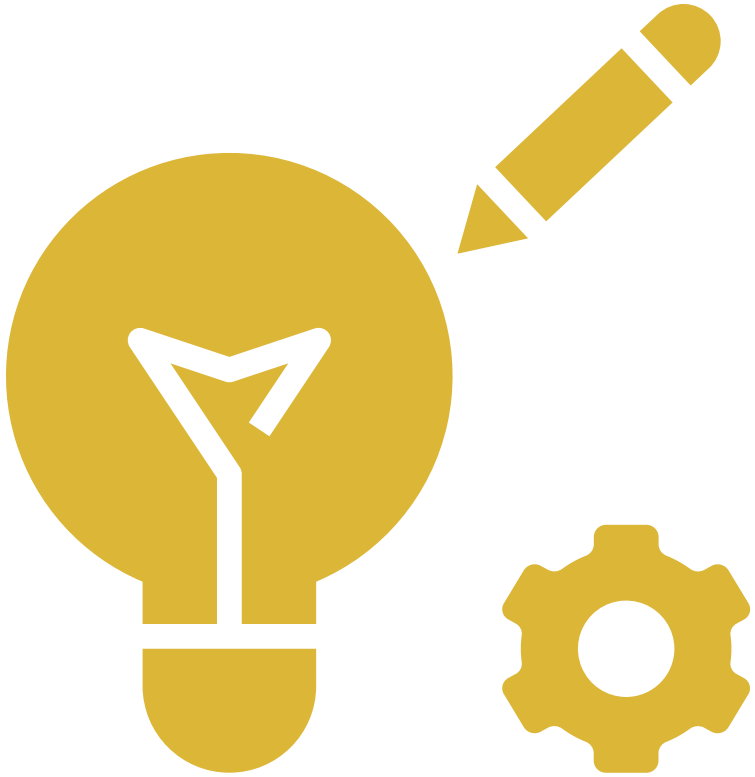
Organizations that prioritize creativity in their project management strategies are more likely to experience success and achieve their goals.

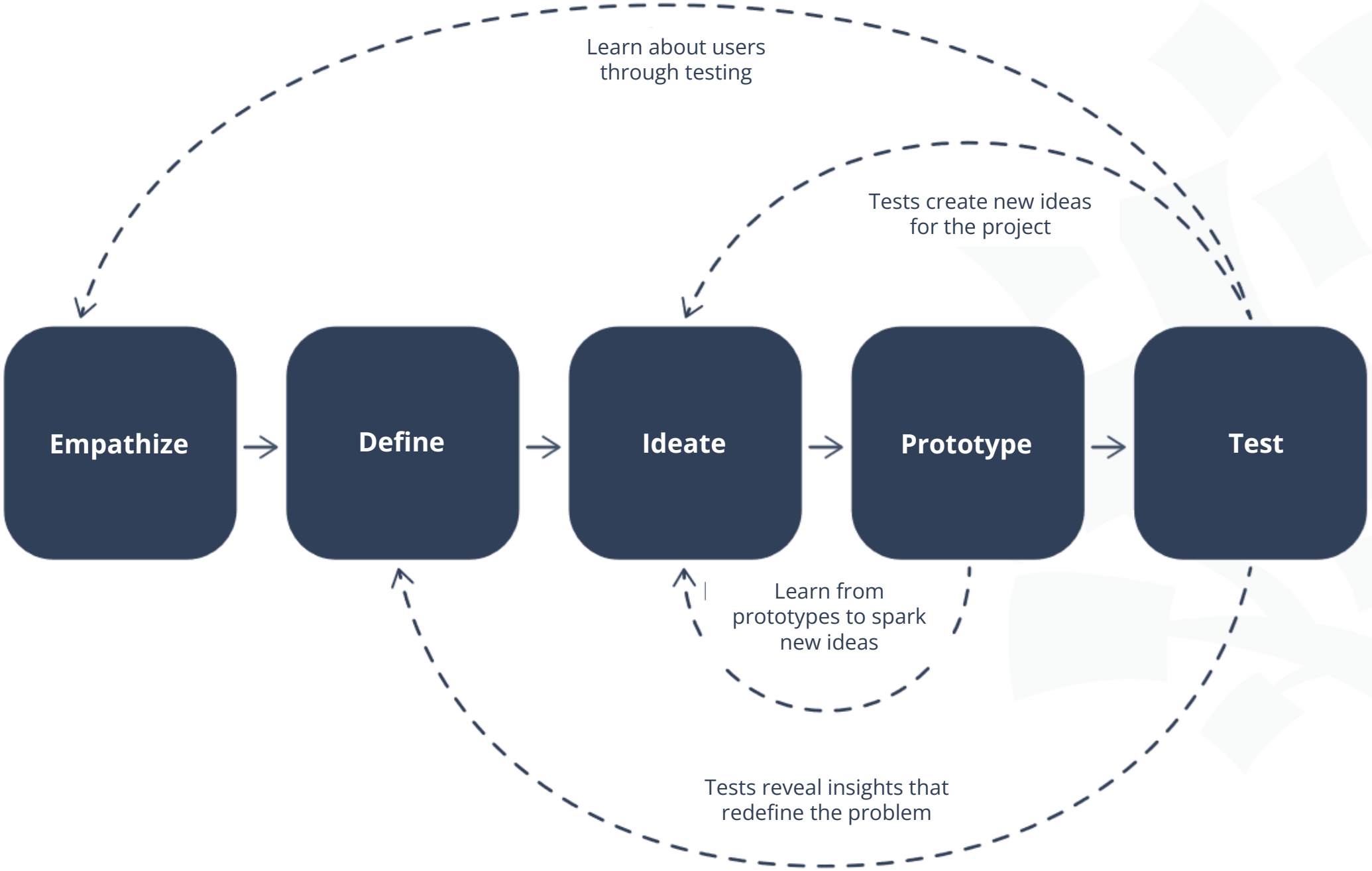
Creativity allows project managers and teams to approach problems from a fresh perspective, generate innovative solutions, and adapt to changes in a rapidly evolving business landscape



Design Thinking

Design thinking is an exploratory approach to problem solving that includes and balances both analytical and creative thought processes (Prud'homme van Reine, 2017). It simultaneously considers what is desirable from a human point of view, what is technologically feasible, and what is economically viable. It also allows people who aren’t trained as designers to use creative tools to address a vast range of challenges (IDEO, 2024).




Learn about users through testing
Tests create new ideas for the project
Empathize
Define
Ideate
Prototype
Test
Learn from prototypes to spark new ideas
Tests reveal insights that redefine the problem

Activity M2.A5

Defining Problems and Ideating Solutions

Becoming an Agile, Emotional Literate and Autonomous Learner Hybrid Project Manager

Emotional Intelligence for Project Managers

For project managers emotional intelligence (EI) is defined as the ability to sense, understand, manage and apply the information and power of emotions as their greatest source of energy, motivation, connection and influence (Casper, 2002). The ultimate goal of an emotional literate project manager is to create a climate where clients, team members, sponsors and management can communicate with clarity, deal more effectively with challenges and make committed choices to act strategically and swiftly.

The five (5) dimensions of Emotional Intelligence

Self-awareness:
is vital to understanding our own emotions and strengths. It's something we gain with time and experience. A leader must recognise how one's emotions can impact decision-making and behaviour.

Motivation:
is a driving force for me as a project manager and my team. It fosters a sense of purpose and enthusiasm, encouraging everyone to strive for excellence.

Social skills:
are essential for building strong interpersonal relationships. Motivating the team and creating an inclusive and respectful work environment is the core of successful project management.

