



## PEDAGOGICAL REQUIREMENTS AND CONTENT DEVELOPMENT

### HOTEL ACADEMY

*Project funded by the European Commission within the ERASMUS+ programme  
under the agreement n° 2019-1-FR01-KA202-063097*

#### **Deliverable D2.1-3 – Version I**

<b>Type of Activity</b>		
<b>IO</b>	Intellectual Output	<b>X</b>
<b>A</b>	Project Management and Implementation	
<b>M</b>	Transnational Project Meeting	
<b>E</b>	Multiplier Event	

<b>Nature of the deliverable</b>		
	Feedback from participants	
	Direct effect on participants and project partners	
	Practical & reusable resources for the practitioners	
	Research material bringing forward the reflexion in the sector	<b>X</b>
	Community building tools	
	Partnerships and Cooperation	
	Dissemination material	
	Organizational and working documents	

<b>Dissemination Level</b>		
<b>PU</b>	Public	<b>X</b>
<b>CO</b>	Confidential, only for members of the consortium (including the Commission Services)	

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The project runs from September 1<sup>st</sup>, 2019 to October 31<sup>st</sup>, 2021 (26 months), it involves 4 partners (MANZAVISION, France; ESG, France; European University Cyprus, Cyprus; Fachhochschule Dresden, Germany) and is coordinated by Manzavision.

### List of participants

Participant No*	Participant organisation name	Acronym	Country
1 (coord)	Manzavision	MZV	France
2	ESG	ESG	France
3	European University Cyprus	EUC	Cyprus
4	Fachhochschule Dresden	FHD	Germany

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### Abbreviations

- VR: Virtual Reality
- GM: General Manager
- HDM: Hotel Duty Manager

## I INTRODUCTION

The deliverable's objectives are set for two goals:

- Building a course on contemporary challenges in hospitality regarding pedagogical objectives: present a global overview on the Lodging Industry based on Human resources, legal and its development.
- Building a specific module to train the students to manage a crisis in a hotel through a case study scenario. With VR tools and mobile app.

## 2 LIST OF KEY DETAILED PEDAGOGICAL OBJECTIVES

The partners EUC, FHD and ESG had to manage the academic differentiation among the three partners. The first one concerns EUC and FHD on bachelor level unlike ESG on Master programmes. ESG offers to its students a seminar on a week duration course for the first-year programme. In addition, EUC has to follow the Cyprus Department of Education's legal obligations.

Therefore, each partner brought its own specification: ESG suggested digitalization in Hotel and Tourism, EUC proposed Corporate Social Responsibility (CSR) in Hospitality and Tourism operations and FHD offered Managing Workforce Diversity in Hospitality and Tourism industries across and within cultures.

EUC manages the course breakdown.

### Contemporary Challenges in Hospitality and Tourism Development and Management

**Table I** Weekly Breakdown

WEEK	TOPIC
1	Development and Management of current and new Hotel, Tourism and Events enterprises in local and global contexts.
2	Corporate Governance & Leadership in Hospitality and Tourism operations - the role of the Chief Executive Officer (CEO)/General Manager (GM).
3	The Legal Environment and Health & Safety Management in Hospitality and Tourism operations.
4	Strategic Human Resource Management and Development and its impacts upon the performance of Hospitality and Tourism operations; the role of key performance indicators (KPIs').
5	Corporate Social Responsibility (CSR) in Hospitality and Tourism operations.
6	Ethics & Ethical Reasoning in Hospitality and Tourism operations in the local and international contexts.
7	Managing Workforce Diversity in Hospitality and Tourism industries across and within cultures.
8	<b>MID-TERM EXAMS</b>
9	Innovation and Entrepreneurship in Hotel and Tourism Enterprises.
10	The role of technology advancement implications in Hospitality and Tourism Operations in local and global contexts.
11	Development and Management of Quality Standards and Services in Hotel, Tourism and Events operations.
12	Marketing research - Methodological approaches in identifying Tourists perceptions about resort destinations.

<b>13</b>	<i>Digitalization in Hotel and Tourism Enterprises</i>
<b>14, 15</b>	<b>FINAL EXAMS</b>

### **3 SCHEDULE OF VARIOUS SUBJECT MATTERS AND SESSIONS' STORYTELLING, ITEMIZED WITH MEDIA/SUPPORTING DOCUMENTS**

#### **3.1 SCHEDULE**

Our schedule conception had to take into account the various academic regulations and calendars in Germany, Cyprus and France.

