Tourism

DISCOVER YOUR WORLD

Breda University
OF APPLIED SCIENCES

TPCL program

- Introduction TPCL
- Group dynamics
- Changing world and perspectives
- Feedback and reflection
- MBTI personality model

Workshop 1

Assessment TPCL

For this course you will obtain 1 ECTS. Your final TPCL mark will be based on your creative portfolio:

- Critical reflection on three workshops
- Providing and receiving feedback
- Self-reflection on your personal developments

For this deliverable you need to have a 5.5 or higher to pass this course. You will have one resit option per academic year for this course.

Content TPCL

Paradigm shift in comtemporary society

Team performance and cross cultural approaches

Collaborative learning

Learning by doing

Creative leadership

Designing conversations

Empowerment and self-confidence

Group dynamics

Entrepreneurship

Personal development

Why?

- Learning happens everywhere...

- At school
- At home
- Alone, among friends, among fellow students, in your class, from group members, from your lecturers, from guest, by reading, thinking, doing

Study areas of group dynamics

- Leadership
- Feedback
- Friendship
- Change
- Stress
- Conflict
- Etc.

- Interaction
- Communication
- Group norms
- Conformity
- Decision making
- Hierarchy

Stages of group development (Tuckman, 1965)

- 1. **Forming**: The group comes together and gets to initially know one other and form as a group.
- 2. **Storming**: A chaotic competition for leadership and trialling of group processes
- 3. **Norming**: Eventually agreement is reached on how the group operates
- 4. **Performing**: The group practices its craft and becomes effective in meeting its objectives.
- 5. **Adjourning**: The process of "unforming" the group, that is, letting go of the group structure and moving on.

Levels of the group

- Task: content of group activity, what needs to be done
- Procedural: how things should be done
- Social-emotional: how people behave towards each other during the performance of the task
- Level of existence: need to be acknowledged and accepted

Leadership

- In bigger groups the person who talks most is usually the informal leader
- This may have as a result, that other group members become more passive and less satisfied

Hierarchy in groups

- Participation is the most important element
- The more someone talks, the more the others will think this person contributes
- Social loafing: the bigger the group the less each individual contributes, and some even less than others

Conformity

- There is a pressure to conform to group norms. If not, the group will fall apart.
- Members who refuse to conform, will at first receive more attention in order to include them, and if they don't respond will be excluded.

Group work:

- Sit together with your group. Discuss your experiences with groupwork

- Discuss what the most important aspects of working in a team are for you?

- What are in your opinion the advantages and disadvantages of working in a group?

Understanding Self (Reflect)

➤ Imagine yourself in the group

➤ What is the picture that you see?

Self insight: What is your team behavior?

- What are your improvement points?
  - Stressed when time runs out
  - Irritated when pushed
  - Easily offended
  - Critical first reactions
  - ?

- What do you bring to the team?
  - Imaginative ideas
  - Realism
  - Planning skills
  - Sensitivity
  - Analytical skills
  - Hard working
  - Fun
  - ?

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Tips for effective team work

- Be clear on your (team) goals
- Have reasonable expectations
- Take time to get together: just dividing tasks and communicating by emails is a big risk
- Make democratic appointments and stick to these
- Don't rely on excuses: do your very best
- If a serious problem arises, try to solve it to the satisfaction of all involved
- Be in time to ask for outside help

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Personal development in TDM

- Developing team behavior
- Functioning within diversity
- Being able to motivate oneself
- Developing resilience

Key: self insight and empathy

Expectations about group work

- Write down your expectations on group work individually

- Discuss your answers with your neighbour

A world in change

The 21ˢᵗ century citizen

Changing times   Changing needs

	Thinking		Working		Living

Thinking	Working	Living
Context-oriented Creativity Critical Thinking Problem-solving	Human-centered Collaboratively Relationally	Community oriented Sustainability Social Responsibility Connected

Mismatch between preparing professionals and the work field

The New York Times

March 30, 2013

Need a Job? Invent It

By THOMAS L. FRIEDMAN

WHEN Tony Wagner, the Harvard education specialist, describes his job today, he says he's "a translator between two hostile tribes" — the education world and the business world, the people who teach our kids and the people who give them jobs. Wagner's argument in his book "Creating Innovators: The Making of Young People Who Will Change the World" is that our K-12 and college tracks are not consistently "adding the value and teaching the skills that matter most in the marketplace."

This is dangerous at a time when there is increasingly no such thing as a high-wage, middle-skilled job — the thing that sustained the middle class in the last generation. Now there is only a high-wage, high-skilled job. Every middle-class job today is being pulled up, out or down faster than ever. That is, it either requires more skill or can be done by more people around the world or is being buried — made obsolete — faster than ever. Which is why the goal of education today, argues Wagner, should not be to make every child "college ready" but rather "innovation ready" — ready to add value to whatever they do.