Self-regulation:
allows us to manage those emotions and impulses, maintaining self-control even in high-pressure situations. It helps us make rational decisions rather than reacting impulsively.

Empathy:
is about understanding and sharing the feelings of team members. Actively listening to their concerns and feedback builds trust and collaboration. Considering the emotional impact of decisions and actions creates a supportive environment where learning from mistakes is genuinely encouraged.

Emotional Intelligence and Autonomous Learning

Autonomous learning refers to a situation in which learners are responsible for their learning. They take charge of their own learning and are actively involved, taking individual decisions according to their necessities or preferences focused on the goals they need to achieve (IGI Global, 2020).

Lesson 3:

Projectification and Digitalisation of a Tourism Organisation

Defining the terms “Projectification” and “Digital Project Management”

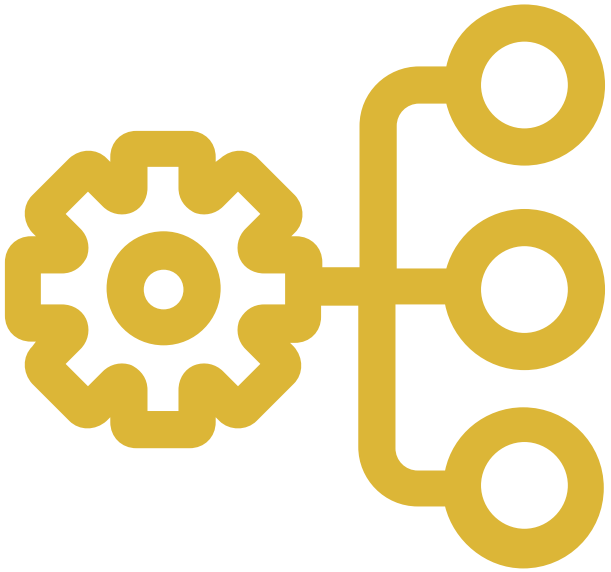
Projectification

Projectification is defines as:

- **activities organised in other ways are transformed to become projects**
- **contexts are adapted to fit project work**

When talking about projectification, **two phenomena** are included at the same time:

1. the increase in the number of activities managed as projects
2. the change in the organisational structure with projects as the unit of action



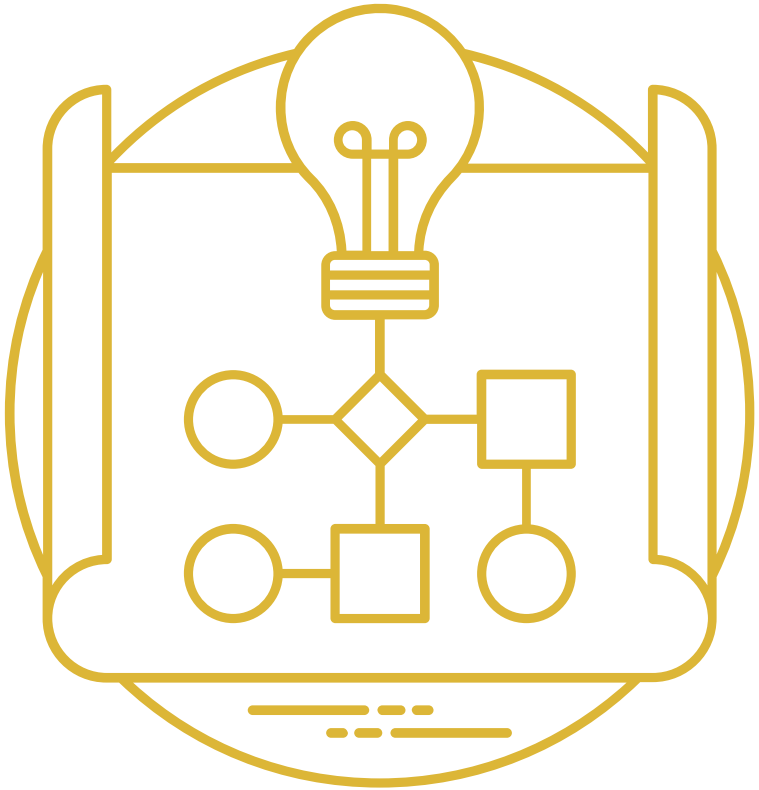
Digital Project Management

Digital project management is a process used to manage projects that live in the digital space.
It involves managing projects online, similar to traditional project management, with a focus on managing resources, monitoring progress, and updating stakeholders.
It emphasizes the use of digital project management tools to streamline processes and enhance efficiency (Landau, 2022).

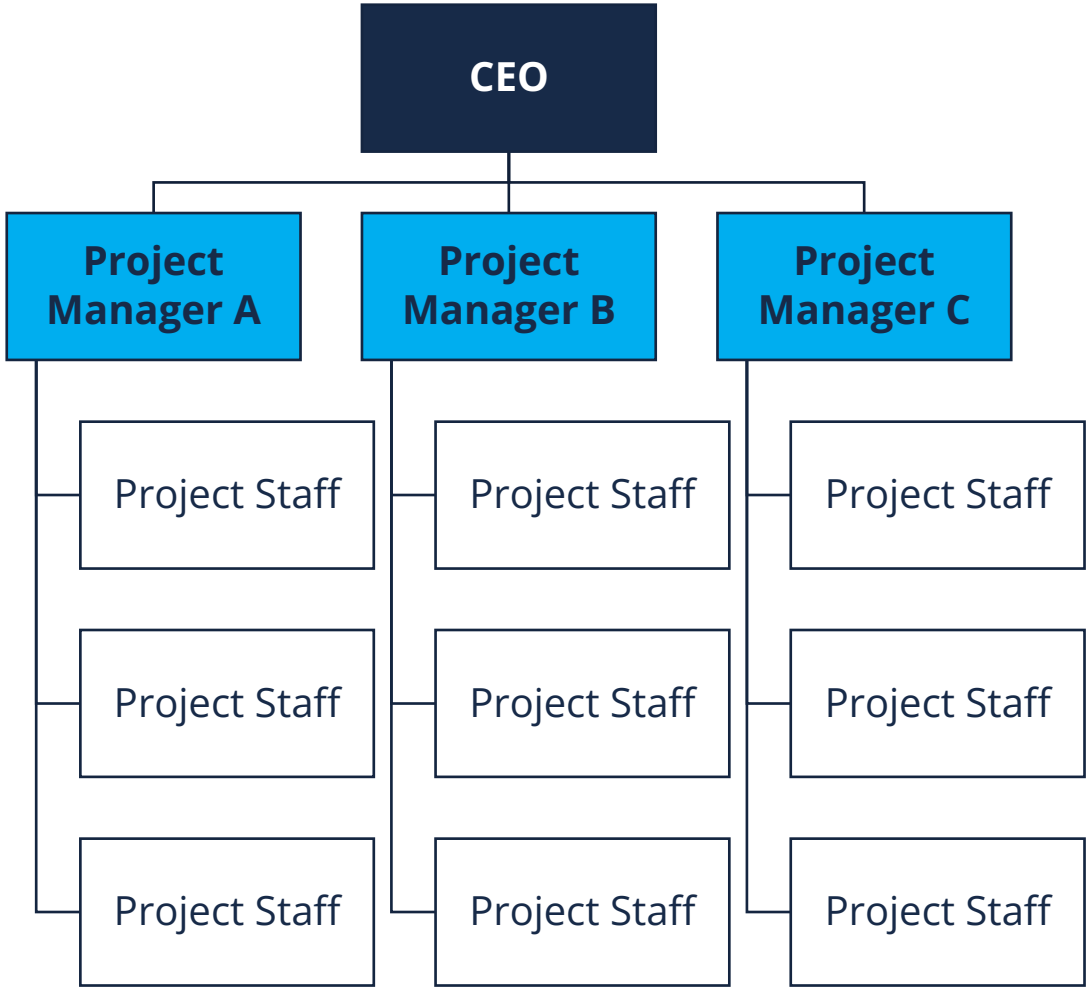
Building a Hybrid Projectized Tourism Organisation by Creating a Project Management Office (PMO)

The Project-based Organisation

A projectized or project-based organizational structure creates a dedicated project division within an organization.
The project coordination operates vertically under this division.
Project managers maintain sole authority for the project and are assigned dedicated staff who work toward project goals.