Reminder:

ESG students: Master I, 20-45 students, rhythm: 1 week at school / 3 weeks in company, for 10 months, starting September.

EUC students: Bachelor, 25-30 students, rhythm: 3 hours /week for 13 weeks, 2 weeks evaluation, starting end of September and beginning of February.

FHD students: Bachelor, 25-35 students, rhythm: 3 hours /week for 13 weeks, 2 weeks evaluation, starting October and March.

For instance, academic courses are scheduled at ESG one week monthly along a two-years internship, while at EUC courses are scheduled regularly every week and internships are in summer (from May to September) as well as at FHD, where internships are in winter (from October to February).

We also had to face the COVID-19 period, which has postponed our calendar and reduce the number of sessions to be implemented.

For these reasons, we decided to organise the teaching activities over a 4-month period in 2021 and according to two separate schedules. The partners will be able to organize a three-partners meeting for a beta test on week 12, year 2021. Additional common activities will be planned with only 2 partners: EUC+FHD. Therefore, week 12 is scheduled for March 22<sup>nd</sup> all schools combined and for March 23<sup>rd</sup> with only 2.

**Table 2** Course Calendar

Year	2021																														
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Date	04/01/2021	11/01/2021	18/01/2021	25/01/2021	01/02/2021	08/02/2021	15/02/2021	22/02/2021	01/03/2021	08/03/2021	15/03/2021	22/03/2021	29/03/2021	05/04/2021	12/04/2021	19/04/2021	26/04/2021	03/05/2021	10/05/2021	17/05/2021	24/05/2021	31/05/2021	07/06/2021	14/06/2021	21/06/2021	28/06/2021	05/07/2021	12/07/2021	19/07/2021	26/07/2021	
Partner																															
EUC						WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11			WK12	WK13	WK14	WK15									
FHD											WK1	WK2	WK3		WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11	WK12	WK13	WK14	WK15					
ESG	Class WK	Class WK				Class WK	Class WK				Class WK	Class WK				Class WK					Class WK							Class WK	Class WK	Class WK	
VR Meeting		Test FHD				Test ESG	Test EUC ESG					VR EUC + FHD + ESG																			

We present in Table 3 hereafter the general schedule for the module. Each partner will have the opportunity to adapt the format for implementation to its own constraints, like the duration of the sessions, the number of students, the equipment, etc.

For instance, both partners EUC and ESG due to their differentiation presented above have taken the following decisions:

- EUC had to breakdown in two days its test for academic reasons: course duration 3 hours maximum
- ESG has the opportunity to work on a 4,5-hour basis

The three partners will organize end of March 2021, a debriefing whose goal is to harmonize the test results.

The use of mobile competition will prepare the execution of the project. Then the use of VR headsets will lead to the roleplay.

**Table 3 Course Schedule**

<b>Date</b>	22/03/21 (week 12)			
<b>Time</b>	Start		End	
<b>Duration</b>	280 minutes			
<b>Tools required</b>	VR headset	Mobile	Big screen	Other:
<b>Rooms required</b>	VR	Preparation	Big screen	Other:
<b>Preparation requirements</b>	For students	Ex: Download and install mobile app on their phones		
	For professors	Ex: Download and install VR desktop app on PC		
	For IT	Ex: Download and install VR app on headsets / Set up the big screen		
<b>Number of</b>	Students		VR headsets	
<b>Course Structure</b>				
<b>Stage</b>	<b>Minutes</b>	<b>Details</b>		
Introduction	20	Briefing Agenda		
Mobile activities	20	Case study scenario Quiz		
	20	Roles distribution		
VR Session 1	20	VR Roleplay (with Favourites)		
VR Session 2	20	VR Roleplay (with Favourites)		
Debriefing 1 (separately)	15	Experiences Sharing of first impressions of VR scenario (Feelings)		