That is a tall task. I tracked Wagner down and asked him to elaborate. "Today," he said via e-mail, "because knowledge is available on every Internet-connected device, what you know matters far less than what you can do with what you know. The capacity to innovate — the ability to solve problems creatively or bring new possibilities to life — and skills like critical thinking, communication and collaboration are far more important than academic knowledge. As one executive told me, 'We can teach new hires the content, and we will have to because it continues to change, but we can't teach them how to think — to ask the right questions — and to take initiative.' "

My generation had it easy. We got to "find" a job. But, more than ever, our kids will have to "invent" a job. (Fortunately, in today's world, that's easier and cheaper than ever before.) Sure, the lucky ones will find their first job, but, given the pace of change today, even they will have to reinvent, re-engineer and reimagine that job much more often than their parents if they want to advance in it. If that's true, I asked Wagner, what do young people need to know today?

"Every young person will continue to need basic knowledge, of course," he said. "But they will need skills and motivation even more. Of these three education goals, motivation is the most critical. Young people who are intrinsically motivated — curious, persistent, and willing to take risks — will learn new knowledge and skills continuously. They will be able to find new opportunities or create their own — a disposition that will be increasingly important as many traditional careers disappear."

So what should be the focus of education reform today?

"We teach and test things most students have no interest in and will never need, and facts that they can Google and will forget as soon as the test is over," said

http://www.nytimes.com/2013/03/31/opinion/sunday/friedman-need-a-job-invent-it.html?_r=2&#!

Next Tourism Generation Alliance

Digital skills

Skills based on online marketing, data analytics, use of technology via artificial intelligence, robotics, virtual and augmented reality applications.

Green skills

Skills based on resource management to recycle and manage waste, water and energy services including principles of circular economy in the design and management of tourism value chains, sustainable design and management techniques of hotels and sustainable tour packages.

Social skills

Skills based on behavioural and practical attitudinal competences in interpersonal communication, accessible tourism knowledge, gender equality, cross-cultural understanding and customer service.

VUCA WORLD

Volatility	Uncertainty	Complexity	Ambiguity
Speed, magnitude, turbulence and dynamics of change	Unfamiliar territory and unpredictable outcomes	Multiple interdependencies amidst global interconnectivity	Multiple perspectives and interpretations of scenarios

through this VUCA world?

Volatility can be Countered with VISION — V

STRATEGISE by setting a clear VISION!
Company vision needs to be so vividly communicated considering the various internal preferences, that should be inspiring and lived by the company leaders. Most importantly, organisations should avoid changing their strategies as this might cause more ambiguity and confusion among staff.

Uncertainty can be Countered with UNDERSTANDING — U

STRATEGISE by UNDERSTANDING!
Organisations need to put equivalent efforts in listening to other sources of information and make use of them such as customer, competitors, vendors and all type of stakeholders and to develop and demonstrate teamwork and collaboration skills.

VUCA World

Complexity can be Countered with CLARITY — C

STRATEGISE by setting a Clear Process!
Organisations need to build their strategies in a way that would create clarity and focus, make clear decisions based on the information availability and integrity are keys for clarity in the organisation

Ambiguity can be Countered with AGILITY — A

STRATEGISE by developing an Agile Culture!
Organisations strategies and plans should include several activities that are designed to help build a culture that embraces change, to be digital-focused, and to increase the acceptance of technological innovation as a tool to act faster and to keep up with the pace of change that is happening in the surrounding environment.
(Donna L.Rhode – 2012)

Complicated problems X Complex problems

- COMPLICATED ISSUES

Technical complexity

A well-defined problem

One best answer

Existing knowledge

All parameters are set

Not subject to discussion

COMPLEX ISSUES

Social complexity

A wicked problem (open-endedness)

Many questions to answer on the forehand

Incomplete and contradictory information

Many good answers possible. Context-oriented

Many perspectives involved

Based on Nijs, D. Upcoming Imagineering Book.
inspired by Vasconcelos F.C. and Ramirez R. (2009)

"We do not live in a era of change but in a change of era" Jan Rotmans (professor in Sustainability transitions at Drift, Erasmus Universisty)

Our world has changed into an interactive, hyper-connected, immersive, virtual, digital online ecosystem or mega platform where users create and share knowledge, innovate and collaborate together: world 2.0" (Karakas 2011)

Metaphors:
Organization as a Machine
X organization as conversations

From Organizations as Machine	To Organizations as Conversation
• Closed system • Physical place • Roles and tasks • Hierarchy • Rules are applied universally • Predict, control	• Living system • Dynamic construct • Responsibilities • Constant interactions • Individual and context dependent • Inspire, engage

Our Team Performance and Creative Leadership classes

- *General Introduction: culture and teaming*

- *Designing conversations: generative feedback and psychological safety of a group*

- *Leadership: Knowing your values based on the Core Quadrants – how to transform into leadership skills?*

