

FAST - Facilitating Accessibility in Support of Tourism Accessible Travel Facilitator (ATF)

Module Methodology

Modules and Unit Distribution

Distribution of Modules:

Module	Leading Partner	Units
Module 1 - First aids	OECON	
Module 2 – Dealing with persons with disabilities	SPI	
Module 3 – Communication	BEST	Unit 1: Effective communication Unit 2: Empathy
Module 4 – Problem solving and organisational skills	DEKAPLUS	
Module 5 – ICT - Accessibility of digital content for people with disabilities	INUK	
Module 6 – Cultural differences	SSGT	
Module 7 – Design an accessible travel itinerary	NTB	

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Module Outline

Provide a high-level content outline of the Module. Give brief and descriptive titles for each unit and sections within that. *(Please revise accordingly):*

Module: Module 3 – Communication

Module Overview (Please edit accordingly):

- Please add a brief description of the Module in the box below (what will the Module cover overall).

Module Overview
<p>Soft skills are equally desirable in the workplace as hard skills. Almost every industry requires individuals that possess not only knowledge and expertise in certain field, but interpersonal attributes that would allow them to work well with others. Effective communication and empathy are some of the most sought-after soft skills. This module will cover these two soft skills and equip future Accessibility Travel Facilitators (ATF) with relevant knowledge and experience.</p>

Module Objectives:

The main learning objective of the module is to support ATFs in honing their communication and empathy, and improving their overall interaction with tourists with disabilities.

Upon completion of this Module you should be able to:

- Effectively communicate with clients and colleagues

Units in the Module:

Please list the Units that your Module includes in the table below:

Module: Module 5 – Communication
Unit 1: Effective communication
Unit 2: Empathy

Unit 1: Effective communication

Unit Overview (Please edit accordingly):

Unit 1 Overview
<p>Effective communication is an essential tool to achieve business success and offer optimal customer service. Clear and concise exchange of information in the workplace is important because it can enhance customer service. Employees who are able to communicate well, who can express themselves in a clear, concise, correct, concrete and coherent manner when addressing customers/ guests verbally, in writing and through body language, can show and provide optimal service.</p> <p>Compared to other clients, guests with mobility issues ask for special communication skills. To equip the learners with necessary knowledge and skills in this sense, this unit will cover most important elements in a</p>

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good communication with people with mobility limitations and help them improve to communicate complex issues and present evidence to a range of audiences.

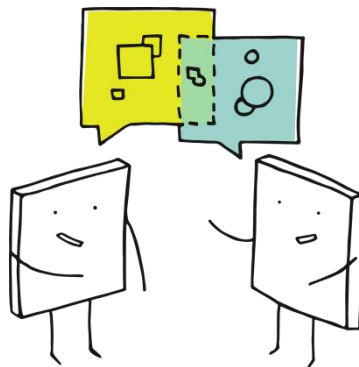
Upon completion of this Unit participants should be able to:

- Understand main communication elements to apply in verbal, in writing and through body language with the specific ATF communication peers;
- Effectively express complex issues and present evidence in communication with the specific ATF clients and customers along the value chain

Learning methodology – Please describe the way the content is presented

A. Introduction, development of the content:

At the beginning of this unit, the learners are introduced to the concept of communication as a verbal and non-verbal activity. After they familiarise themselves with main components of communication with the specific target audience of ATFs (and written and oral exchange of complex information for people with mobility issues, non-verbal signs to help confirm messages and show empathy), the learners move forward to hands-on sessions.



Source: <https://pixabay.com/vectors/pixel-pixel-cells-pedagogy-3699345/>

Since communication is such a layered activity that conveys different pieces of information at the same time, the learners get to know communication elements that explain communication's complexity in more detail. A short intro as the course theory should provide a basis for further hands-on sessions. In this phase, the learners deal with techniques on how to improve communication and avoid misinterpretation, particularly with the ATF clients/ customers who very often need more empathic communication style than other audience groups. Misunderstandings are however inevitable and the learners should know how to manage such situations and prevent further escalation.

B. Learning activities and material required:

For the communication part, we recommend to apply the flipped classroom approach by providing videos on three basic theory models which learners shall explore and reflect upon (e.g. by answering some questions bringing their reflection towards their work place and ATF communication situations). The theoretical introduction is then also supported with various learning activities that allow the learners then to try out the

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theory in practice. Due to the fact that communication is usually an interactive activity, it is recommended to apply lessons learnt directly in situations an ATF finds him/herself in. Discussions, debates, role plays are some means to learn more about effective communication and test out the skills that may lead to it.



<https://www.pexels.com/de-de/foto/foto-von-frauen-beim-treffen-3810792/>

However, individual work should not be left out. The learning sessions should provide enough space for each learner to improve upon individual communication skills.

When it comes to the material required for further learning activities, learning sources are listed in section D – ‘References and material recommended for further study’.

As far as the equipment that would support the learning sessions, a PC/ laptop, paper, and stationery should suffice.

C. Reflection and setting phase – closing of unit, assignment (optional):

D. References and material recommended for further study:

- Non-verbal communication: <https://www.skillsyouneed.com/ips/nonverbal-communication.html>
- Schulz von Thun four-sides model: <https://laofutze.files.wordpress.com/2010/04/schulzvonthun.pdf>
- YouTube Video about Rosenberg’s nonviolent communication: <https://www.youtube.com/watch?v=8sjA90hvnQ0>
- A YouTube video about iceberg model: <https://www.youtube.com/watch?v=pgjxwVNUtfM>
- Tips and tools for good communication: <https://zenkit.com/en/blog/workplace-communication-tips-and-tools-for-good-communication/>
- A YouTube video on how to improve communication skills: <https://www.youtube.com/watch?v=v3DiMAPoIIs>
- Effective Communication Strategies to Resolve Conflict: <https://franticallyspeaking.com/11-effective-communication-strategies-to-resolve-conflict/>