TOPIC TWO:

DIGITALISATION

for Hospitality VET Educators, Business Field Coaches and Team Leads

SUSTAINABLE HOSPITALITY

DIGITALISATION TOOLKIT

2023

Co-funded by the European Union

HOTEL SCHOOL
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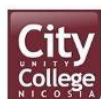
ITALIAN HOSPITALITY SCHOOL

Dania ERHVERVSAKADEMI

inerciadigital
Boost your digital skills

digital guest

TOPIC 2 'DIGITALISATION'
SESSION PLAN
for Hospitality VET Educators, Business Field Coaches and Team Leads

No	Content	Explanation/header
1	Length of session 3 x 45 min Total 135 minutes This timing can be split is several shorter sessions in case of fixed timing of the lectures/ workshops. (in total with the physical breaks)	Lesson 1: 30 min. Readings individually. 15 min. Sum-up readings in groups in a 30 second video. BREAK Lesson 2: 30 min. Lectures in-class/online 15 min. Walk & talk BREAK Lesson 3: 30 min. Watch video + Case work in groups. 15 min. Presentation of mock-up/prototype
2	Problem/Topic	Note! We have adapted the materials to the 8 different learning styles, so to gain the most from this session, we strongly encourage you to test the students for the preferred learning style before proceeding. Take the test here: https://how-to-study.com/learning-style-assessment/ Digitalisation presents numerous opportunities for hospitality companies and professionals. Digitalisation allows companies to stay permanently connected with their customers, track their preferences over time and improve their service experience. With digital skills and mindset, hospitality employees can add value to their businesses and make the services more unique and personalized. Digitalisation involves the use of sustainable and efficient methods that help support an organization's market position, improve customers service, simplify the booking process and increase the number of bookings. The Module "Digitalisation" aims to offer participants knowledge, skills and competencies in sustainable digitalisation of hospitality. The participants will learn how to apply methods and tools within hospitality and be proficient in the tools related to work in the hospitality sector. This enables participants to lead, support and engage in

organisational processes that promote sustainable digital business development in order to both improve the business value of the organisation and to improve the sustainability of the organisation. Participants will also be able to evaluate practice-oriented examples of digitalisation and critically consider and analyse digitalisation issues, problems and solutions in the hospitality industry. This critical evaluation and discussion perspective is key to study as digitalisation is very powerful and disruptive phenomenon that is not necessarily sustainable. To sum-up, participants will be trained in the sustainable use of digital resources.

The following activities are used during the session: Readings, videos, workshop, blended learning, peer-to-peer dialogues, walk & talks, Virtual Learning Environments (VLEs).

3	Estimated time consumption on the learning process/Activities	3 hours/ (3*45minutes) lessons
4	Learning outcomes	Upon finishing this part, the student should be able to: Knowledge: ● Understand the context and importance of digitalization inside the hospitality sector and how this affects the way the hospitality sector daily operations are reshaped in accordance with these principles. ● Understand the concept of "sustainable digitalization" ● Understand the future trends of the digitalization efforts of the hospitality sector. Skills ● Learning to apply the knowledge goals above through training and self-study
5	"If....then you can...."	After completing this part, you will be able to: ● Work with sustainable digitalizational innovation and development in a hospitality setting ● Work with applying a sustainable digitalization strategy in small to medium sized hospitality enterprises ● Be able to teach hospitality enterprises in the future trends of sustainable digitalization.
6	Cases for practice (individual/in groups)	Here are some "best practice" cases that we would recommend that you work on in order to better understand

the topic of this session. Depending on your learing style we suggest that you choose the ones that fit you the most.

- The Hotelier Academy provides a wide variety of cases within several topic related to current trends on the hotel sector. See more here: https://www.hotelieracademy.org/category/hotel-case-studies/
- The Access Group has collected a selection of case studies that cater to the different learning styles. See more here: https://www.theaccessgroup.com/en-gb/hospitality/case-studies-testimonials/
- At Study.com the also have a whole section of Cases and articles to study (Free, but login required). See more here: https://study.com/academy/course/hospitality-tourism-management.html

