

TRAINING OF TRAINERS FOR ADULTS EMPLOYED IN TOURISM INDUSTRY

Education of adults, their acquisition of new knowledge, skills and competences are one of the crucial constituent parts of educational system in any country. In the context of integration processes in Europe adult education is becoming of paramount importance. There are a lot of reasons which force adults to learn continuously: the single labor market, the possibilities to be employed in worldwide chain enterprises and companies, enlarging the age brackets of employability, fast growth of information amounts and the introduction of new technologies, to name but a few. It is stated that “the knowledge in the modern world changes quicker than generations themselves” (Desiatov 2012, s.7). Education “for the whole life”, which was received once in the past, does not satisfy the current people’s needs any more. It is slowly but consistently changing into “lifelong education”.

Economic growth of the society, modernization and the speed of modern life require the necessity to change social and professional status not once, to continuously enhance the competences and professional skills. In addition to effective vocational activity, a person must be well-educated in cultural, moral, psychological aspects. He/she must be a harmonic personality, a society, team and family member to the full degree (Lukianova 2012,s.327). That is why the education of adults is growing in importance. And specially trained teachers are required for it. One can get interested in the fact how adult teachers are trained. Thus, there urgently arises the necessity of a new approach to changing traditional methods of teaching adults into innovative and interactive ways.

Tourism industry, as no one other, demands highly qualified staff, who continuously improve their professional competencies, develop professionally and personally. Tourist companies are in urgent need of having such specialists whose efficiency correspond to the best European and world standards of hospitality. Corporate education, that is on-the-job training in hospitality industry companies, is a good means to eliminate this problem. The advantages of such training are obvious. However, there is a problem of training special teachers for such corporate training.

In general, the process of training teachers for adults is rather long-lasting and complicated and involves the theory and practice of adults’ learning. The education of an adults’ teacher can be obtained in all industrialized countries of the world in which there are special educational institutions preparing such specialists. As for Ukraine, it has just begun doing the first steps in this direction. That is why researches in this field can contribute to the formation and development of adult education system in Ukraine.

Some aspects of education and training of adult teachers have been examined by foreign researchers: M.Knowles, M.Gross, D.Kolb, S.Merriam, P.Cunningham and Russian and Ukrainian

ones such as N.Bidiuk, O.Kukuyev, S.Vershlovskiy, S.Honcharenko, N.Nychkalo, S.Sysoyeva, L.Tarasiuk, O.Khakhubiia, P.Cherednychenko and others. The attention of researchers (foreign, for example, M.Mahlin, O.Erlih, E.Jonse, M.Len, R.Gordon etc. and both domestic and Russian, such as S.Zmeyov, M.Gromkova, L.Lukianova, O.Ohiyenko and others) was focused on the problem of training teachers for the field of adult education. In general, they have been investigating the various aspects of such training, the criteria of its effectiveness. However, the analysis of the scientific literature has proved that these researches do not involve the questions of training adult teachers in view of the roles of teachers are playing in the process of teaching and training adults.

The goal of the article is to analyze the teaching and training process of adult teachers in quality of the roles they are playing in the teaching process. For this, such specific tasks are to be solved: to analyze the terminology connected with adult teacher training, to consider the roles adult teachers are playing in teaching and training processes, to describe how adult teachers can acquire the necessary facilitating skills.

Teaching of adult trainers in pedagogical literature in English is termed with a special word “training of trainers”, in the contracted form TOT. According to J.Murphy (Murphy J. 2012), this process results in teachers’ preparation for the roles of adult learners’ mentors. It is common to use the abbreviation TOT to define this learning process. However, there is another interpretation of this term which is not as wide as “training of trainers”. It is decoded as “trainer of trainers” and describes the person who facilitates the training of trainers (Delaney, Noten 2008, p.2). In the article we will use the term TOT in its first meaning.

