



Scenario-based Learning for Green Transversal Skills in Tourism (TRANS4GREEN)

2023-2-BG01-KA210-VET-000185392

ASSESSMENT LEVEL 1: REACTION SMILE SHEET

THEME CODE

THEME TITLE

ESCO SKILL

T05

**EMPOWERING OTHERS TO ADOPT
SUSTAINABLE PRACTICES THROUGH
EFFECTIVE COMMUNICATION AND
LEADERSHIP**

**ENGAGE OTHERS IN
ENVIRONMENTALLY-
FRIENDLY BEHAVIOURS**

Dear learner, please rate the following aspects of your learning experience:

HOW CONFIDENT ARE YOU THAT YOU COULD USE WHAT YOU'VE LEARNED IN A WORK SETTINGS? (Choose one)

Not ready yet – I'm not able to use these skills in a real work situation



Basic awareness – I understand the concepts but would need a lot of guidance to use them



Developing skills – I can use these skills with some help or supervision in practice tasks



Confident – I can use these skills well on my own in a real setting.



Expert level – I can use these skills very well and could guide or support others in using them.



THINKING ABOUT THE CONCEPTS TAUGHT IN THIS TOPIC, HOW MOTIVATED ARE YOU TO USE THESE SKILLS IN A REAL WORK SETTING? (Choose one)

Not a priority – I don't plan to focus on using these skills.



Low priority – I might use these skills, but they won't be a main focus.



Moderate priority – I will try to use these skills when possible.

High priority – I will actively look for ways to use these skills.



Top priority – I will make using these skills one of my main goals.



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Which parts of the training were MOST HELPFUL for your learning? What should we make sure to keep in future training?

Which parts of the training COULD BE BETTER OR MORE HELPFUL for your learning?
Remember, your feedback is critical, especially in providing us with constructive ideas for improvement.

Is there anything we didn't ask that you think is important? Anything else you'd like to share with us?



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ASSESSMENT LEVEL 2: LEARNING ASSESSMENT QUIZ

THEME CODE	THEME TITLE	ESCO SKILL
T05	EMPOWERING OTHERS TO ADOPT SUSTAINABLE PRACTICES THROUGH EFFECTIVE COMMUNICATION AND LEADERSHIP	ENGAGE OTHERS IN ENVIRONMENTALLY- FRIENDLY BEHAVIOURS

1. (True or false): **Influence is the ability to intentionally shape another person's thinking, emotions, or actions.**
A) True
B) False
2. (True or false): **Influence works on three levels: intellectual, emotional, and behavioural.**
A) True
B) False
3. (True or false): **People tend to follow what they see more than what they hear.**
A) True
B) False
4. (True or false): **Managers are often more task-oriented, while leaders are more people-oriented.**
A) True
B) False
5. (Choose the right answer): **Which of the following best reflects effective new ways of communication within modern organizations?**
A) Relying mainly on long text documents and printed reports
B) Using visual, short-form content and leveraging digital tools and search engines for quick research and collaboration
C) Communicating only through formal meetings and memos
D) Avoiding digital tools and relying exclusively on face-to-face interactions
6. (Choose the right answer): **What should sustainability communication be like?**
A) Vague, general, and promotional only
B) Complex, technical, and difficult to understand
C) Transparent, understandable, authentic, concrete, and consistent



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D) Occasional, inconsistent, and focused only on products

7. (Choose the right answer): **Which of the following best illustrates using the McKinsey Four-Part Influence Model to promote sustainability in a tourism workplace?**

- A) Sending occasional emails about recycling procedures
- B) Managers demonstrating eco-friendly behaviours, training staff, recognizing green initiatives, and mentoring on sustainable practices
- C) Posting sustainability goals on the company intranet only
- D) Holding a single mandatory sustainability lecture

8. (Briefly answer the question) **How can social media or other digital tools be used in a tourism workplace to promote sustainability among teammates and guests?** Keep your answer short and actionable. Give 1–2 practical examples.

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Excellent work! Thank you!

Correct answers

1. B, 2. A, 3. A, 4. A, 5. B, 6. C, 7. B



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ASSESSMENT LEVEL 2: LEARNING ASSIGNMENT

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For individual work

Scenario:

You have just joined the team of an established hospitality company (*depending on your field of study – a hotel, a restaurant, or a travel agency*). Your new colleagues have a tradition of gathering for a shared lunch, but you notice that these events lead to significant food waste.