Projectized organisational structure



Moving toward hybrid project management

#1

Making sure that this transition towards hybrid project management has the **support of the senior leadership** and project managers, team members, scrum masters, sponsors, and product owners are all **aligned with the move to hybrid project management**.

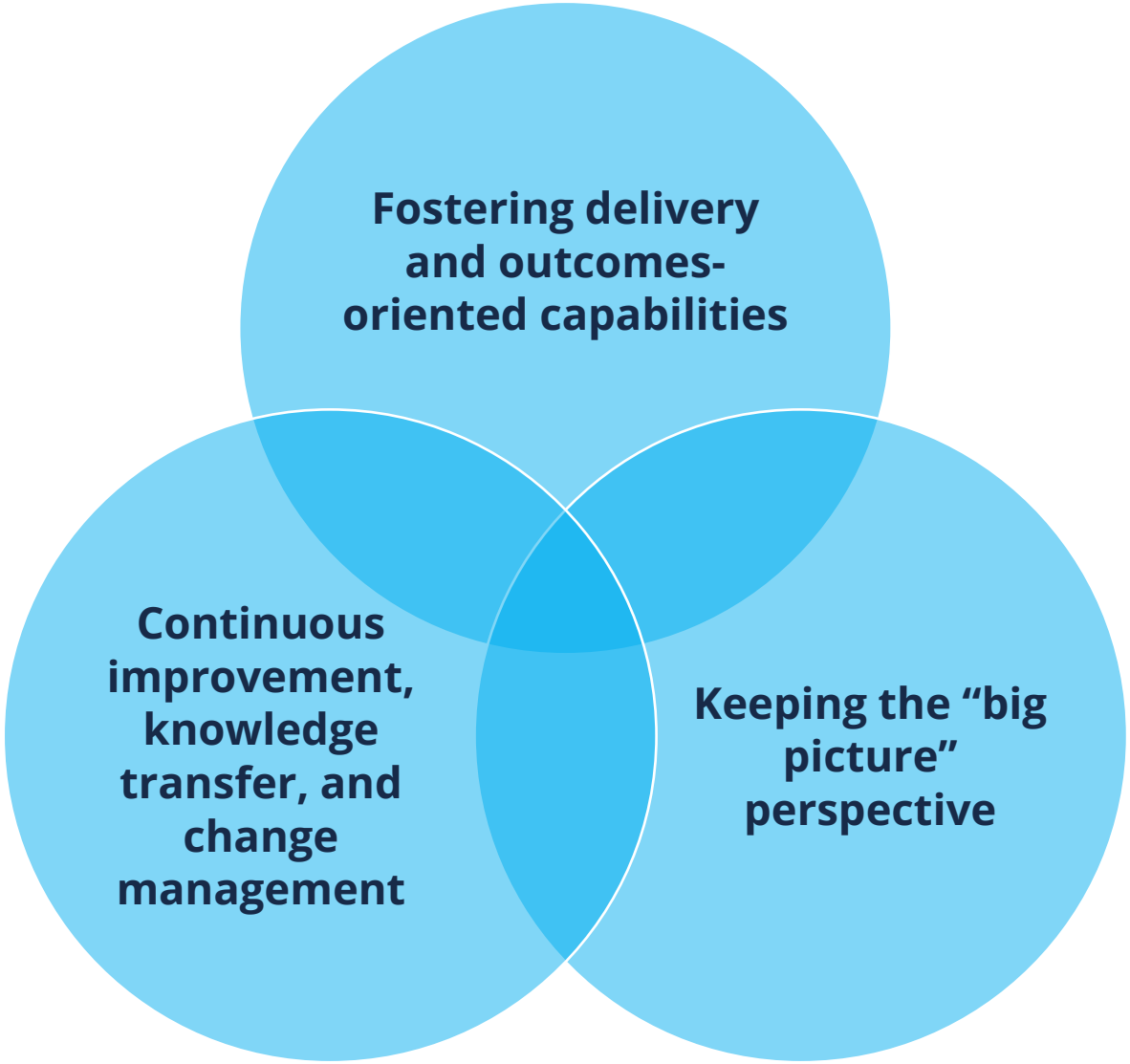
#2

Establish the appropriate governance. This means balancing structure with the ability to be flexible and responsive to change (Dionisio, 2023). And this can be done by building a **Project Management Office (PMO).**

The Project Management Office (PMO)

The **Project Management Office (PMO)** represents a management structure that standardizes project related governance processes and facilitates the sharing of resources, tools, methodologies, and techniques. Its core purpose is to improve project management in terms of schedule, cost, quality, risk and other facets. PMOs have many potential roles in aligning work with strategic goals: engaging and collaborating with stakeholders, developing talent, and realising value from investments in projects (PMI, 2021).

Effective PMOs make three key contributions that support value delivery:



PMO types based on the level of control and influence on projects

Controlling PMO:

controlling PMOs have a moderate level of control. They create documentation, methodologies, templates, and frameworks for project managers to follow and ensure organizational standards for successful project management and execution.

Directive PMO:

this PMO wields a lot of control. Directive PMOs manage projects by providing project management expertise and hands-on supervision. They set the standards for project management in the organization. Project managers report to the Directive PMO.

Supportive PMO:

this PMO acts as an organization's project repository. They have little control and their role is mainly consultative. Their duties include sharing expertise, templates, training, and information to help project managers achieve their goals.

PMO structures based on organisational hierarchy

Individual PMO

- Individual PMOs are responsible for providing infrastructural and training support for single projects and programs. They set project management standards and supervise project activities.

Business Unit PMO

- The Business Unit PMO structure, also known as a departmental PMO, is responsible for multiple projects within various assigned departments. They handle program and project management and report to the division manager.

Enterprise PMO

- The enterprise PMO structure exists in large enterprises. They oversee strategic project planning, resource allocation, project selection, and prioritization. They also create the standards, procedures, and methodologies for project management across departments.

Decentralized PMO

- This PMO structure acts more as an adviser to the project manager. It puts project managers involved in decision-making and the team in control of their tasks.

Centralized PMO

- This PMO structure works in a more controlled manner. Unlike the decentralized structure, the PMO decides on project standards and processes and has a lot of authority around decision-making and problem-solving.

Activity M2.A6

Using the PMO Design Canvas

Enhancing PMO Efficiency with Digital Tools

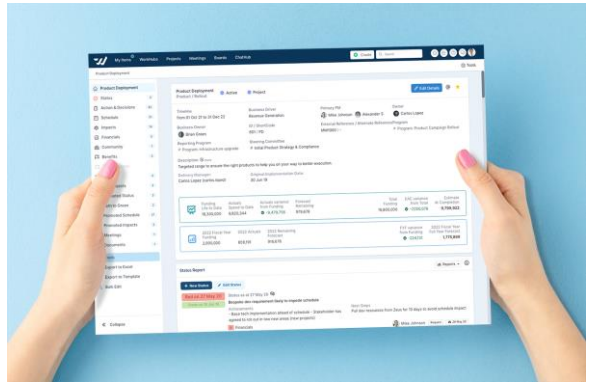
Enhancing PMO efficiency with digital tools

Enhancing PMO efficiency with digital tools is crucial for tourism businesses to manage hybrid projects effectively.