The world is facing major challenges
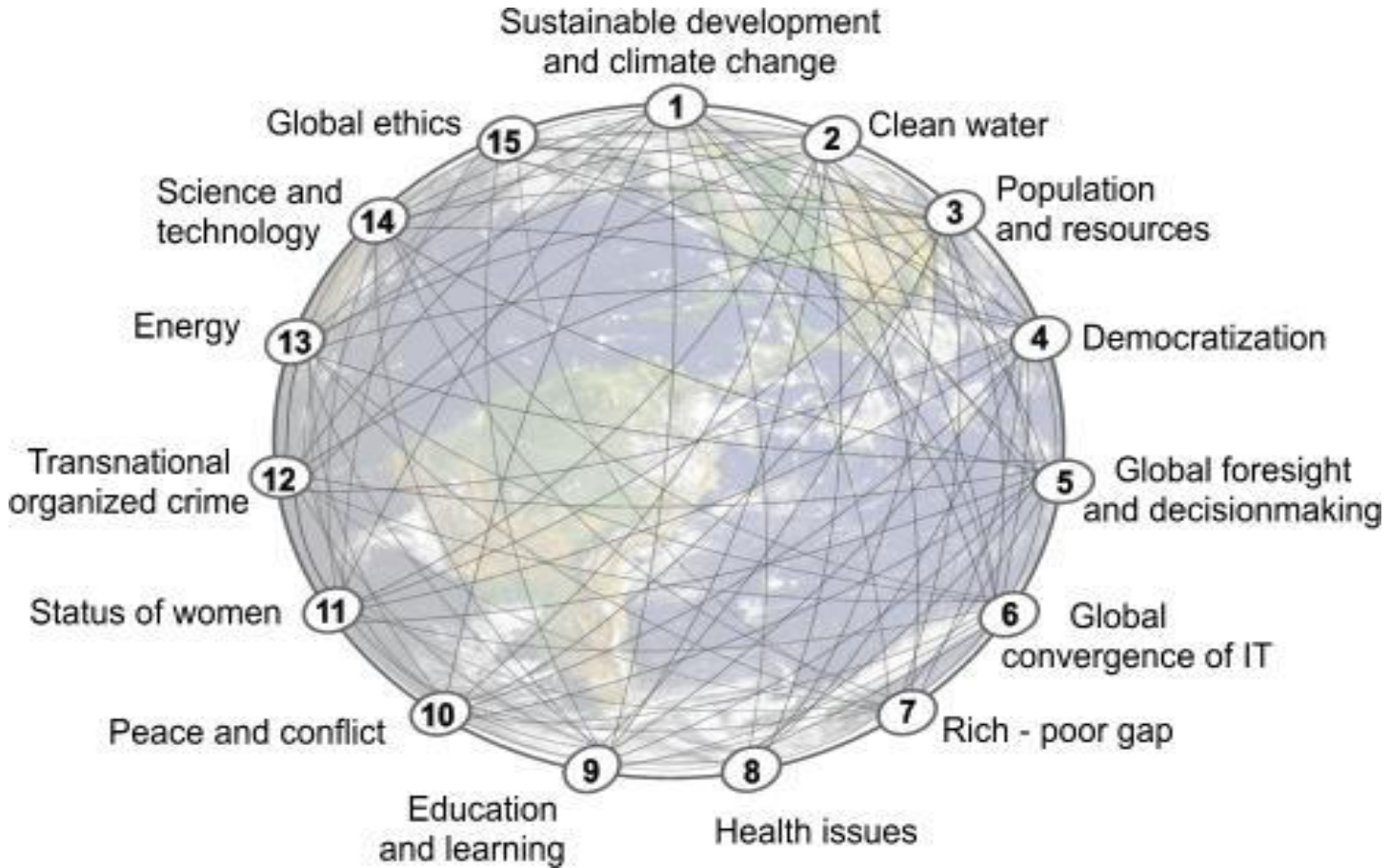
THE OFFICIAL AGENDA FOR SUSTAINABLE DEVELOPMENT ADOPTED ON 25 SEP 2015 OUTLINES THE 17 SUSTAINABLE DEVELOPMENT GOALS.

1 NO POVERTY
END POVERTY IN ALL ITS FORMS EVERYWHERE

2 ZERO HUNGER
END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE

3 GOOD HEALTH AND WELL-BEING
ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL

4 QUALITY EDUCATION
ENSURE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

5 GENDER EQUALITY
ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

6 CLEAN WATER AND SANITATION
ENSURE ACCESS TO WATER AND SANITATION FOR ALL

7 AFFORDABLE AND CLEAN ENERGY
ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

8 DECENT WORK AND ECONOMIC GROWTH
PROMOTE INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, EMPLOYMENT AND DECENT WORK FOR ALL

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
BUILD RESILIENT INFRASTRUCTURE, PROMOTE SUS-TAINABLE INDUS-TRIALISATION AND FOSTER INNOVA-TION

10 REDUCED INEQUALITIES
REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

11 SUSTAINABLE CITIES AND COMMUNITIES
MAKE CITIES INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

12 RESPONSIBLE CONSUMPTION AND PRODUCTION
ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

13 CLIMATE ACTION
TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

14 LIFE BELOW WATER
CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS AND MARINE RESOURCES

15 LIFE ON LAND
SUSTAINABLY MANAGE FORESTS, COMBAT DESERTI-FICATION, HALT AND REVERSE LAND DEGRADA-TION, HALT BIODI-VERSITY LOSS

16 PEACE AND JUSTICE STRONG INSTITUTIONS
PROMOTE JUST, PEACEFUL AND INCLUSIVE SOCIETIES

17 PARTNERSHIPS FOR THE GOALS
REVITALISE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

How can we connect and use our diversity and our multiculturalism in our favor?