7	Test	- Please describe the connection between sustainability and digitalization and how the implementation of it into the daily operations has affected the hospitality sector? - Please account for the currents trends that occurred as a consequence of implementation of digitalization into the hospitality sector operations, and how they mutually affected each other - Why, in your opinion, did the Covid19 pandemic not speed the process of digitalization?
8	Checklist	- Do you understand the difference between digitalization as a concept and sustainable hospitality? - Is it clear to you why especially the implication and implementation of digitalization has had such a tremendous impact on the hospitality sector? - Can you name some of the current and future technologies that will affect the hospitality sector and the extent of their importance in terms of sustainability and digitalization?
9	Link to the next topic – suggestions – feed up	• Topic 6 Trends in the Hospitality Sector Spain • Topic 5 Digital Skills • Topic 7 The Tools of Digitalisation in Hospitality Dania:
10	Activities and environment for 8 learning types:	Please make sure that every session plan includes the activities and environment for 8 learning styles. Formulate and integrate it in the descriptions:

11	Memo:
	The Linguistic Learner or Verbal Learners (aka Linguistic Learners): The linguistic learner is one who learns best through linguistic skills including reading, writing, listening, or speaking. (Verma, E, 2023).
	The Naturalist or Natural/ Nature Learners: The naturalist learns by working with, and experiencing, nature. If this sounds a lot like a scientist, it's because that's how scientists learn. The naturalist loves experiences, loves observing the world around them, and captures the best information or knowledge through experimentation. (Verma, E, 2023).
	The Musical or Rhythmic Learner or Aural (audio) Learners: The musical or rhythmic learner is one who learns using melody or rhythm. (Verma, E, 2023).
	The Kinesthetic Learner or Physical (tactile) Learners: The Kinesthetic learner is a person that learns best by actually doing something. (Verma, E, 2023).
	The Visual or Spatial Learner or Visual (spatial) Learners: A visual or spatial learner is a person who learns best if there are visual aids around to guide the learning process. For example, someone who can learn best from diagrams, pictures, graphs would be a visual or spatial learner. (Verma, E, 2023).
	The Logical or Mathematical Learner or Logical (analytical) Learners: The logical or mathematical learner must classify or categorize things. They also tend to understand relationships or patterns, numbers and equations, better than others. (Verma, 2023).
	The Interpersonal Learner or Social Learners (aka Linguistic Learners): The interpersonal learner is someone who learns by relating to others. Often, these people share stories, work best in teams, and compare their ideas to the ideas of others. (Verma, 2023).
	The Intrapersonal Learner or Solo Learners: The intrapersonal, as opposed to interpersonal, learner is someone who works and learns best when they are alone. (Verma, 2023).
12	Memo:
	The course elements include the elements and features to meet the needs of all styles of learning digitalization. As the course is aimed at a wider audience, to make more effect of the course, it is based on the principles of including the elements and activities according to three Learning Approaches. The course elements are based on the approaches: the Behaviourist Approach, when activities are built to respond to some form of stimulus, the Cognitive Approach, when the activities are based on knowledge and knowledge retention, and the Humanist Approach, based on explanations of individual experiences – in that case by representing good
	practices and challenges by sustainable hospitality companies and their challenges in digitalization. Approaches to embedding sustainability and ESDGC in the content of hospitality digitalization are used. On the basis of the Theory of Planned Behaviour that allows to assess of thoughts before and after education, the surveys can be offered and analyzed to measure the output of the session plan,
	increased capacity of digitalization skills, and development of entrepreneurial ideas to benefit from competences.

13	The Linguistic Learner or Verbal Learners (aka Linguistic Learners):	The learning activities have been tailored to suit the linguistic learner by involving readings of texts and verbal dialogues.
14	The Naturalist or Natural/ Nature Learners	The learning activities have been tailored to suit the naturalist learner by involving an outside walk & talk in the nature.
15	The Musical or Rhythmic Learner or Aural (audio) Learners	The learning activities have been tailored to suit the musical or rhythmic learner or audio learner by involving a TED talk interview that can either be used as video or as audio as well.
16	The Kinesthetic Learner or Physical (tactile) Learners:	The learning activities have been tailored to suit the kinesthetic learner learner by involving the design of a mock-up or a prototype of the case solution.
17	The Visual or Spatial Learner or Visual (spatial) Learners	The learning activities have been tailored to suit the visual learner by involving the design of a mock-up/protype as mentioned above in order to visualize the problems and solutions in the field of sustainable digitalization.
18	The Logical or Mathematical Learner or Logical (analytical) Learners:	The learning activities have been tailored to suit the logical learner by involving a classic learning structure from first understanding and defining the topics before participants are asked to produce solutions.
19	The Interpersonal Learner or Social Learners (aka Linguistic Learners):	For interpersonal styled persons, please look for advise in the section above. For intrapersonal learners we recommend reading all available material solo.
20	Learning **activities**	There are several kinds of learning activities in session plan that will address most of the 8 learning styles described in the two books published in conjunction with this project. Regardless of your preferred learning style we do strongly recommend that you read the chapter on sustainability in the hospitality sector before embarking on the learning activities below. Reading material ● The dedicated chapter in the PR1 brochure is the perfect way to gain more knowledge on this topic if you are *The Linguistic Learner or Verbal Learner.* Case material ● The following case material is suited for *The Kinesthetic Learner or Physical (tactile) Learners* ● https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/ Video material