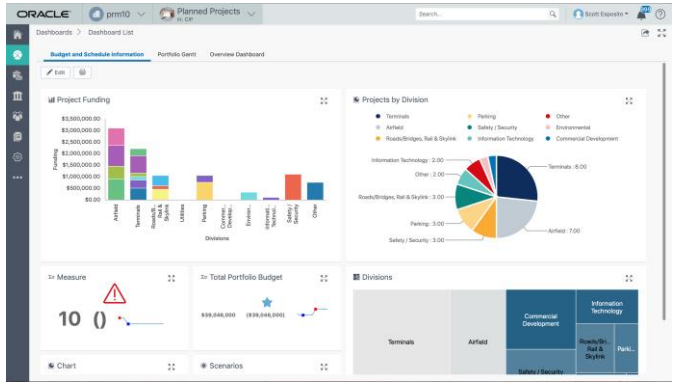
Digital project management tools offer a wide range of features to **support project planning, execution, and monitoring**.

These tools provide features such as scheduling, budgeting, task management, resource allocation, reporting, and communication tools.

Popular digital PMO tools

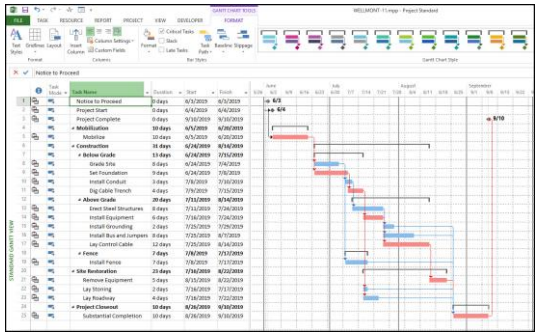


Fluid

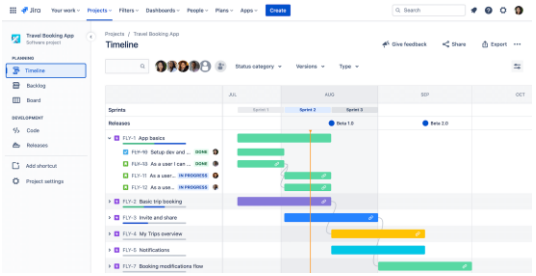


Oracle Primavera

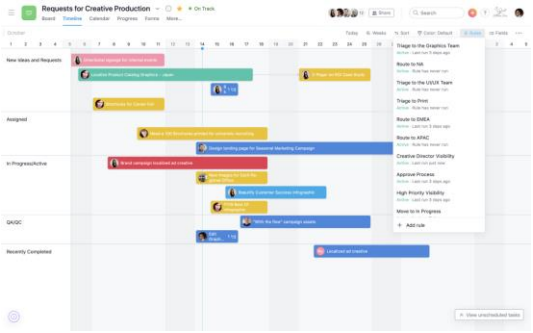
Wrike



Microsoft Project



Jira



Asana

Supportive digital tools for hybrid sustainable project managers

Cloud Computing	• Amazon Web Services (AWS): AWS • Microsoft Azure: Microsoft Azure • Google Cloud Platform (GCP): Google Cloud Platform
Artificial Intelligence (AI) and Machine Learning	• IBM Watson: IBM Watson • Google AI: Google AI • Microsoft Azure AI: Microsoft Azure AI • Amazon AI: Amazon AI
Virtual Reality (VR) and Augmented Reality (AR):	• Oculus: Oculus • HTC Vive: HTC Vive • Microsoft HoloLens: HoloLens 2
Data Analytics and Business Intelligence	• Tableau: Tableau • Power BI: Microsoft Power BI • Google Data Studio: Google Data Studio
Collaborative Communication Platforms	• Slack: Slack • Microsoft Teams: Microsoft Teams • Zoom: Zoom

Feedback

3 keywords

Project Number:
101056300 — HyPro4ST — ERASMUS-EDU-2021-PI-ALLINNO

HYPRO4ST

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Resilience/ Soft skills for trainers in the sustainable tourism sector

Sustainable Tourism Innovation Through Hybrid Project Management

Project Reference: 101056300

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Resilience/ Soft skills for trainers in the sustainable tourism sector

HYPRO4ST
Project Reference: 101056300

Purpose

The goal of the module is to

highlight the pivotal role of soft and resilience skills

1. in shaping a career path in the provision of training in the sustainable tourism sector
2. as overall life trajectory

by fostering resilient mindset so as to

- ✓ to think, plan and act with empathy, responsibility and adaptability
- ✓ cope with uncertainty or stressors that may affect training provisions and teaching

WHAT YOU WILL LEARN

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Knowledge:

- To develop a better and deeper understanding on soft and resilience skills
- Understand the discourse on and the practice of resilience and soft skills in a training context
- Reflect on the relationship of formal, non-formal and informal learning for the development of soft and resilience skills

Skills:

- To enable trainers to manage projects successfully in the sustainable tourism sector
- To transfer knowledge on soft and resilience skills effectively to other professionals and their peers
- To develop positive mindset in managing challenges
- To be able to use shocks and disturbances (such as a financial crisis) with adaptability and flexibility - as events to catalyse renewal and innovation

Competencies:

- Strengthen own resilience and adaptive capacity
- Develop own integrative view of the issues and challenges of resilience and soft skills
- Have the confidence to manage the training environment, delegates, trainees and oneself
- Be resilient as trainer under conditions of pressure, adversity, and temporary failure

Agenda Flow

Introduction

Understanding Resilience and tips for teaching Resilience

Understanding Soft skills and tips for using soft skills in the teaching process

Questions and Risk – Taking are Highly Encouraged!

HYPRC4ST

Project Reference: 101056300

Lesson 1
Introduction to key terms and rational of the training

Can you identify challenges, risks, or factors of uncertainty or negative change related to your work Environment?

Stress in the workplace

- the physical, mental, and emotional strain experienced by employees due to various factors related to their work environment.
- can have detrimental effects on individuals' well-being, productivity, and overall job satisfaction if not properly managed

"Stress is one of the major reasons employees cite for their absence from work, and stress-related absence is increasing

— Neenan -"

STRATEGIES TO SUPPORT WELL-BEING AND MITIGATE NEGATIVE IMPACTS OF WORKPLACE STRESS

Project Reference: 101056300

- ⇒ providing training on stress management techniques,
- ⇒ offering flexible scheduling options,
- ⇒ promoting open communication channels, and
- ⇒ fostering a supportive work culture,

i.e. targeting the training to people's experience and needs

Classification of approaches to stress

Stress as a Stimulus - Stressor	Stress as a Response	Stress as an Interaction Between Organism and Environment
• Identifies stress as the trigger, the actual event or situation that disrupts our normal state. This could be anything from a looming deadline at work to a traffic jam, a public speaking event, or even a loud noise. The key here is that the stressor throws our body's balance (homeostasis) off kilter. • **Stress is what happens to the person**	• Focuses on what happens within our body in reaction to the stressor. When we encounter a stressful situation, our body activates the "fight-or-flight" response. This involves the release of hormones like cortisol and adrenaline, which increase heart rate, breathing, and blood sugar levels, preparing us to deal with the threat. • **Stress is what happens *within* the person in response to an event**	• Acknowledges that stress is not just about the external stimulus or the internal response, but rather the interplay between the two. An organism's perception and ability to cope with a situation play a crucial role. • **The severity of the response of an individual to a given stressor depends on the individual and their environment**

Heightening of **awareness** of stressors encountered daily and challenging circumstances

- ✓ Empowers the cultivation of **coping strategies**
- ✓ Initiates a **positive cycle**

enabling greater resilience.