Task:

Using a digital tool of your choice (e.g., *Canva, PowerPoint, or another*), create an **infographic or visual board** that:

- Raises your colleagues' awareness of the problem.
- Proposes **practical steps** to reduce food waste.

Content Guidelines:

- Use **facts and data** to explain why food waste is a problem (environmental, social, and/or economic effects).
- Highlight the **benefits** of reducing food waste for people, nature, and society.
- Provide **specific action ideas** that colleagues can easily apply – both during the shared lunches and in their personal lives (e.g., portion planning, sharing surplus food, proper storage).



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ASSESSMENT LEVEL 3: BEHAVIOR CHECKLIST

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Instructions: Use this checklist to assess whether participants demonstrate effective leadership and communication on sustainability and environmental responsibility in their interactions with others after completing the training. Complete the checklist at least one month after the training.

1 – 2 – 3 – 4 – 5 –
Never Rarely Sometimes Often Always

1. Communication and Awareness

Explains the importance of sustainable practices in a clear and simple way

Shares facts, examples, or personal experiences to raise awareness..

Avoids technical jargon and make sustainability easy to understand.

2. Motivation and Encouragement

Actively encourages colleagues/guests to act sustainably.

Highlights the positive impacts of eco-friendly actions (for people, the society, or the planet)..



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Gives recognition when others take sustainable actions.

3. Consistency and Results

Consistently practice sustainable behaviors his/herself.

Involves teammates/ colleagues or guests in activities that promote sustainability..

Suggests or support practical solutions to make sustainable choices easier.

Invites others to contribute ideas for greener practices.

Ready to adapt his/her approach if his/her first attempt to engage others doesn't work.

After completing the assessment, summarize the findings:

- **High-level performance (average score 4–5):**
The participant consistently demonstrates effective leadership and communication on sustainability and environmental responsibility in their interactions with others, and acts as a role model for others. Training outcomes are excellent.
- **Medium-level performance (average score 3):**
The participant demonstrates some effective leadership and communication on sustainability and environmental responsibility in their interactions with others but inconsistently. Additional reinforcement, coaching, or follow-up activities may be required to ensure long-term adoption. Training outcomes are satisfactory.
- **Low-level performance (average score 1–2):** The participant demonstrates little to no leadership and communication on sustainability and environmental responsibility. Barriers (lack of motivation, resources, or management support) should be identified and addressed. Training outcomes are poor.



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ASSESSMENT LEVEL 4: RESULTS CHECKLIST

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Instructions: The checklist is to be used by a supervisor in the workplace to evaluate organizational results after the training. Compare data, gather feedback, and observe changes. Rate each area as follows:

0 = No change | 1 = Some change | 2 = Clear positive change

1. Before & After Comparison -Check data one month before training and one month after.

Sustainability messages are communicated more frequently and clearly within the organisation.	☐ 0	☐ 1	☐ 2
More team meetings, internal updates, or materials include sustainability topics	☐ 0	☐ 1	☐ 2
Staff-led sustainability initiatives or ideas have increased.	☐ 0	☐ 1	☐ 2

Score (0–6): _____

2. Short Surveys / Feedback- Collect feedback from staff and tourists (2–3 short questions).

Staff feel more motivated and engaged in sustainability initiatives.	☐ 0	☐ 1	☐ 2
Guests notice clearer communication and leadership on sustainability.	☐ 0	☐ 1	☐ 2
Staff report improved teamwork and collaboration around green goals.	☐ 0	☐ 1	☐ 2



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Score (0–6): _____

3. Observation Check - Supervisors/trainers observe staff routines.

Staff actively communicate sustainability messages to guests and colleagues. ☐ 0 ☐ 1 ☐ 2

The training participant encourage and guide sustainable behaviours (e.g., energy saving, waste reduction). ☐ 0 ☐ 1 ☐ 2

Examples of initiative-taking and peer leadership on sustainability are visible. ☐ 0 ☐ 1 ☐ 2

Score (0–6): _____

Final Results

Total Score (0–18): _____

Interpretation:

- **13–18 points:** Strong results – training had a clear positive impact.
- **7–12 points:** Moderate results – some improvements, reinforcement needed.
- **0–6 points:** Weak results – little evidence of change; barriers should be addressed.