Debriefing 2 (separately)	25	Role play tactics & scenario Pursue of interest (Discuss roleplay experience - Descriptive analysis)
Formative Evaluation (separately)	20	Self-assessment by participants (collect answers) / Group essay to have a fair assessment (assignment due in early May)
Informative Evaluation (separately)	20	Assessment by spectators in the form of a quiz
Debriefing 3 (all schools)	25	Theoretical reflection Pursue of strategies  Through Teams
Discussion 1-4 / Debriefing 4 / Analysis (all schools)	75	Comparison of reactions between students who had this VR activity and those who have not yet
		Comparison of reactions between students who had a communication-negotiation course and those who have not yet
		Possible comparison of answers according to German, Cypriot or French participants
		Possible comparison of reactions depending on the level of participants (bachelor to MBA)
		Transfer to practice Definition of the tasks / exercises
		By participating students / By the professor / By a hotel manager who experienced this kind of situation on a video broadcast Through Teams 3-10 students/school

## 3.2 STORYTELLING

### 3.2.1 Pedagogical requirements

The pedagogical requirements are linked to hospitality case studies. Therefore, the consortium choses a virtual scenario with virtual characters: Demonstrators are located in the surroundings trying to enter the hotel lobby without permission.

The requirements tools are as following: Videos, Virtual reality headsets, Teemew apps.



### 3.2.2 Definition of key pedagogical objective

How to manage a crisis management scheme:

- A case study drives the students to manage an unscheduled event in a hotel: an unexpected intrusion in an hotel.
- An intercultural teamwork with the different schools on this kind of situation should be reached and managed by the professor/instructor and shared with the three-acting schools.

### 3.2.3 List of key pedagogical objectives

- How does the middle management understand various information?
- How does the middle management manage this information?
- How to communicate without real organization or clarity? It is voluntary to test concentration, memorization. Presentation on a fast pace.
- Compare the current situation with an existing situation: one of our alumni will testimony on a comparable situation.

### 3.2.4 Pedagogical tools

- Multiple choice questions based on a quiz
- Assessment on the final decisions taken by students based on a written and/or oral presentation

## 4 AN ENSEMBLE OF COHERENT ORGANIZED CONTENT DESIGNED FOR DISTANT COLLABORATIVE USE FOR VET TRAINING

### 4.1 THE CASE STUDY SCENARIO

#### 4.1.1 Activity key sequences

The first scene is located in the Hotel reception back office and has two characters. Meeting between the General Manager (GM) and the Hotel Duty Manager (HDM). The GM gives instructions to his executive who will be on duty for next weekend:

- Meeting location: The GM's office
- First character: GM is 40-50 years old (male or female)
- Second character: The duty manager or Guest relations Manager is under 30 years of age (easier identification for Master students)
- The two **virtual** characters are in professional attire (costume)

Information flow for the game: A lot of information is communicated without real organization or clarity. It is voluntary to test concentration, memorization. Presentation on a fast pace.

### 4.1.2 Sequence positioning

**GM:** Here is the information you need to know for this weekend. The occupancy rate is 85%. The 3 major nationalities today in the House are French, German and English.

**HDM:** It seems to me, it's fine?

**GM:** Yes, we don't have 50 rooms available this weekend. 2 bedrooms are out of order. In the basement, new equipment in the fitness room has been installed. However, one of the saunas is out of service, but the space is open from 9 a.m. to 8 p.m.

**HDM:** What is the planned staff?

**GM:** The lifeguard will be on site from 10 a.m. to 7 p.m., unlike what had been announced the day before.

Two chambermaids are off duty. You will have to call extra staff.

The bartender caught a cold yesterday, but he's fine today.

In addition, the kitchen department is always off on Sundays, despite guest complaints.

**HDM:** For opening hours?

**GM:** Regarding the situation, the bar will be open at 6:00 p.m. and the restaurant can serve up 7:00 p.m.

**HDM:** Do I have other instructions to mention?

**GM:** Yes, only one treatment has been booked at the spa, so the 10 a.m. to 8 p.m. time slot is not suitable. No meetings for this weekend are planned.

In addition, do not worry about food stocks, large quantities of fresh food for breakfast have been delivered this morning.

I have an appointment outside. You can reach me on my mobile phone.

**HDM:** Thank you. I will be able to memorize all this information.

Suddenly noisy demonstrators are trying to enter the hotel.

### 4.1.3 Quiz in the form of flashcards

To allow gamification of the activity with all the students, the students play the quiz on their smartphones or PCs, using Teemew Mobile application.

The professor starts the quiz.

