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Special Events

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.



Facilities and supplies

Facilities and supplies

- moveable work tables and chairs
- blackboard, white board or flip chart
- appropriate writing tools
- four blank walls with team names
- chairs and tables

Instructor supply checklist

- *Special Events Tourism Career Sampler Facilitator Guide*
- *Special Events Tourism Career Sampler Participant Kit*, one per participant
- set of *Team Function Cards*
- 10 multicoloured pads of Post-It notes (3" x 2")
- large coloured felt pens
- flipchart paper/felt pens
- overhead projector/screen
- paper for letters, documents
- clipboards
- pens



Objectives

Advise participants to turn to page 3 in their workbooks.

Throughout the experience of planning and co-ordinating a special event, the learner will be able to describe the types of jobs in the events sector of tourism, demonstrate the skills and tasks of a special events co-ordinator, and identify and resolve some challenges in co-ordinating a successful event. This experience will assist them in making a decision whether to pursue a career in this field.

After completing this Career Sampler, the participant will be able to:

- describe the jobs and career paths in special events
- discuss the skills required by a special events co-ordinator
- describe the three phases of a special event
- discuss importance of communication in events co-ordination
- plan a special event as part of a team
- complete a task breakdown and project plan
- design a checklist
- organize an event
- implement the event
- work as part of an events management team
- trouble-shoot problems and challenges at an event
- conduct a review and evaluation of the event

Successful completion consists of:

- planning and co-ordinating a special event
- participating in a special event
- completing a thorough evaluation of the event
- complete all forms and documents accurately
- completing a review test

Upon successful completion, participants will:

- receive a certificate of completion



Background

Advise participants to turn to page 4 in their workbooks.

People have been planning and attending special events for thousands of years. Special events have been staged wherever people congregate.

Brainstorm and record some early special events.

- **medieval fairs and jousting tournaments**
- **colourful market places**
- **First Nations potlatches**
- **Religious pilgrimages to Mecca and Jerusalem**
- **Public hangings**
- **Christians fighting the lions**
- **Roman gladiators fighting the lions**
- **Islamic trading in desert oases**
- **Spring rites**



During the **1840s**, Thomas Cook settled in Leicester in the centre of Great Britain.

Shortly afterwards, the first coal-fired train chugged its way into town.

Cook managed his first event by combining the thrill of the first train ride with his favourite cause, **temperance**. Getting started, he...

- **journeyed himself by train to Loughborough**
- **reserved space on the train**
- **arranged for a park**
- **booked a band**
- **determined a budget**
- **made up posters**

He sold his excursion to **570** excursionists.

He had become the first tour operator and events manager.



Definition

A special event is
**a time-limited, often themed, celebration,
to which the public is invited.**
It may take place once, annually or more frequently.

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The scenario

Advise participants to turn to page 14 in their workbooks.

You have been hired to plan, co-ordinate, and evaluate a real event... a Tourism Industry Forum. You go to your filing cabinet and pull out the Forum agenda from last year (see the next page) and decide to do it again.

By going through the whole process, you will be able to experience the need for detailed planning, open and frequent communication, high-level interpersonal skills, collaboration, and the tensions of teamwork, challenges, and some of the stresses that putting on an event in their own school or organization can bring.

Most of all, you will feel the exhilaration a successful event. This will enable you to take a realistic view of the challenges faced by people in this field.

The goal of a Tourism Industry Forum is for the class to meet, and hear from, 4–5 tourism industry leaders, or managers, on a selected topic.

There will also be a small group discussion where you will be able to talk to industry members face to face.

Participants will plan, organize and implement the event, with assistance and leadership from the teacher.

The skills learned in this *Tourism Career Sampler* are useful in other areas of your life such as large homework assignments, school projects community gatherings and family events.



Team functions

Advise participants to turn to page 18 in their workbooks.

Divide the group into four teams. Each team sits at a table in front of a blank wall. Ensure each team has an odd number of participants, preferably three or five. Each of the major team functions will be on a card placed facedown, one on each table. Invite someone to turn over the card and read the team function. Descriptions of teams and their functions follow.

Team functions:

- Team 1: Site planning and organization
- Team 2: Budget, administration and communication
- Team 3: Transportation, parking and hosting
- Team 4: Food and beverage



Teams and their functions

Advise participants to turn to page 19 in their workbooks.