Your cultural competence can become your professional competence!

Your diversity can become the source of innovation!

Introduction to Culture and Diversity
Diversity- Quote

"There is no better fertile ground for i**nnovation** than a **diversity of experience**. And that diversity of experience arises from **a difference of cultures, ethnicities, and life background**s.
A successful scientific endeavor is one that attracts a diversity of experience, draws upon the breadth and depth of that experience, and cultivates those differences, acknowledging the creativity they spark."

Dr. Joseph M. DeSimone

Diversity is the engine of invention. It generates creativity that enriches the world

Justin Trudeau
Prime Minister of Canada

Workshop 2

Moving to the group

How your culture can serve as a professional competence?

How can you use your own culture to innovate in projects?

How can you use culture of your team to innovative in projects?

Time for exercise

First watch the vídeo and make notes, then...

In groups of 3:

1. Teaming across industry (discipline) boundaries is very hard.
Question: what are the factors that make it hard?
How could you overcome and make it workable?

2. Teaming across cultural boundaries is very hard.
Question: what are the factors that make it hard?
How could you overcome and make it workable?

3. Why teaming might work better than teamwork in nowadays world?

Movie time

How to turn a group of strangers into a team?

Amy Edmondson: Harvard business school professor author of the book: Extreme teaming

Catmul (2008) Fostering collective creativity. Practices at Pixar

- Empower your team

- Create a peer culture: Encourage people to help each other produce best work;

- Free up communication: Give everyone the freedom to communicate with anyone else without having to ask permission;

- Craft a learning environment: reinforce the fact that everyone is learning all the time and that it is fun to learn together;

- Get more out of post-mortems: Even while most people prefer to hide what went wrong and move on after investing intensive time on a project, it is important to structure post-mortems to stimulate discussion.

Tips for effective team work

- Be clear on your (team) goals

- Have reasonable expectations

- Take time to get together: just dividing tasks and communicating by emails is a big risk

- Make democratic appointments and stick to these

- Don't rely on excuses: do your very best

- If a serious problem arises, try to solve it to the satisfaction of all involved

- Be in time to ask for outside help

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Wheel of group work
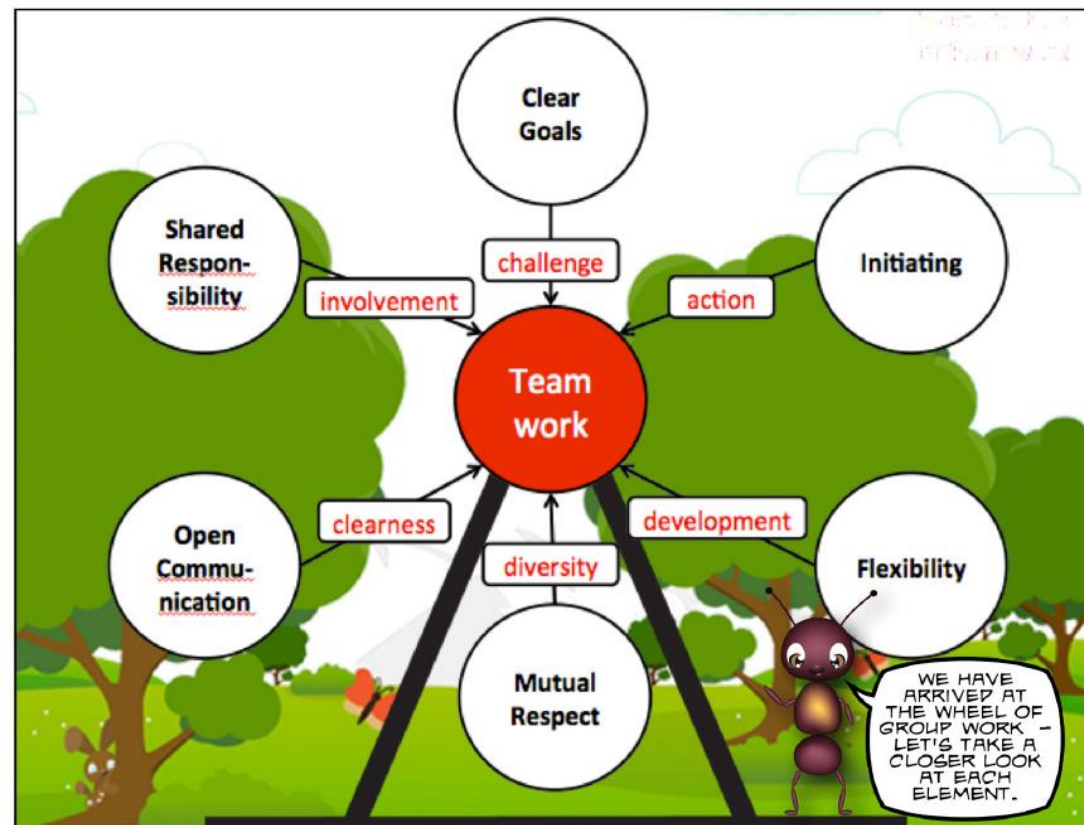
Reflection

Planning ahead: What can I do better next time?