- The following videos are suited for most of the 8 learning styles, as they in various ways combine different learning styles. We encourage the *The Kinesthetic Learner or Physical (tactile) Learners* to view them together with others who are interested in this topic. Perhaps a colleague at work or a fellow student.
- TED interview with Nubank-founder and social entrepreneur, Cristina Junqueira
- 4https://www.ted.com/talks/cristina_junqueira_and_elena_crescia_how_to_discover_your_business_s_competitive_advantage

Key topics: Digitalisation, strategy, service, hospitality, positioning, data, guest experience, pains and gains,

How can you re-imagine and improve your business position in the market by making your business more digital?
How can different industries learn from the digital bank case example
How can you identify customer pain in the market and find out how digitalization can help transform the pain to a gain.
Why is it that people want to help themselves and don't want to have to deal with customer service?

Suggestions to courses on the topic
- The following suggests are especially suited to *The Interpersonal Learner or Social Learners (aka Linguistic Learners)*
- Cornell: https://ecornell.cornell.edu/certificates/hospitality-and-foodservice-management/
- Les Rocher: https://lesroches.edu/hospitality-management/hospitality-degrees/online-hotel-management/
- Cesar Ritz: https://www.cesarritzcolleges.edu/en/hotel-management-programs/
- GSTC: https://www.gstcouncil.org/sustainable-tourism-training/

Timing *(approx.)*	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
30 minutes	Introduction to the Topic	Readings individually	Checklist questions Test questions	Sustainable Hospitality Digitalisation Guidebook for VET Learners and Professionals (initial, continuous learners); text on digitalisation. Additional, optional readings: https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/
15 minutes	Understanding the Topic	Sum-up readings in groups in a 30 second video.	The video demonstrates that the participants have understood the topic.	PR1 Sustainable Hospitality Digitalisation Guidebook for VET Learners and Professionals (initial, continuous learners); PR2 'Pedagogy of Sustainable Hospitality Digitalisation' for VET Educators and hospitality business field coaches and team leads, PR3 digital course 'Sustainable Hospitality Digitalisation Toolkit' with materials;

30 minutes	Understanding the topic in theory and practice	Lecture in-class/online The lecture highlights key content from the PR1 text on digitalisation including relevant theoretical sources and practical case examples.	See next part below	SHDG Worksheet PPT slides
15 minutes	Development of the Topic	Walk & talk outside Educator: ask students to explain and discuss the key take-aways from the lecture Learners: student explains the key take-aways in pairs 2&2	Students upload 5 key sentences from the walk & talk	SHDG Worksheet PPT slides

| 30 minutes | Value creation | Watch inspirational digitalisation business case - video interview with Nubank-founder.

Educator: Motivates students how the video and case work can benefit their organisation.

Learners: Transfer knowledge from the entire day and the TED talk video to their own organisational context in order to build value to take home from the course. Answer the questions in the right column. | | SHDG
PPT slides
Moodle base
Internet
Video:
TED interview with Nubank-founder and social entrepreneur, Cristina Junqueira
https://www.ted.com/talks/cristina_junqueira_and_elena_crescia_how_to_discover_your_business_s_competitive_advantage
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Why is it that people want to help themselves and don't want to have to deal with customer service? |
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15 minutes	Value creation + testing the learning outcome			Presentation of mock-up/prototype
	Individual Feedback and Evaluation	Self-assessment form – 5 min	Online, individually: Filling in the self-assessment form Individually: Filling-in Unit Feedback Form	Self-assessment form Feedback form
5 minutes	Conclusion Closing the unit and short introduction of the next unit	Final reflection on the unit Educator asks students to share their opinions.	In-class: In-group Online: Individually, online query in the end of the module	PPT slides Worksheet SHDG other