An adult teacher in foreign scientific sources is customarily called “an adult trainer” or “an adult educator”. In Ukrainian pedagogical literature he/she is named with the term “andragogue”. It was coined by analogy with the word “pedagogue” from “pedagogy”, “andragogue” from “andragogy” (the theory and practice of teaching adults). Though in the world’s leading researches this term has not been widely used, the preference is given to the above-mentioned terminology. The reason for this, to our mind, is the definitions given by some English encyclopedia dictionaries to the term “andragogy”: “1. The methods or techniques used to teach adults. Mistakenly used to refer to adult education for both male and female learners. “Mistakenly” because andro, -andra-refer only to males. 2. Another erroneous definition is, ‘the art and science of helping adults learn” (Encyclopedia online).

In Russian and Ukrainian research papers the term “andragogue” has different connotations. For instance, an andragogue is “a specialist who teaches adults only within special educational institutions for adults” (Danilenko 2006); “a specialist in management, consulting, social, rehabilitative and correction work in the adults’ environment” (Maslova 2004); “a leading specialist

who works with adults” (Naumova 2010). As we see, the Russian and Ukrainian definitions vary from the narrowest to the widest range.

Due to the mentioned reasons in this article we will use the English term “adult trainer” or “adult teacher” to define a person who teaches adults.

In his/her activity an adult trainer must keep to the main principles of andragogy which were worked out by M. Knowles (1984):

- adults are internally motivated and self-directed. As people mature, they move from being a dependent personality toward being more self-directed. They see themselves as individuals who have the capacity to make decisions for themselves and not be led or manipulated by others.
- adults bring life experience and knowledge to learning experience. As people mature, they amass a growing set of experiences that provide a fertile resource for learning. They prefer active forms of learning that can be easily contextualised into their life activities.
- adults are goal oriented. As they mature, they are more interested in learning subjects which have immediate relevance to their jobs or lives. Adults have a range of life experiences that impact on their learning. These experiences are used to express their self-identity and form valuable learning resources.
- adults are relevancy oriented. During the process of maturation, people become more motivated by various internal incentives, such as need for self-esteem; desire to achieve some goals, satisfaction of accomplishment. They realize the need to learn and the worth/value of learning in enhancing their ability to address issues and problems in their daily lives.
- adults are practical. It means that as people develop and grow, they want to apply the obtained knowledge and skills into their practice.
- adult learners need to know why to study. most adults are intrinsically motivated to learn while some are also extrinsically motivated.

Based predominantly on the mentioned principles of teaching adults in tourism sphere as well as in any other industry, an effective adult teacher must ensure that the learners know the purpose for training as early as possible and help them identify their needs and direct their own learning experience. An adult trainer is successful when he/she identifies ways to build on and make use of his/her adult students’ experience to the full extent. If the training relates directly to their job duties, the students can use effectively the results of their learning in their job performance. So the task of an adult trainer is to determine the needs and interests of his/her students and develop the content in response to these needs. Due to the fact that adult learners are more responsive to internal motivators as increased self-esteem than external motivators such as higher salaries, adult trainers

should ensure that this internal motivation has not been blocked by some barriers, for example, poor self-esteem or time constraints.

To be successful in his/her professional activity, an adult trainer should be well-educated, experienced and highly qualified. He/she should know: the essence, content and structure of learning processes; age personal psychological and physiological, social, professional peculiarities of adults as subjects of education process; psychological fundamentals of adult education; methods and techniques of educating adults; organizational grounds of adult education, the system of educational institutions for adults and the way they are managed; history and modern trends in psychological, pedagogical and andragogical theories; fundamentals of gerontology and gerantagogics; fundamentals of law (administrative, civil etc.); fundamentals of economics. He/she should be able to perform a number of tasks: to arrange the educational process in different socio-cultural conditions; to carry out the projecting, realization, assessment and correction of educational process; to give consultations to adults; to define the purpose of learning (individual and group); to work out the curricula, programs (or contracts) for adults learning; to provide the teaching and learning process with appropriate resources; to organize the cooperative activity for all participants of teaching and learning process; to define and use different criteria, forms, methods and tools of assessing adult students' progress and outcomes; to define the changes of personal qualities and motivations for adult students and others (Specialty).