Last time
- What I liked most about the group was…
- What I liked least about the group was….
- The most effective things about the way the group worked was….
- The least effective thing about the way the group worked was…
- The things I did that helped the group most were….
- The things I did that helped the group least were….

Next time
- The types of people I'd like to work with are…
- The roles I'd like to play in the group are…
- The exercises I'd like the group to go through are…
- The working methods I'd like to use are….
- The way I'd like us to run our meeting is….

Source: Gibbs, G. (1994). Learning in Teams: A Student Manual.
Oxford: Oxford Brookes University.

Reflection on CMCT groupwork

- In your group, you focus on three aspects of the wheel of successful group work

- When you see the specific behavior that is related to this succesfactor what can you say of the development of your group?

- Write a story/ make a roadmap/ draw a painting/ make a poem/ act it out/ compose a choreography/ serve a dish/ etc. in which you show the development of these aspects in the group.

Effective groupwork

- Check in / check out

- Feedback

- Emerging processes

- Cold shower/hot shower

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Effective groupwork

- Check in / check out: start the day with a quick check-in on how everyone is doing , also to make sure you are all on the same page; at the end of the day a quick check-out assessing the day.
- Feedback: practice giving feedback to your group, content and process wise. Remember that feedback should help you grow and it is not about blaming.
- Emerging processes: Even though you have a goal, be open for what is emerging that you never expect but might be a good path to innovation. In order to let this happen welcome all kind of ideas and suggestion.
- Cold shower/hot shower: At the end of each week make sure to have a good cold shower and hot shower in order to get clean and energized for next week.

Feedback is necessary

Works best in atmosphere of trust:

- Accepting self image of others
- Positive affirmation of others contributions
- Willing to improve self knowledge (open for feedback) and willing to give feedback

Feedback rules

- You are only allowed to give suggestions for improvement if you also give compliments
- Make sure to balance positive and negative feedback
- Only about recently observed behavior by you (no interpretations, no old stories, not for anyone else)
- Try to focus on facts (not emotions)
- Be clear why you give the feedback (what is the effect on you?) and if necessary give a suggestion for change

Giving feedback

- Step 1: ' I see' : describe the behaviour you have observed

- Step 2: ' I think' : describe the effect of this behaviour on you personally, speak in the ' I' form

- Step 3: Observe if the other person recognizes the feedback

- Step 4: ' I do' : Think along and give tips on how to improve this

Receiving feedback

- Show that you listen (listen! Don't react or defend yourself immediately)
- Ask further if it is not clear to you
- Thanks for the feedback
- Decide for yourself if it is useful to you

If the feedback is hostile (criticism): remain calm, use humor, don't respond on content.

Receiving feedback

- Step 1: Listen and ask questions

- Step 2: Accept the feedback

- Step 3: Research the options for improvement

- Step 4: Act on the received feedback

Exercise giving-receiving feedback

- Sit together with your CMCT group

- Take 10 minutes to prepare your feedback suggestions individually per person in your group

- Start the exercise: One person gives feedback – the second person receives feedback

- Third person observes the way of giving feedback and the fourth person observes receiving feedback

Feedback: Hot/cold shower

- Sit together with your group. Give each person a hot shower and a cold shower.

- The hot shower starts with; You serve the group when…

- The cold shower starts with; You could show more of this behavior to the group…

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Personal development in TDM

Developing team behavior

Functioning within diversity

Being able to motivate oneself

Developing resilience

Key: self insight and empathy

Workshop 3

SHARE THE STORY

3 min

DISCOVER YOUR WORLD

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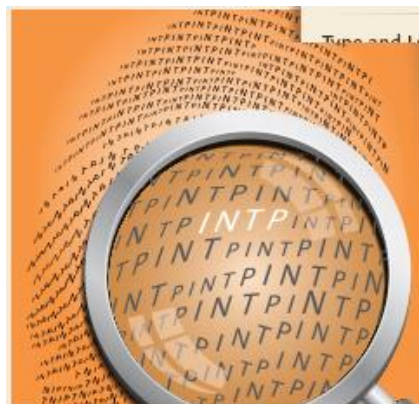
"IT IS UP TO EACH PERSON TO
RECOGNIZE HIS OR HER TRUE
PREFERENCES."

Isabel Briggs Myers

https://www.youtube.com/watch?v=ENHSbSY9GUk

MBTI can be used to:

- Increase self-knowledge and thus improving life's choices of educational, career and residential matters

- Appreciate and understand differences between people and thus improving relationships, communication, cooperation and leadership

- The Myers-Briggs Type Indicator (MBTI) is a psychological questionnaire designed to assist a person in identifying their personality preferences.

