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Tour Director

A TOURISM CAREER SAMPLER

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Facilitator Guide

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About Tourism Career Samplers —

Tourism Career Samplers are career exploration tools enabling participants to experience careers by working through real situations in the classroom. Skills-based, participant-centered, informative, and interactive, each *Tourism Career Sampler* increases awareness through simulated and experiential learning.

Tourism Career Samplers provide an informal, practical introduction to the basics of the entry-level job and help participants make a decision whether to pursue a particular occupation. The job skills in this *Tourism Career Sampler* are based on the Canadian national occupational standards. These are available from your Tourism Education Council. Participants can use these basic skills to obtain a job and/or be well informed for job-shadowing.

Who can deliver *Tourism Career Samplers*?

Tourism Career Samplers are best delivered by an experienced tourism teacher or a professional who has both practical skills for this specific *Career Sampler* as well as customer service experience.

Where can *Tourism Career Samplers* be delivered?

All *Tourism Career Samplers* are designed to be delivered in regular classroom settings so the facilitator need not be limited by contrary weather conditions, lack of community resources or low budgets. Imagination and decoration will definitely stimulate further learning. It is more important, however, to focus on 'the learning' than to have the 'perfect' prop.

How long does it take to deliver at *Tourism Career Sampler*?

All *Tourism Career Samplers* work on an 'elastic' time principle. All Samplers can be delivered in 8 hours, and most can be expanded to 20–40 hours. The expansion occurs when the learning is given over to the students. For example, part of the personal file in *Local Tour Guide Tourism Career Sampler* can take 15 minutes with pre-packaged brochures. The same lesson can be expanded to 30 minutes in the local info centre to gather brochures, 60 minutes to sort them into categories, plus travelling time and initial instructions for a total of about 3 hours. *Weigh the allowed time with the value of the learning.*

The choice is yours.



How do I use the Facilitator Guide?

Tourism Career Samplers were designed by and with tourism teachers. They are straightforward teaching and learning programs which follow a 'tried and true' format:

set up: classroom, instructor, and participant supply list

objectives: learning objectives, completion requirements, completion certificates

background: historical context for the particular tourism career

definitions and roles: elements of the specific career and related jobs

scenario: simulated experiences to aid skill acquisition and career decision making

evaluation: assessment of the effectiveness of the learning experience

Your *Tourism Career Sampler Facilitator Guide* is directly aligned to the Participant Workbook. The same graphics and page layout are visible in both the Facilitator Manual and the Participant Workbook. At the top of each page, you will notice the corresponding page number in the Participant Workbook. This reduces page-flipping and allows the facilitator to focus on active classroom learning rather than searching for the overhead icon and appendices as in traditional training manuals.

Information written in **bold** means that the information is for the teacher/facilitator and is not contained in the *Participant Workbook*. The information in regular type is contained in the *Participant Workbook*. All the other information directs and supports you in facilitating your *Tourism Career Sampler*.

Tourism Career Samplers are copyrighted and we ask that you honour our years of industry and teaching experience, university degrees in learning theory, and personal financial risks so that you may offer quality, fairly priced tourism education products to your students and save yourself hours upon hours of prep time. By all means copy a graphic if you wish to make a transparency or other visual aid.

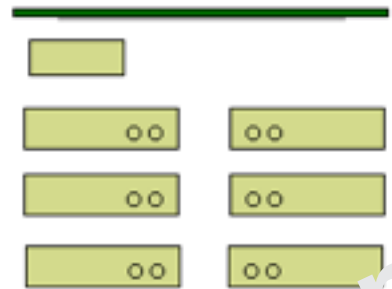
Thank you for your support.



Set up and supplies

Suggested room set up

- regular classroom
- moveable work tables work best
- white boards/black boards/flip chart
- appropriate markers
- overhead projector
- arrange tables and chairs around centre aisle like a bus



Instructor supplies

- tour director's instructor's manual
- participant workbooks (one per student)
- two hats for role play (one silly, one serious)
- portable microphone and amplifier and long cord, if possible
- tape deck and two tapes (one inappropriate, one appropriate)
- kit of tour director samples including music, scissors, first aid kit, cell phone, prizes, name tags, personal file, etc
- clip board
- watch
- road map of Victoria, BC
- bus route map of Victoria, BC

Participant supplies

- scissors
- scotch tape
- pens and pencils



Objectives

Advise participants to turn to page 3 in their workbooks.

Quantum Learning's *Tour Director Tourism Career Sampler* is a 10–15 hour informal and interactive program introducing the participant to procedures for administering, conducting and managing multi-day tours. This includes developing escort notes, creating an escort kit, making announcements and handling difficult situations.

By the end of the course, the participant will be able to:

- define roles and responsibilities of tour directors
- exhibit professionalism
- describe the tourism industry
- communicate effectively
- outline guidelines for responsible tourism
- prepare for a multi-day tour
- conduct a multi-day tour
- manage details of a multi-day tour
- manage difficult situations

Successful completion consists of:

- attending and participating fully
- creating escort kit
- developing escort notes
- making announcements
- review test

Upon successful course completion, the participant will:

- receive a registered certificate of completion



Background

Advise participants to turn to page 4 in their workbooks.