Hence, the training of trainer (TOT) for adults is a complicated and long lasting process. In addition, the roles of adult trainers have to be taken into account in TOT process.

A teacher is assigned to teach others, but not simply to convey knowledge and information. His/her task is more diverse. In this capacity he/she will serve in the roles of a teacher, leader, guide, sponsor, program developer, institutional representative and the model (example) for others. So the effective teachers for adult learners must "wear many hats" within teaching and learning transaction (Galbraith, Shed 1990, s.9). But the main "hats" (roles) of an adult trainer can be the following: a tutor (a person who accompanies the individual educational programs in improving qualification process); a moderator (a person who performs the functions of a consultant in the educational process). Undoubtedly, the leading role for an adult trainer is the one of a facilitator. C. Roger (1969, s.105-109) suggests that people want to learn and have a natural inclination to do so throughout their life and he remarks that another person cannot be taught directly, a teacher can only facilitate learning.

What is facilitation and why should an adult trainer in the TOT process be taught to be a facilitator? The term for Ukrainian scientists is rather new and has not been fixed in the dictionaries yet. Wikipedia defines facilitation as the help to adult groups to achieve the set goals (Andragogue, Wikipedia). Thus, a facilitator is a person who helps the group of adults to understand the common

goal and maintains the positive dynamics in achieving it, without favoring one person over another. In group learning process it is the best method of teaching adults and an adult trainer can be called “a kapellmeister” (conductor). A facilitator is responsible for creating a comfortable physical climate as well as a psychological climate of mutual trust and respect (Sandlin 2005, s.25). From the pedagogical view, a facilitator helps a person in his/her growth and learning. In this meaning the term was offered by C. Rogers for children (Facilitator, Wikipedia). Having drawn the parallel, it can be stated that the facilitator’s task is to make easier the process of involving adults to new knowledge.

But unlike a teacher of children, adult trainer is a facilitator of learning. This perspective enables him/her to assist trainees in thinking deeply about the knowledge acquired and its appropriate application (when and how). And in doing so, the trainer must support a growth process that includes the following behaviors:

- establishing a conducive climate to learning;
- using adult learning principles in planning how and what they learn;
- encouraging adult learners to formulate their own learning objectives;
- encouraging learners to identify and utilize a variety of resources to accomplish their objectives;
- assisting adult learners in evaluating their own learning (Brookfield 1986).

Let us consider more the goals an adult trainer-facilitator should achieve in his/her activity. An atmosphere can be conducive to learning when it creates equality in the trainer-participant relationship. It helps learners feel at ease and make them feel like adults, like professionals and not like students. In this case a teacher will be able to estimate the various levels of experience in the room, which will result in a very successful collaborative learning experience. Thus, a trainer must create a setting which supports learning. A positive atmosphere for learning is a must. It should be created even before the participants of the on-the job-training enter the room. It starts with the positive and relaxed attitude of a trainer which is always felt by every participant. Just if a trainer does not believe that the material he/she presents is valuable, so the participants will sense it immediately and the learning process will be unsuccessful, no matter how important the subject matter may be or how good the audio-visual aids may be.

Participants always bring a variety of opinions about the performance of their job duties into the training room. Some participants might not feel happy about being taught or being in the course at all. So a trainer should engage every learner by getting his/her opinion about the material covered and what they expect to achieve in the training session. Continual input should be requested throughout the teaching and learning process to keep the participants thinking and participatory.

Another helpful device to keep participants' attention is the usage of variety of ways to present the content. It will enable all adult students to assimilate the content materials in a way that best suits their individual learning style (some may be hearing learners, some – visual or hand-on learners).