"GOOD TYPE DEVELOPMENT
CAN BE ACHIEVED AT ANY AGE
BY ANYONE WHO CARES TO
UNDERSTAND HIS OR HER
OWN GIFTS AND THE
APPROPRIATE USE OF THOSE
GIFTS."

Isabel Briggs Myers

Fundamentals

- The MBTI is about preferences, not skills

- No type is better than another

- The MBTI is not a test and cannot be used as such

- You can only decide on your own type

MBTI information:

http://www.myersbriggs.org/

https://www.mbtionline.com/

MBTI online version:

http://www.humanmetrics.com/cgi-win/jtypes1.htm

Goals of this workshop

- Explain the concept of preferences

- Describe the four dichotomies

- Describe your own MBTI

Choose Your Type

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Choose Your Type
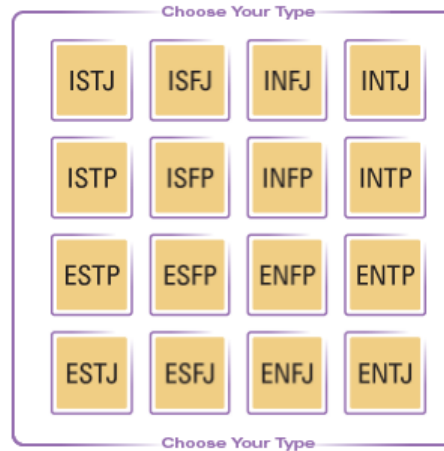
Myers-Briggs Type Indicator Grid

	Sensing		Intuitive	
Judging	**ISTJ** THE INSPECTOR Responsible - Organizer Analytical - Private Hardworking with sound practical judgement **11.6%**	**ISFJ** THE PROTECTOR Warm - Considerate Gentle - Responsible Enjoys being helpful Work behind the scenes **13.8%**	**INFJ** THE COUNSELOR Reflective - Idealistic Organized - Psychic Quietly caring - Enjoy Intellectual Stimulation **1.5%**	**INTJ** THE MASTERMIND Innovative - Strategic Logical - Reserved Driven by own original ideas for improvements **2.1%**
Perceiving	**ISTP** THE CRAFTER Action-oriented Hands-on practicality Enjoy adventure Skilled at how things work **5.4%**	**ISFP** THE COMPOSER Warm - Sensitive - Artistic Nurturing - Realisitc In touch with self, nature, and creating environments **8.8%**	**INFP** THE HEALER Sensitive - Creative, Idealistic - Perceptive Value inner harmony Focus on possibilities **4.4%**	**INTP** THE ARCHITECT Intellectual - Logical Socially cautious Imaginative thinkers - Enjoy creative problem solving **3.3%**
Perceiving	**ESTP** THE PROMOTER Unconventional - Fun Lives for here and now Good problem solver Spontaneous **4.3%**	**ESFP** THE PERFOMER Sociable - Spontaneous Loves suprises Juggles multiple projects Quip master/Witty **8.5%**	**ENFP** THE CHAMPION Seeks harmony - Playful Life of party - Optimistic People Oriented Sees value in others **8.1%**	**ENTP** THE INVENTOR Objective - Enthusiastic Versitile - Strategic Enjoys new ideas and challenges - Tests limits **8.1%**
Judging	**ESTJ** THE SUPERVISOR Efficient - Outgoing Systematic - Analytical Results driven - Traditional Likes to run the show **8.7%**	**ESFJ** THE PROVIDER Good interpersonal skills Gracious - Eager to please Practical - Harmonizing Enjoys being active **12.3%**	**ENFJ** THE TEACHER Charismatic - Idealistic Persuasive talker Organized - Values connection with people **2.5%**	**ENTJ** THE FIELD MARSHAL Visionary - Take charge Gregarious - Logical Outgoing - Effective planners of people **1.8%**
	Thinking	Feeling		Thinking

Introvert

Extrovert

Self awareness with MBTI

https://www.youtube.com/watch?v=V2MXgAeXfbw

Think of your core qualities

The temperaments

- Rational (NT): Competence and knowledge
- Idealist (NF): Unique identity and meaning
- Guardian (SJ): Responsibility and predictability
- Artisan (SP): Spontaneity and optimism

How to decide

Preferences:
- What is the choice that would be the most easy for you most of the time?
- Don't decide upon what you would want to be like, but what you are
- If the answer is different when you are at work/school or at home/with friends, chose the latter one

Four dimensions of preferences

- Orientation of energy: Extraversion – Introversion

- Perception: Sensing - iNtuition

- Judgement: Thinking – Feeling

- Orientation to the external world: Judging - Perceiving

How do I gain energy?