Aboriginal peoples have traditionally moved in response to **seasonal changes** for the hunting and gathering of plants. Individuals with specialized skills or knowledge escorted their apprentices on trips lasting many days to visit **sacred sites**, to gather plants and to teach their medicinal uses. They knew the good places to rest and feed along the way. They advised on what to bring and kept their charges safe. These were some of the earliest tour directors.

In Europe, groups of travellers hired escorts to protect them from **thieves and highway robbers** as they made their **pilgrimages** to holy sites during the Crusades.

Later in the days of the European Grand Tour, young scholars hired tour directors known as **cicerones**, to escort them onto the Continent to complete their formal **education**. During these two to three year tours, the young men were trained not only in the comparative values of the arts, architecture and varied cultures, but also in **etiquette and deportment**.



During the middle of the nineteenth century in England, Thomas Cook developed some of the first **commercial tours** for the mass tourism market.



Definition

Advise participants to turn to page 7 in their workbooks.

**A Tour Director
accompanies and assists
passengers on multi-day tours,
manages arrangements and services,
and provides relevant information
and commentary.**

CTHRC National Occupational Standards



Responsible tourism

Advise participants to turn to page 12 in their workbooks.

Brainstorm with class, writing answers on board with participants writing answers in their workbooks.

As the tourism industry grows, we must adopt a sense of responsibility to ensure positive outcomes of that growth on both local and international levels.

What is responsible tourism?

- **being aware of environmental issues**
- **protecting environment (not disturbing articles from sites)**
- **learning about and promote conservation programs and organizations**
- **using environmentally sound methods of transportation (walk, cycle)**
- **encouraging promotion and use of indigenous products**
- **not buying products made from endangered plants and animals**
- **using national occupational standards**
- **respect privacy and differences of others**
- **“take only photos, leave only footprints”**



The scenario

Advise participants to turn to page 14 in their workbooks.

It is your first day on the job as a tour director. You have just been assigned your first multi-day tour of Vancouver Island in British Columbia.

Your coach, the tour manager, advises you to organize the tour into three components: before, during and after.

Before the tour refers to the time in advance of the arrival of the first tour member. This is the **planning** and **provisioning** time.

During the tour refers to time spent with tour members. Specifically, this means from the time the first guest arrives until the last guest has departed. This is the time for **interpersonal skills** as well as **ongoing reconfirmation** of the tours progress.

After the tour refers to the time following the last tour members' departure. This is the **evaluation** and **report completion** time.

We will look at tasks to be completed during each of the three stages.



Before the tour

Advise participants to turn to page 15 in their workbooks.

Before the tour refers to the time in advance of the arrival of the first tour member. This is the planning and provisioning time. Before the tour the tour director will:

- **establish rapport with driver, tour manager, and suppliers**
- **reconfirm itinerary ensuring all routes and suppliers are open**
- **ensure vehicle is clean and in good working order**
- **obtain tour documentation package from tour company**
- **obtain tour supplies**



The escort kit

Advise participants to turn to page 16 in their workbooks.

Each tour director will carry an escort kit, or bag of tricks for the duration of the tour. An escort kit is also called a loading bag. This bag will include safety supplies and administrative material, as well as items purely for education and entertainment.

Brainstorm key items to be included in the tour director's loading bag.

Name tags
First aid kit
Tapes
Extra itineraries
Whistle
Quarters
Phrase book
Comb
Guide books

Props
Cellular phone
Prizes
Emergency phone
Flashlight
Air sick bags
Dictionary
Pen
Brochures

Personal file
Document package
Song sheets
Numbers
Matches
Boiled candy
Stain remover
Razor
Information sheets

Maps
Music
Flag/cap
Knife
Candles
Videos
Toothbrush
Plastic bags
Toilet paper

IAMET list of emergency medical contacts



Managing difficult situations

Advise participants to turn to page 39 in their workbooks.

Despite all efforts to make the tour run smoothly, sometimes things simply go wrong. As the tour director, how would you handle the following situations? Circle the best answer.

Missing tour member

After stopping in Chemainus to view the murals painted on the sides of buildings, the tour members return to the coach. You do your head count and realize you are missing one passenger. Mrs. Green is distraught as her husband has been getting a bit absent minded since he turned 70. You get a description of Mr. Green, determine what he is wearing, and where he was last seen. You ensure everyone stays on the coach. Then what will you do?

- a. send Mrs. Green to find her husband
- b. send the driver to find Mr. Green while you stay with tour members
- c. look for Mr. Green, ask driver to stay with tour members**

Disruptive tour member

A tour member is determined to have a good time and repeatedly brings alcohol onto the coach. He is a generous soul and encourages all tour members to join him. You have explained at the beginning of the tour that alcohol is not permitted on the coach. What will you do?

- a. walk down to his seat and take the bottle out of his hand
- b. address tour member discreetly and advise consequences
- c. remove tour member from the coach
- d. both a and c
- e. both b and c and then document problem and action taken**



Sooooo.....

**Do you want
to be a
tour director?**

Why?

Remember, a “yes” answer is as good as a “no” on the road to making an informed decision about one’s career.