*[OPTION] The professor specifies that the students with the highest score will be able to choose to participate in the VR session.*

Below are the questions with correct answers:

- *What essential information was not communicated?*
  - Average price
  - Revenue per available room (RevPar)
  - Number of guests staying and coming guests (correct answer)
  - Attendance index
  
- *How many meeting rooms occupied?*
  - 0 (correct answer)
  - 1
  - 2
  - Not mentioned
  
- *Must the bartender be replaced?*
  - Yes, he is sick
  - Yes, he sent a medical certificate
  - No, not necessary (correct answer)
  - No bartender on site
  
- *How many treatments are planned in the spa?*
  - 0
  - 1 (correct answer)
  - 2
  - Not mentioned
  
- *How many employees are missing?*
  - 0
  - 1
  - 2 (correct answer)
  - 3
  
- *What is the occupancy today?*
  - 65%
  - 75%
  - 85% (correct answer)
  - Not mentioned
  
- *What are the opening hours of the pool?*
  - 9 am-8pm
  - 10 am-19pm
  - 10am-20pm
  - Not mentioned (correct answer)

The score is obtained with the combination of “good answers” and “false answers”.  
Visualization of correct answers on the smartphone, after the quiz.  
[OPTION] The best scores will be selected as the VR future users for the second phase.

#### 4.1.4 Role distribution

The professor presents how the VR activity works, objectives and methods and how the roles are assigned.

*Examples of assignment method:*

- For instance, the student who achieved the highest score could then choose his/her role for the rest of the activity, then the second highest score, etc. The highest scores would allow the allocation of VR headsets.
- The professor decides the roles for the participants.

The professor/instructor presents these 5 roles to be chosen:

- Hotel Manager-Duty Manager (1 participating student)
- 1 receptionist and the reception manager in front of the reception (2 participating students)
- 2 receptionists behind the reception (2 participating students)
- Some guests (2-3 people) attend the scene (student observers and professor observers)

Theme: crisis management, risk of intrusion into the hotel.

Based on the specificities of each country, the professor specifies the demonstrators and/or if they are linked to the hotel business or not.

The professor divides the class into 4 sub-groups:

- Duty Manager sub-group
- Head of reception sub-group
- Receptionists sub-group
- Guests sub-group

Each sub-group will have to secretly build a game sheet to identify:

- Who is the character?
- His/her role?
- What is his knowledge regarding the situation?
- What to ask for?
- His/her attitude and/or reaction.

Time: 20 minutes after installation of the working groups.

Note: If the students come from several schools, you will need to take the average score of each class to decide the order of choice of participation. The professor re-explains if necessary how the VR activity works, the objectives, the modalities (time of 5-10 minutes) then distributes the VR headsets.

**2nd scene:** Modern hall in upscale hotel overlooking the reception

The reception manager alerted the duty manager of a risk of intrusion into the hotel due to a potentially violent demonstration on approach.

Interactions between the participating students (duty manager-reception manager-receptionists) to assess the risks and give instructions adapted to the situation.

Maximum 5 minutes duration.

1. Questions to ask by the duty manager: situation analysis to assess the risks.
2. Decisions to be made by the duty manager: instructions for reception staff.
3. Decision to prevent the intrusion: choice of one or more employees or none to accompany him at the entrance of the non-barricaded establishment.

Discuss possible answers during the debriefing with 5 possible correct answers.

**Question N°1:** Questions to ask by the duty manager.

- The size of the crowd: small (less than 10 people), medium (over 30), larger you have to call the police.
- What kind of protestors? *Outside or issues linked to the hotel.*
- Who is the crowd's leader? *Identify yourself, surname and position in the hotel.*
- What are their goals: do they want to stay in the hotel? If it is the case? *You are not allowed to stay without our permission, depending on the country's context.*

**Question N° 2:** Decisions to be made by the duty manager and instructions for reception staff.

- Keep calm to protect the guests and staff.
- Speak clearly, do not shout to prevent nervous reactions from protestors.
- Keep you position behind the desk on a rotative mode (be careful to prevent another crowd behind the reception).
- Inform your guests regarding the situation. In private, you have to assign a receptionist whose duty is to reassure guests (even the guests in the hotel's private and public areas).
- A receptionist should be placed at the lobby's entrance to welcome the coming guests.

**Question N°3:** Decision to prevent the intrusion: choice of one or more employees or none to accompany him/her at the entrance of the non-barricaded establishment.