RESILIENCE

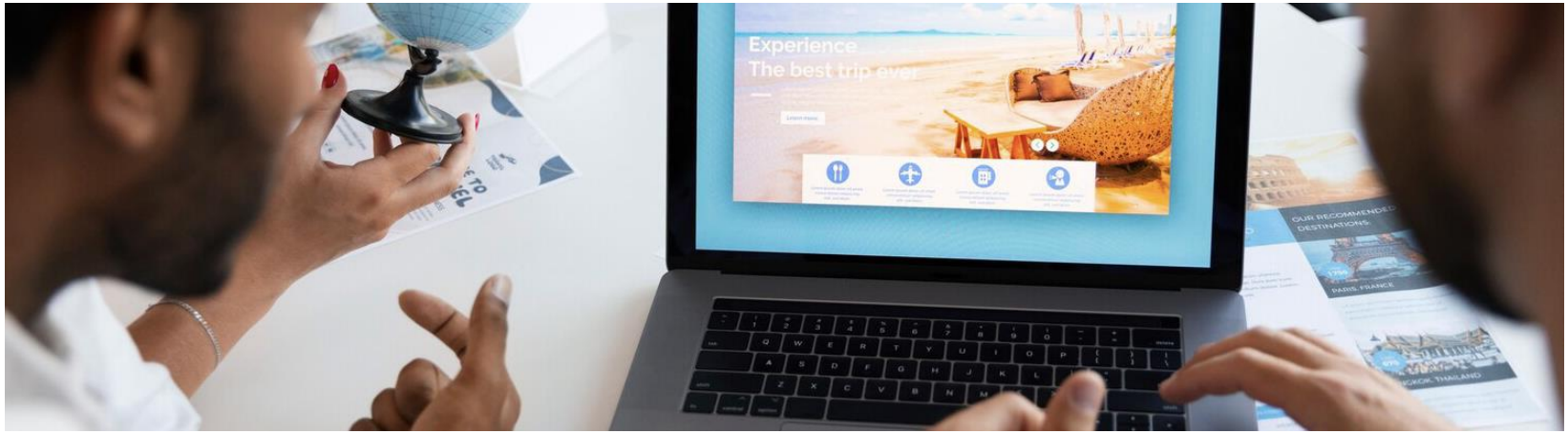
- On an individual level, **resilience** is the ability to cope positively and bounce back from adversity, uncertainty, conflict, as well as with positive changes such as promotions or increased responsibility (Sala et al, 2020).
- On a societal level, **resilience** is the ability to face shocks and persistent structural changes in such a way that societal well-being is preserved, without compromising the heritage for future generations. (Manca et al, 2017).

In a nutshell resilience is the level of effectiveness of individuals to deal with stress, pressure, and challenges.

Building Resilience

Basic Principles of Resilience

- Diversification
- Education
- Social networks
- Reflexivity



Role of Resilience in the Promotion of Sustainability

- Adaptation to Change
- Crisis Management
- Diversification of Offerings
- Community Engagement and Empowerment
- Environmental Conservation

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Trainings in and developing resilience skills is not solely a personal responsibility but also business need

Activity

- Dedicate some time to get acquainted to the HSE Management Standards Indicator Tool (guidelines, questionnaire and data analysis tool).
- Prepare a short text inviting people/trainees to fill in the questionnaire.
- Prepare additional questions that could facilitate you in developing your training on resilience and soft skills by offering a better understanding of their specific situation.

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LESSON 1.

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Lesson 2: Understanding Resilience and tips for teaching Resilience

Resilience in different contexts

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- Engineering resilience
- Ecological resilience
- Social-ecological resilience
- Social resilience
- Development resilience
- Socioeconomic resilience
- Community resilience
- Psychological resilience

RESILIENCE ✕ INHERENT QUALITY

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- can be cultivated
- can be shaped
- can be improved developed & nurtured

Activities that Build Organisational Resilience

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Stop Think & share

- Can you recall any past challenging experience that was managed swiftly and effectively by your team?
- How was that achieved?
- Do you have a personal pattern in terms of resiliency?
- How conscious are you of your own resilience path?

Use the Resilence plan (4S's to find out).

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PREVENTION ACTIVITIES

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Primary prevention

Has the aim to stop the adverse event before its occurrence. Entails activities that
- prevent the exposure to risks
- restrict or change behaviors that can guide to adverse events
- increase the prevention capability of the person or the team

Secondary Prevention

Has the aim to reduce the impact of an adverse event that has already happened. Targets to stop the progress of an adverse reaction and limit down if not prevent long-term problems

Tertiary Prevention

Has the aim to reduce the negative impact of the reaction after the negative/adverse event has occurred and has also produced a lasting adverse reaction

Focus based strategies

Risk Focused Strategies	Have the aim to reduce risks and vulnerabilities
Asset Focused Strategies	Have the aim to increase the number and quality of resources or the access to resources
Process Focused Strategies	Have the aim to strengthen the basic protective systems required for normal human development

ACTIVITY

Project Reference: 101056300

Classify your resilience plan according to the above-mentioned strategies

Tips for teaching Resilience

Project Reference: 101056300

- Enable the right trainee mindset
- Be well prepared
- Deliver the training in the right format
- Enhance simulations in the training process

Activity

Project Reference: 101056300

[Think Fast, talk Smart: Communication Techniques]

What are your personal key take-outs of this speech?

What can you confirm from your experience?

Have you recognised errors in you teaching practice or the way you interact with the trainees?

Have you recognised tips that you would like to incorporate in your training practice?

LESSON 2.

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Lesson 3: Understanding Soft Skills Tips for Using Soft Skills in the Teaching Process

Soft Skills in Focus

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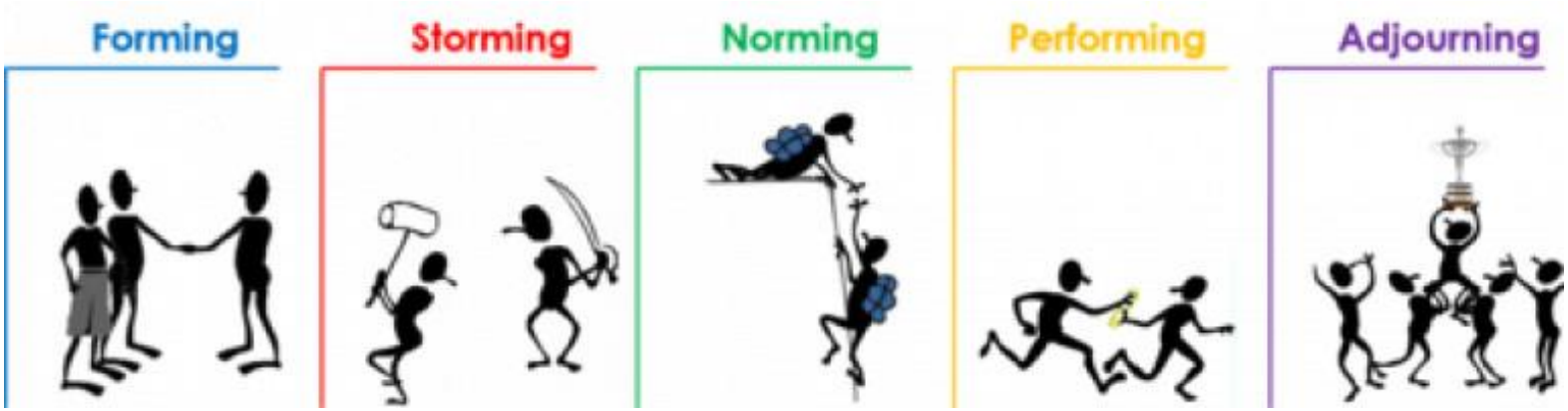
Project Reference: 101056300