Team 1: Site Planning and Organization

Team 1 will organize the site (room) itself. We will choose the room, book the room and times if required, design and produce external and internal signs, set up and take down the room (tables, chairs, av equipment, decorations). We will design and produce a checklist and a room layout guide for review and approval by the entire class. We will also organize the master of ceremonies (MC) who will introduce and thank the panelists. We will organize a small gift for each panelist.

Team 2: Budget-Administration-Communication

We first need to discuss funding and budget sources with our facilitator and the group. We may have to organize a small fundraising event to raise money. if there is no budget. We will design a record-keeping system, disburse money, record where the money was spent, account for it and report to the group at the end. In our communication function we will organize the communication system between groups, design and produce a checklist and also the name cards, agenda, and name tags. We will be in charge of contacting guest speakers, writing confirmation-information-thank you letters. We will ask them if they require av equipment and communicate this to Team 1. We could also put an article in the school newspaper about the event with photographs.

Team 3: Transportation-Parking-Hosting

The transportation team organizes parking spots for panelists. We will obtain stickers or permits and maps to be sent to panelists. If there is no map, we will produce one. Our team will also organize the hosts/guides for the industry panelists (guests). Our hosts will meet the panelists in the parking lot and escorted to the event room. Hosts will take their coats, give them a name badge and make introductions to other panelists, teachers, the MC. We will seat the panelist at the head table and ask if they need anything else. Each team member acts as a host to one panelist throughout the Forum.

Team 4: Food-Beverage Team (Refreshment Break)

The food and beverages for the refreshment break should be kept simple. School kitchen or cafeteria facilities should be used if possible. Our team will decide on, and organize the menu. We will work with the cafeteria staff, or cater the event ourselves. Menu approval will be gained from the entire class. We will check for allergies. We will complete any requisitions, or documents required, work with the budget team, account for monies spent, and the On-site Team to organize table decorations and layout for the food-beverage table. We will make sure everything is accessible and safe.



Co-ordinate event

Advise participants to turn to page 47 in their workbooks.

Tourism Forum Day

On Forum Day act as guide, coach, leader and encourager to ensure all teams are ready and “on-task” so that the event runs smoothly and is a success. Remember that this is the participant’s event and that they will learn from any glitches or hitches that occur. You may wish to tell the panel that this is a student run event.

The checklists on the following pages are for the teacher to use to assess each team’s performance at the event. The implementation of the event is worth 60 marks and the mark is given to the entire team. This will encourage teamwork, collaboration and cooperation.

Hold a feedback and debriefing session as soon after the event as possible. First, congratulate the class on their success. Repeat any positive statements that you have heard from the panelists and remind them of the Review and Evaluation Session.

The feedback and debriefing session will be held on

_____ at _____



Checklist for team 1

Site planning and organizing.

TOURISM FORUM EVENT

Task:	Yes	No	Notes
Budget was clear and accurate?	_____	_____	_____
All monies were accounted for?	_____	_____	_____
All documents were word-processed?	_____	_____	_____
All paperwork handled efficiently?	_____	_____	_____
Written communication followed rules?	_____	_____	_____
Was an effective inter-team communication system set up?	_____	_____	_____
_____	_____	_____	_____
Did the communication system work?	_____	_____	_____
Was team communication clear, accurate, timely and positive?	_____	_____	_____
_____	_____	_____	_____
Did team work together cooperatively?	_____	_____	_____
_____	_____	_____	_____
Was conflict or tension handled appropriately?	_____	_____	_____
_____	_____	_____	_____
Were problems solved creatively?	_____	_____	_____
_____	_____	_____	_____
Other remarks	_____	_____	_____
_____	_____	_____	_____

TEAM MARK ____ / 60



Other ways to assess the event

Give each team a blank copy of the Teacher's Checklist and ask them to go through and discuss each point and tick yes or no and make a comment.

They should then hold a discussion about what they did well and what they could have done differently in their teams. Remind them to give feedback in a positive useful way so that they can all learn from each other. Their goal is to look at what they could improve for next time not to cast blame if something went wrong but to look at what should have happened.

Ask them to discuss:

- What skills did we use?
- What did we learn?
- How did our team work together and with other teams?
- What could we have done differently?

Ask them to give themselves the mark they think they deserve for their team's performance. Tell them that you will compare their mark with yours.

Ask each Team Leader to report on their discussion and hold general group discussion where you give your feedback.

Collect their checklists and evaluations.



Sooooo.....

**Do you want
to pursue a job in
special events sector?**

Why?

Remember a “no” answer is as useful as a “yes” answer during career exploration.