To accomplish these objectives, M.Robson and C.Beary (Robson, Beary 1995) adult trainers should be taught and trained the facilitating skills. They recommended facilitators to use certain tools, especially:

- *Developing empathy.* Facilitators must be able to see things through the eyes of the client or customer in order to develop a trusting relationship and to work effectively with that person. Facilitators can use specific techniques to build rapport and demonstrate empathy. These techniques include leaning forward while the other person is talking, active listening, and mirroring (echoing the physical posture of the other person).
- *Listening carefully.* Facilitators must hear what is really said, and avoid 'selective perception', hearing just what they want or expect to be said. Facilitators can demonstrate they understand what others are saying by reflecting back in their own words their understanding of what the other person seems to be saying.
- *Eliciting information.* Techniques include asking open questions that cannot be answered with a simple 'yes' or 'no' and using non-verbal communication (e.g., nodding, leaning forward, and smiling encouragingly while the other person is speaking). Eliciting information also requires facilitators to restrict the amount of talking they do themselves, so that the majority of the discussion is contributed by other group members.
- *Positive confrontation.* The facilitator must call attention to muddled, distorted, or inappropriate thinking in a way that enables the group to confront the problems. This must be done in a way that does not provoke defensiveness or loss of ownership by group members, and this requires great skill and tact. Positive confrontation is best accomplished by giving feedback that is descriptive but not judgmental. To avoid eliciting defensiveness, the facilitator may find it useful to preface this feedback with statements such as 'I may be wrong but it sounds as if it might be useful to consider other interpretations'. If individuals persist in arguing that their perspective is the only correct one, the facilitator can point out that regardless of which view is factually correct, we are all affected by others' perceptions and thus it is to our advantage to attend to those perceptions.

Although these tools were developed for use in business settings, they can be applied to the teaching and learning process of adults of any profession and qualification. According to the statement made by G.Rush, a facilitator does not need to know the content, he/she is a content-neutral, whereas teachers need to know the content, they are content-experts (Rush G.2009). So if

an adult trainer possesses facilitating skills and tools, he/she can arrange the learning process, which is bound to be successful.

In this context it is necessary to pay attention to the TOT for acquiring facilitating skills in the field of VET (vocational education and training). It is clear that only facilitating skills are not enough. Adult trainers who train specialists in this or that industry have to have the deep knowledge of the corresponding profession. Thus, there arises the necessity to get the education in two fields: adult education and special vocational education in one of the industry branches. It is considerably topical in the tourism sphere as it comprises the diversity of economy sectors. The analysis of the scientific research literature proves that there are two ways of acquiring such education. The first can be done through educational institutions as formal education. A person who is eager to become an adult trainer in tourism industry companies (hotels, restaurants, airline or cruise companies etc.) can get two educations: pedagogical as an adult trainer/teacher and specialized as a hotel/restaurant manager and others. The second opportunity is the combined one. One can get the pedagogical education in formal system and another education as non-formal or vice versa: tourism or hospitality management education can be obtained in formal system and education of an adult trainer within non-formal educational system. Nowadays Ukraine cannot provide its residents the first mentioned opportunity because there are no special educational institutions where adult teachers are trained. And the latter one has only been available up to now.

Having obtained the necessary education, an adult trainer/teacher has to maintain his/her methodological qualification on the due level. It is especially crucial in the context of the continuous vocational or lifelong learning which has become the priority direction of development for all European countries and Ukraine, in particular.

As researchers have found (Ross-Gordon 2001, s. 4), trainers who learn, train themselves, i.e. prepare themselves for the roles of trainers, increase their potential to enhance their own professional growth and development as well as increase learning outcomes for their students.

Among the results of TOT experience growth it should be mentioned the following:

- Exposure to new and diverse perspectives for becoming a professional;
- Improved coaching and listening skills;
- Increased satisfaction with work;
- Leadership skills;
- Professional involvements.

Conclusion. The TOT for adult learners is rather complicated and long process, which takes place within both the formal and non-formal educational systems. It is targeted at forming facilitating knowledge and skills to work with adult students, especially employees of different

occupations and professions. To be successful and competitive an adult trainer has to continuously learn and improve himself/herself as a professional and a personality.

The phenomenon of training adult trainers for tourism industry employees in Ukraine is currently being introduced. It is true of adult teachers, trainers, instructors and other specialists who conduct the on-the-job teaching and learning process, that is within corporations, companies, firms. As such corporate training of tourism and hospitality employees has not been investigated in complex, the further research can be made in this field as well as in the sphere of training trainers for corporate education and training and their professional development.

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