- Team building and teamwork
- Effective communication and collaboration in the training context
- Active listening in the context of training
- Self awareness for Self-regulation

Team Building – the Stages



Source: https://www.workstyle.io/stages-of-team-development

Facets of Teamwork Quality

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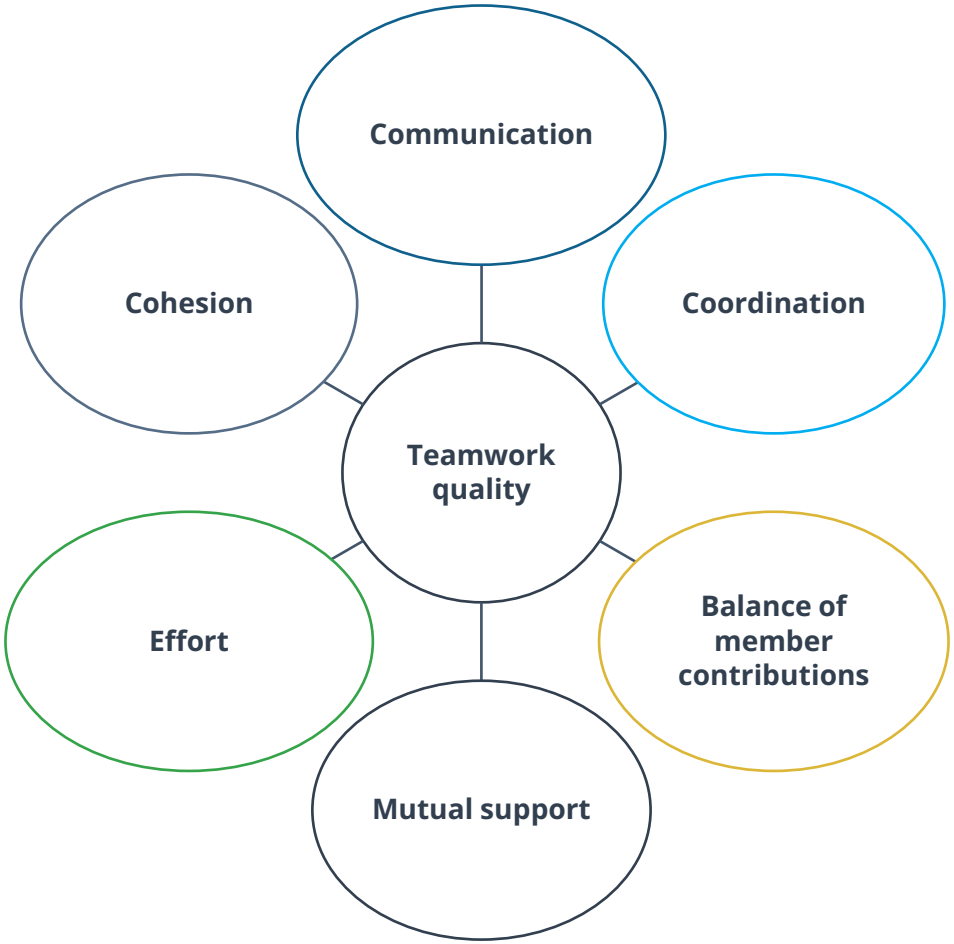

Stop Think & share

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Think of a team that you have recently trained. Answer the following questions in order to consider the quality of this team:

- Was communication sufficiently frequent, informal, direct and open?
- Were individual efforts well-structured and synchronized within the team?
- Were all team members able to bring in their expertise to their full potential?
- Did team members help and support each other in carrying out their tasks?
- Did team members exert all their efforts to the team's task?
- Were team members motivated to maintain the team? Was there a team spirit?
- How would you characterise the quality of teamwork within this team?
- Can you provide suggestions on what needs to be incorporated in the (your) training practice in order to be able to provide positive answers in all abovementioned questions?

Effective Communication and Collaboration in the Training Context

- Verbal and Non Verbal Levels of Communication
- Encoding and decoding messages
- Identification of factors that affect communication
- Reaction

The way that people communicate is based on their values, beliefs, intentions, mindset, relations, educational level, background etc.

Active listening in the context of training

- Totally being involved in listening
- Paying attention by not speaking, focusing on speakers verbal and non-verbal signals, avoiding distractions, wait until the speaker has finished.
- Conveying attention and interest with gestures / body language
- Understanding, making efforts to get the meaning, its implications, feelings
- Remembering what has been said
- Providing the appropriate feedback, confirmation and further questions

Activity

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- Role play game

2 trainees: One trainee will be the trainer (A) and the other one is a trainee (B).

- A (speaker) : Share something with B related to their trainings, something that A is passionate about and always enjoys teaching
- B (listener): does everything impossible to ignore the speaker
- Take 90 seconds to do so

What were the feelings of both A & B?

Then change the roles, B will be the speaker and A will be the listener

- The listener should listen to the story of the speaker like it is the most wonderful amazing thing he/she have ever heard in his/her job
- Take 90 seconds to do so

What are the thoughts and feelings of both at the second time?

Maximizing Training Effectiveness

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Factors that may impact the effectiveness of the training

- ✓ Vertical transfer processes
- ✓ Transfer of training
- ✓ Training motivation
- ✓ Performance measurement
- ✓ Individual differences
- ✓ Learner control strategies

COMMON PRINCIPLES OF SOFT SKILLS TRAINING

- The success of training in soft skills depends on the facilitation of experts, the contextual awareness, and the provision of support, real-world application, self-study and self-awareness.
- Soft skills are more experienced-based and need to be reinforced throughout a person's lifetime. Their development is a dynamic process that needs to be refreshed over time to reflect on career and education changes.
- Active participation of learners, employees and employers is a guarantee that an intervention for soft skills development is "fit for purpose".
- Not everybody learns soft skills in the same way; active learning (cooperative learning, problem-based learning), transformative learning, and making meaning of learners' experiences through reflection, are important.
- Soft skills are imparted in small groups and innovative material is needed. Training material needs to integrate a number of sources in order to achieve real and impactful results and external providers are needed to be brought.
- Since behavioural change happens over long periods of time, individual soft skills development interventions or courses are not enough. Such interventions require multidisciplinary teams to create complex real-life scenarios and simulations.
- Tools should be used interactively, there must be interaction between heterogeneous groups, and learners should act autonomously.