- Call the hotel security.
- Stay outside to "welcome" the crowd's leader.
- Try to negotiate with the crowd's leader.
- You can decide to close the door before the crowd's entrance.
- If negotiation fails, inform the hotel General Manager and upon approval call the police.

**Objectives: secure customers and staff by preventing intrusion**

Keep the staff alert, calm down the excited crowd, considering also your own and guests' safety. Student observers can distribute "favourites" to one of the characters based on the quality of the questions or answers.

#### 4.1.5 Debriefing and evaluation

*Analysis:*

- By participating students
- By the professor
- By a hotel manager who experienced a similar situation. A former student could deal with this situation as a Director. It could be filmed for a video broadcast of a few minutes with two options:
  - o Video visible on screen (computer, smartphone)
  - o Video with students who have interpreted in VR the role of the director.

*Formative Evaluation (no mark), but appreciation:*

- Self-assessment by participants (director, staff, customers, demonstrators)
- Assessment by spectators in the form of a quiz
- Professor evaluation: based on a group essay for a fair assessment: Please explain how you will handle/manage an excited crowd in a Hotel as a Duty Manager. Solve the issue in 2000 words.

## Hotel Manager (former alumnus) testimony:

### Questions for a 3-minute video

Hi Jerome,

1. Can you introduce yourself?
2. You have had a very special experience working as a hotel manager. A demonstration degenerated into a riot near your establishment.  
  
Can you tell us how you were warned that demonstrators were approaching the hotel?
3. What are the signs that have made you think of a risk to guests and hotel staff?
4. What decisions have you made based on the situation and the context?
5. How did customers and your staff react?
6. What was the feedback from your customers and staff?
7. Thank you Jérôme for your presentation.

### **Multiple assessments: for academic purposes**

- Possible comparison of answers according to German, Cypriot or French participants:
  - How to evaluate student's reactions?
  - How to evaluate cultural differences and values?
- Student's Benchmark and reactions rate depending on student's academic level (Bachelor to MBA's)
- Possible comparison with students on initial training and vocational students:
  - Their professional experiences in handling/managing unexpected situations
  - Their performance and results
- On the academic dimension: Comparison with student's reactions / results between students who previously had a communication-negotiation course and those who did not yet have the course.
- Comparison of reactions / results between students who have previously had this Virtual Reality activity and those who have not had this experience in order to test the impact of this activity.

## 5 CONCLUSION

The deliverable contents will help the three partners to develop.

Positive aspects:

The mix between a structured course and a role play on a hotel crisis to be completed with hotel manager's testimony regarding such a crisis. The European students are seldom faced with such practical situations. A joint project with a multicultural scenario brings to the participants an interesting

experience thanks to VR and mobile applications. The work between the three partners showed an intercultural cooperation.

Negative aspects:

The intercultural differences might bring for each school a misunderstanding on case resolutions. For example, the German way of solving a crisis is slightly different of the French one: culture of concertation for Germans and culture of opposition for French students. The three schools' instructors should be careful about this issue.

- The partners have to manage digital issues linked to VR sessions, FHD is more open to VR, EUC and ESG would like to mix VR and mobile. Therefore, a virtual meeting agreed on the case study scenario and the different assignments, plus a Hotel Manager testimony using a mix of VR and mobile.