Extraversion

- Energy directed at the outside world of people and activities
- Talks before thinking
- Interaction, expression
- Many interests
- Enjoys action
- Prefers groups of people

Introversion

- Energy directed at the inner world of reflections and thoughts
- Thinks before talking
- Privacy, concentration
- Few but deep interests
- Enjoys quiet activities
- Prefers small groups and one on one contacts

Extraversion   Introversion
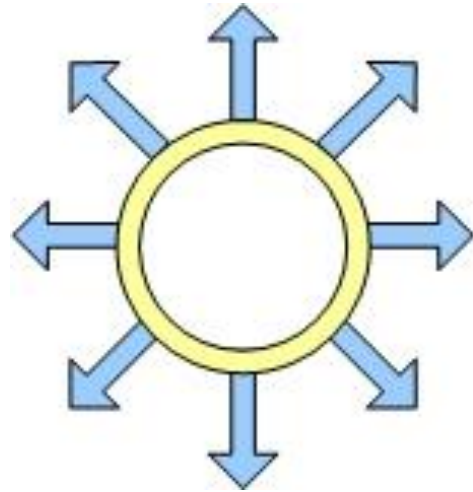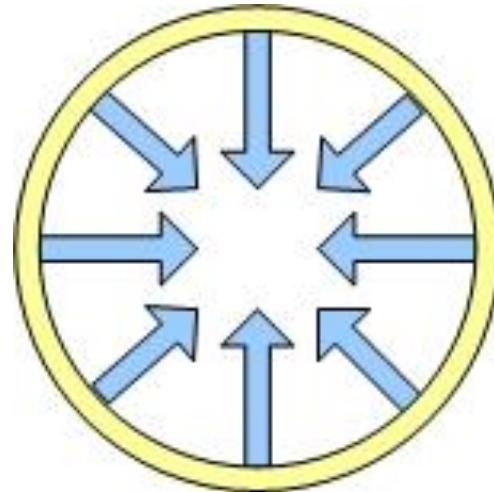
Extraversion - Introversion

Extraversion - Introversion
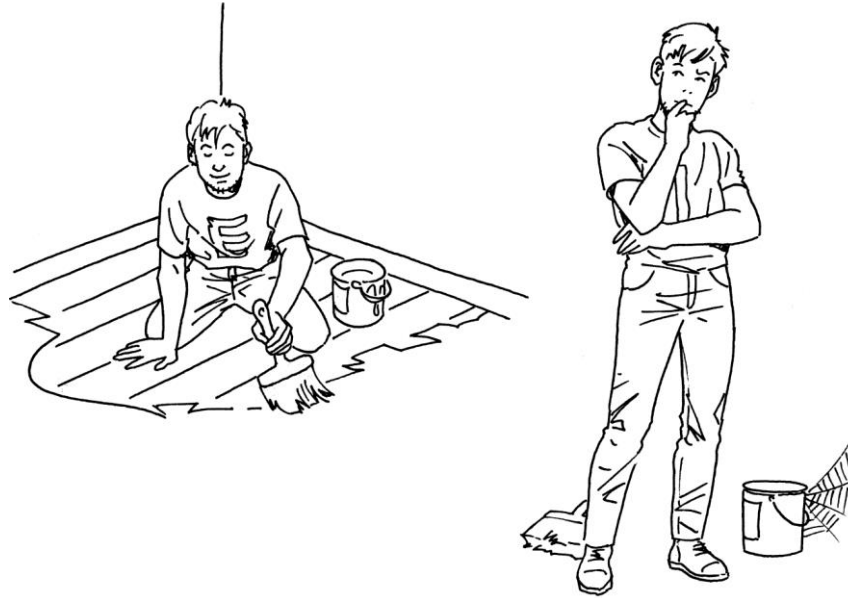
Now choose for E or I

Unless you are still in doubt?

How do I prefer to acquire information?

Sensing
- Factual and observable
- Realistic and practical
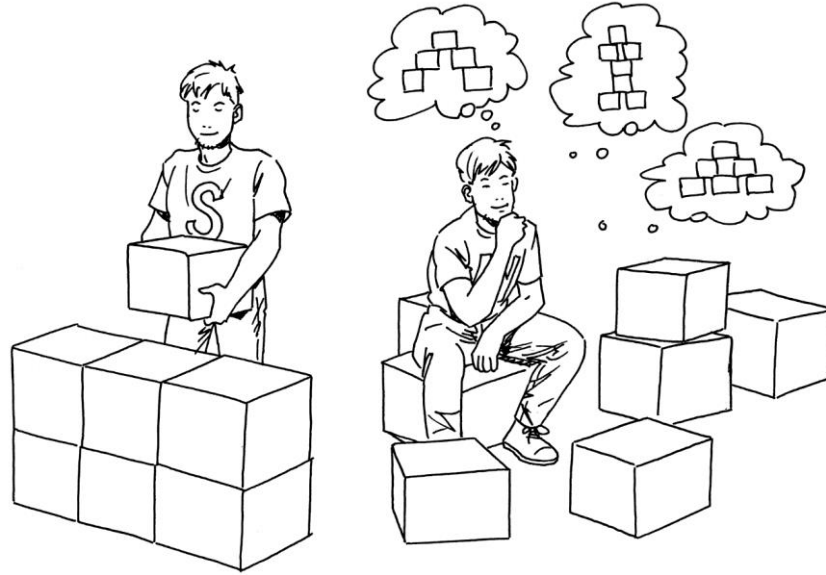- Orientation on present
- Remembers details
- Guided by past