Best Practices for Maximizing Training Effectiveness

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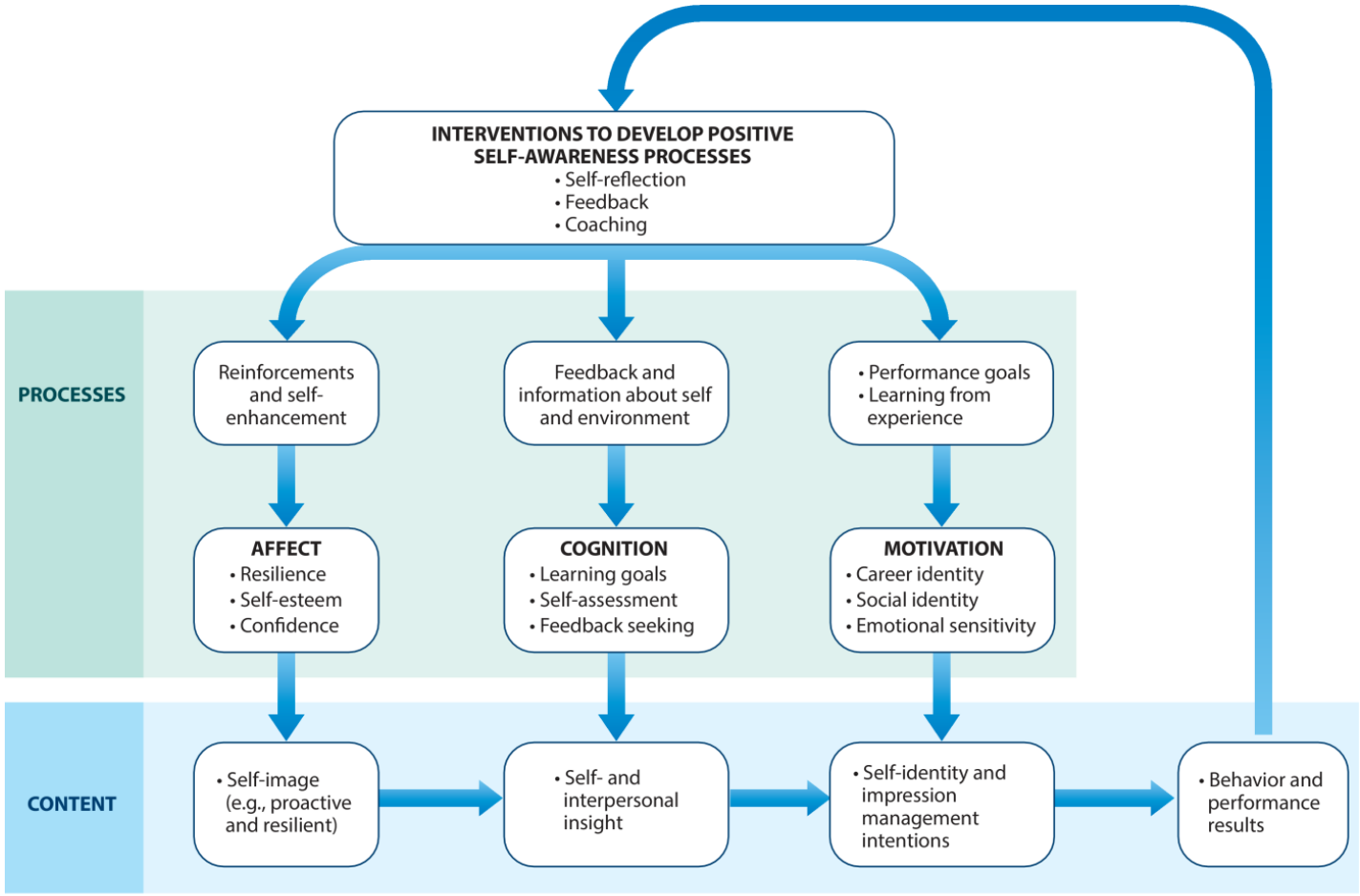
Before training	Conduct training needs analysis: Conduct a job–task analysis. Conduct an organizational analysis. Conduct a person analysis	Prepare learning climate: Schedule accordingly. Notify employees of training and attendance policy. Prepare supervisors and leaders.	
During training	Enable right trainee mindset: Build self-efficacy. Promote a learning orientation. Boost motivation to learn.	Follow appropriate instructional principles: Use a valid training strategy and design. Provide opportunities to practice. Promote self-regulation. Incorporate errors into training.	Use technology wisely: Use computer-based training correctly. Provide structured user control. Enhance learning through simulations.
After training	Ensure transfer of training: Remove obstacles. Provide tools/advice for supervisors. Encourage the use of debriefs and other reinforcements	Evaluate training: Clearly specify the purpose. Consider evaluating at multiple levels. Precisely link to training needs.	

Self-Awareness Process



London M, et al. 2023
Annu. Rev. Organ. Psychol. Organ. Behav. 10:261–88

LESSON 3.

Thank you!

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Advanced Educational Practices for continuous/lifelong learning

Sustainable Tourism Innovation Through Hybrid Project Management

Project Reference: 101056300

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Advanced Educational Practices for continuous/lifelong learning

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- **Learning outcome of Module 4**
- Identify the key competencies required for trainers in sustainable tourism management.
- Evaluate the effectiveness of traditional teaching methods in this field.
- Analyse the benefits and drawbacks of highly engaging analytical exercises, real-world projects, and interactive hands-on activities.
- Determine the most effective ways to develop critical thinking, problem-solving, and analytical skills in learners.
- Consider the potential challenges that learners may face in applying their knowledge to real-world situations.
- Evaluate the overall effectiveness and potential impact of the program on the field of sustainable tourism management.

CONTENT OF MODULE 4

Project Reference: 101056300

- Lesson 1: Introduction to the Advanced Educational Practices for Continuous/Lifelong Learning – An Integrated Approach to Sustainable Development
- Lesson 2: Understanding the Challenges and the Need of Institutions Why an effective Lifelong strategy is needed
- Lesson 3: Project-based Learning
- Lesson 4: Digital Methods and Tools in Lifelong Learning

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."

— **Henry Ford** —

Workshop opening

- Please, introduce yourself
- Energizer: Quotes
- Source: https://www.sessionlab.com/methods/quotations

Lesson 1: Introduction to the Advanced Educational Practices for Continuous/Lifelong Learning

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- The definition of **Lifelong Learning**
- The **5 key elements** of Lifelong Learning
- **The connection between Lifelong Learning** and **Sustainable Development Goals**

The definition of Lifelong Learning

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It is a comprehensive approach that integrates learning and living,

encompassing learning experiences for individuals of all ages,

across different contexts and

through a variety of modalities

The 5 key elements of Lifelong Learning

- All age groups
- All levels of education.
- All learning modalities.

The 5 key elements of Lifelong Learning

- All learning spheres and spaces.
- A variety of purposes.

The connection between Lifelong Learning and Sustainable Development Goals

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- 2030 agenda for Sustainable Development (UNWTO)
- 17 Sustainable Development Goals (SDGs) and 169 associated targets
- One of these goals for countries to ensure quality education and lifelong learning opportunities for all individuals

LESSON 1.

Lesson 2: Understanding the Challenges and the Need of Institutions Why an effective Lifelong strategy is needed

Project Reference: 101056300

- Digital Transformations and Demographic changes in the World
- Climate challenges, Health and well-being after COVID-19

Digital Transformations and Demographic changes in the World

Project Reference: 101056300

- mobile technology - more affordable and multifunctional,
- created new learning opportunities
- in formal, non-formal,
- new technologies: automation, artificial intelligence, etc.
- changing the skills and competencies needed for jobs
- Routine, low-skilled jobs are disappearing,
- while new jobs and industries are emerging.

Digital Transformations and Demographic changes in the World

HYPRO4ST
Project Reference: 101056300

- educational opportunities for refugees
- lifelong learning helps citizens become more active in civil society, more tolerant of diversity
- The demand for upskilling and reskilling opportunities is increasing as individuals remain active in the labour market for longer

Climate challenges, Health and well-being after COVID-19

- The world's climate system has been destabilised by human activity, resulting in
- floods,
- heat waves,
- droughts, and other forms of
- extreme weather around the world
- LLL has a crucial role in addressing this issue, particularly regarding knowledge dissemination.

Climate challenges, Health and well-being after COVID-19

Project Reference: 101056300

- Pandemic threatened health and well-being in many ways,
- COVID-19 highlighted the importance of learning.
- Innovative programs promoting hygiene and social distancing have shown the value of informal learning.
- Universities, libraries, and other organizations have made their educational resources available online for free.