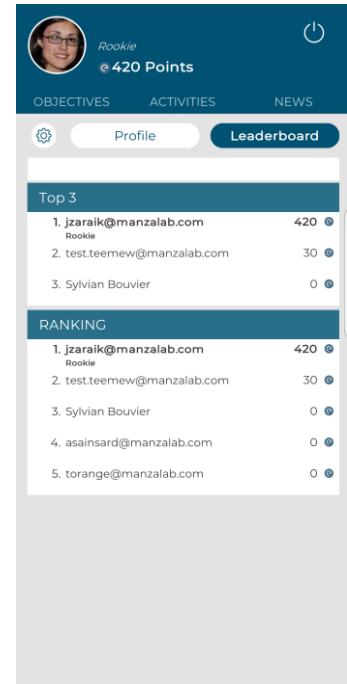
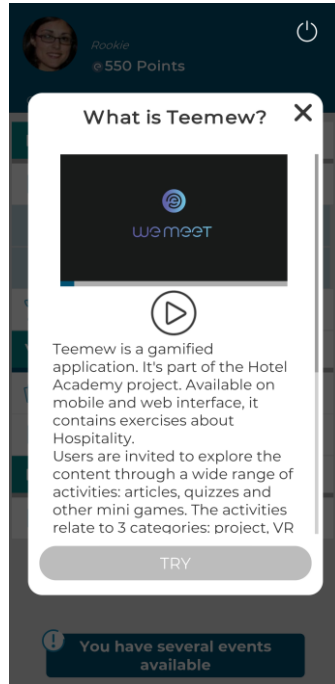
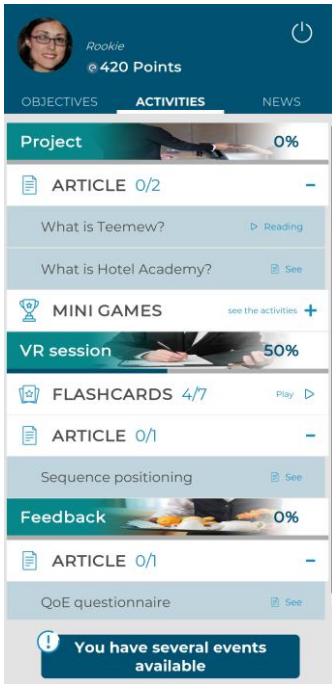
**Next steps:**

- Adaptation of digital interactive platforms. Manzalab will be in charge of this task concerning Teemew Mobile and VR sessions (IO3).
- Tests are scheduled starting week 2, year 2021 for a global experience with the three partners on March 22<sup>nd</sup>, according to schedule on page Table 2 Course Calendar (IO4).

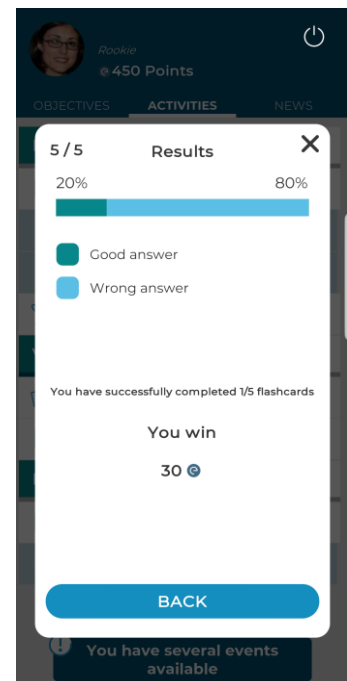
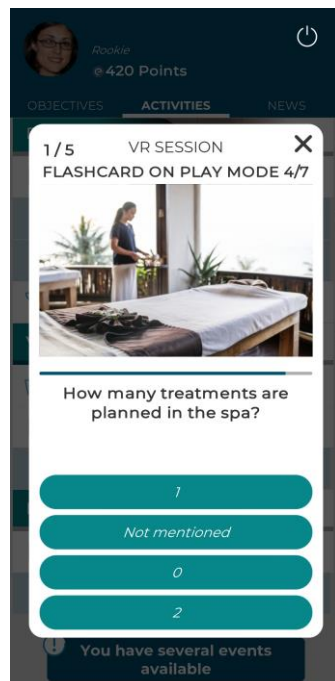
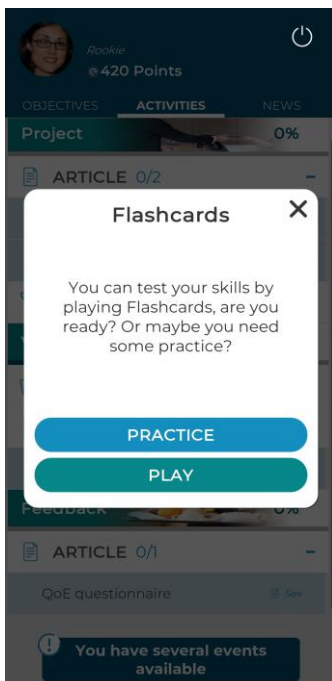
# 6 ANNEXES

## 6.1 MOBILE APP SCREENSHOTS

### Activities menu, Videos and Leader board



### Quiz in the form of flashcards





## 6.2 LINKS TO VIDEOS

Briefing: <https://vimeo.com/497010935#>

Interview: <https://vimeo.com/502810547> (password: studialis)