Intuition
- Conceptual, metaphorical and symbolic
- Patterns and meaning
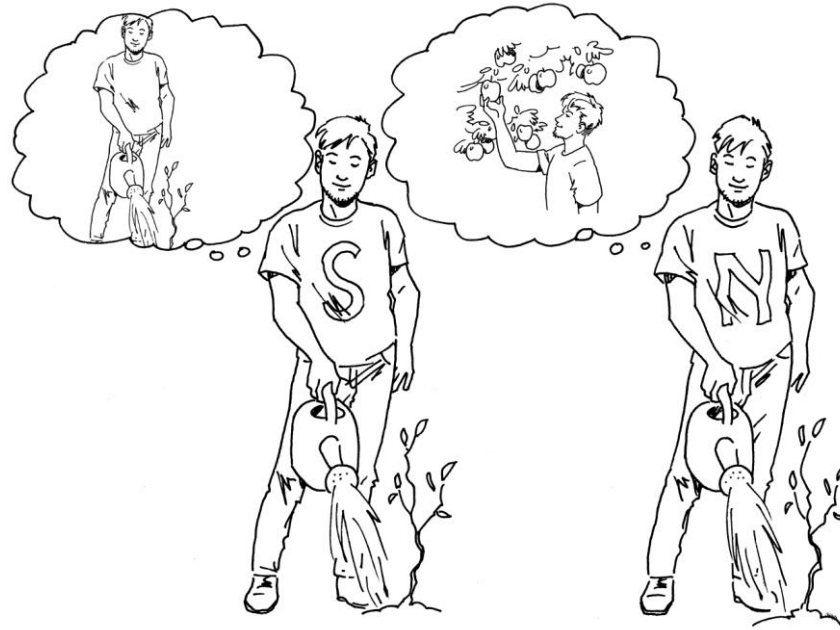- Orientation on future, possibilities and options
- Hypothetical

Sensing - Intuition

Sensing - Intuition

Sensing - Intuition

Now choose for S or N

Unless you are still in doubt?

How do I make decisions?

Thinking
- Decides on logical analysis
- Objective, reasonable and fair
- Notices mistakes
- Expresses criticism
- Observes a problem from a distance in order to understand

Feeling
- Decides on impacts on people and norms and values
- Agreeable and personal
- Shows appreciation
- Empathises with a problem in order to understand

Thinking- Feeling

Thinking - Feeling

Thinking - Feeling

Now choose for T or F

Unless you are still in doubt?

How do I organise my life?

Judging
- Structured, planned and organised
- Decisive; closes and finishes topics
- Avoids last minute work
- Follows plans

Perceiving
- Flexible and spontaneous
- Keeps options open
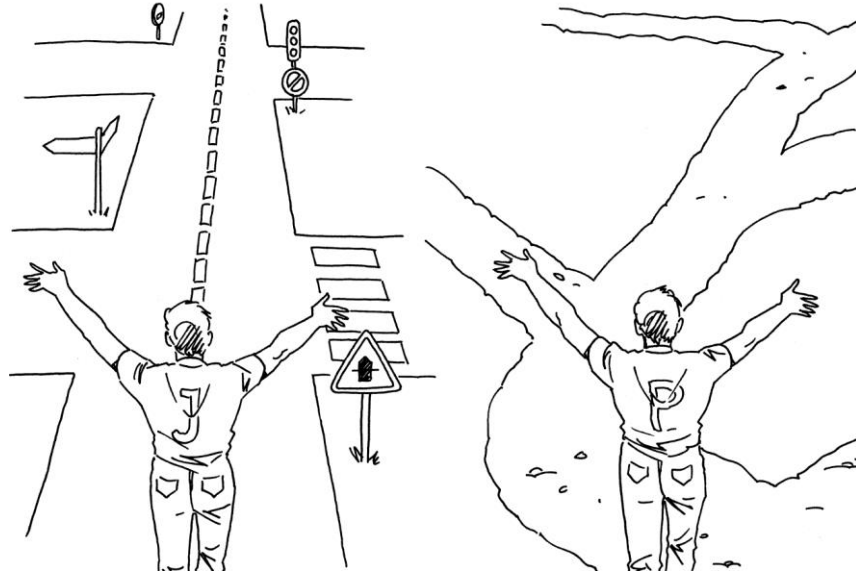- Gets energy when the deadline is close
- Relies on improvisation

Judging - Perceiving

Judging - Perceiving

Judging - Perceiving

Now choose for J or P

Unless you are still in doubt?

Result: MBTI Type Table

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

MBTI in your team

- Sit together with your group

- Discuss your MBTI profile

- In which way can your MBTI profile benefit your group

Questions?

Good luck!

Questions?