LESSON 2.

Lesson 3: Project-based Learning

- Defining the importance of **project-based learning**
- MOOC and VOOC applications in the project-based learning

Defining the importance of project-based learning

Project Reference: 101056300

Project-based learning is a

- dynamic teaching approach that
- empowers students to learn
- through immersive, hands-on experiences.

Defining the importance of project-based learning

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By engaging in the planning and execution of a project, students learn

- to prioritize tasks,
- meet deadlines, and
- set achievable goals,

skills that are not only invaluable in

- academic settings but also in
- their future careers and
- personal lives

MOOC AND VOOC APPLICATIONS IN THE PROJECT-BASED LEARNING

- **Massive Open Online Courses (MOOCs)** are web-based courses designed to accommodate a large number of participants, often without limitation.
- MOOCs are designed for mass participation.
- The online classroom - where interaction occurs,
- Include personal blogs or portfolios, websites, social networking sites, and more.

MOOC AND VOOC APPLICATIONS IN THE PROJECT-BASED LEARNING

- **Vocational Open Online Courses**, (VOOC), are an innovative and transformative approach to learning that are designed to provide concise and effective training to learners
- **Unlike traditional Massive Open Online** Courses (MOOCs), which tend to be more **general**,
- **VOOC**s focus on **specific vocational skills** and offer quick, affordable, and easily accessible training **that is free** at the point of delivery

MOOC AND VOOC APPLICATIONS IN THE PROJECT-BASED LEARNING

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VOOC courses are based on

- vocational pedagogies: practical tasks, procedures in real-world examples with experts providing advice.

This approach ensures that

- learners acquire the skills they need to succeed in the workforce
- without investing a lot of time or money

LESSON 3.

Lesson 4: Digital Methods and Tools in Lifelong Learning

- Defining the terms Extended Reality (XR), Virtual Reality (VR), and Augmented Reality (AR)
- The application of XR, VR and AR in Lifelong Learning

Defining the terms Extended Reality (XR), Virtual Reality (VR), and Augmented Reality (AR)

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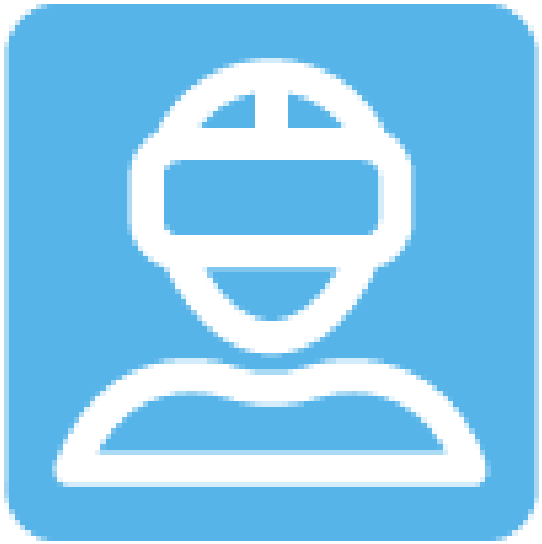
- Extended Reality (XR), is technology revolutionizing human-computer interaction.

XR comprises the following technologies:

1. Virtual Reality (VR)
2. Augmented Reality (AR)
3. Mixed reality (MR)

VR & AR are the 2 major ones



Defining the terms Extended Reality (XR), Virtual Reality (VR), and Augmented Reality (AR)

- **VR** is the most immersive of the three, creating a fully artificial environment that users can interact with.
- In **AR**, the user's real-life surroundings are enhanced with virtual elements, creating a seamless integration of the physical and the digital worlds
- **MR** blends the virtual and physical worlds by overlaying digital objects onto the user's view of the real world

Defining the terms Extended Reality (XR), Virtual Reality (VR), and Augmented Reality (AR)

Project Reference: 101056300

Tools of XR:

- VR headsets,
- mobile phones,
- tablets,
- computers,
- video recording and
- display equipment, and
- AR glasses

The application of XR, VR and AR in Lifelong Learning

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- **VR technology** - using a headset that blocks out visual stimuli from the real world.
- **Main fields: gaming** and entertainment

Examples for education:

- the use of 3D animated virtual classrooms with the aid of VR headset (Katz in 1999 and Ke et al. (2020)
- the use of animated virtual environments with human-like avatars being viewed on computer screens, as described by Garland et al. (2012), Luke et al. (2021), and Meritt et al. (2015). This technology has also been implemented through the use of VR headsets

The application of XR, VR and AR in Lifelong Learning

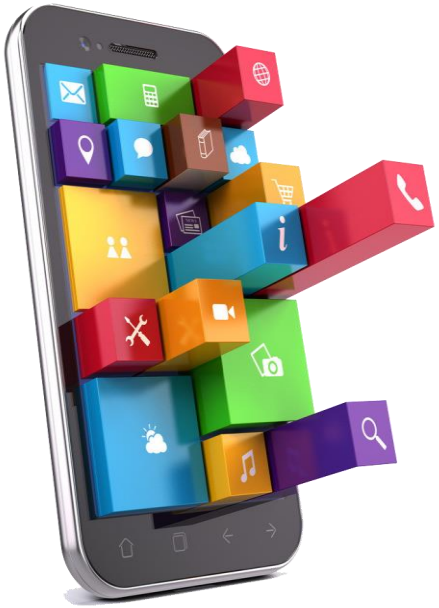
HYPRO4ST
Project Reference: 101056300

- **AR** allows users to see the **real world**, with **virtual elements** overlaid on top.

Example for education:

using an AR app, students can explore the human body and see how the organs function in real time.

Very interactive learning experiences



The application of XR, VR and AR in Lifelong Learning

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MR combines VR &AR aspects of both the real and virtual world- allows learners **to explore complex concepts** and **ideas**

<u>Example in education</u>

Interactive Storytelling:

Wonderbook: Sony & J.K. Rowling, brings

literature to life

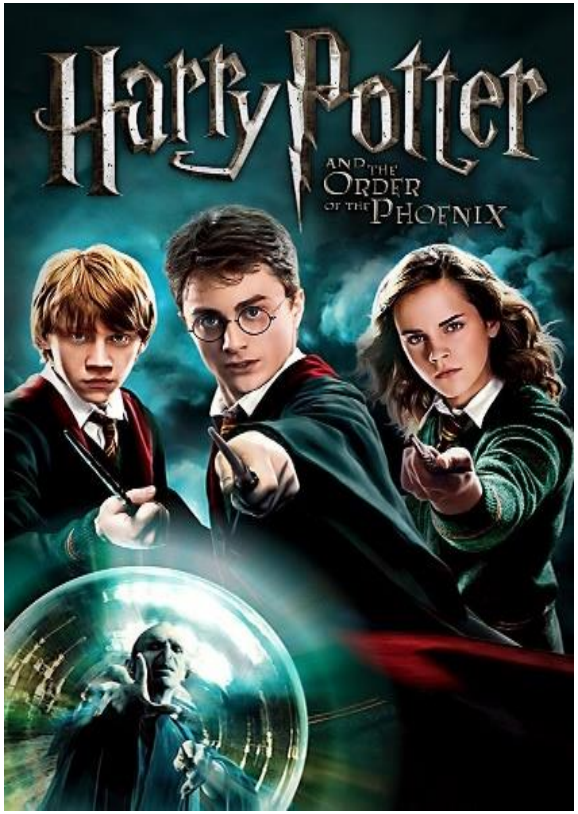
students can explore

settings,

meet characters, and

participate in the story,

fostering a deeper engagement with the material.



LESSON 4.

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