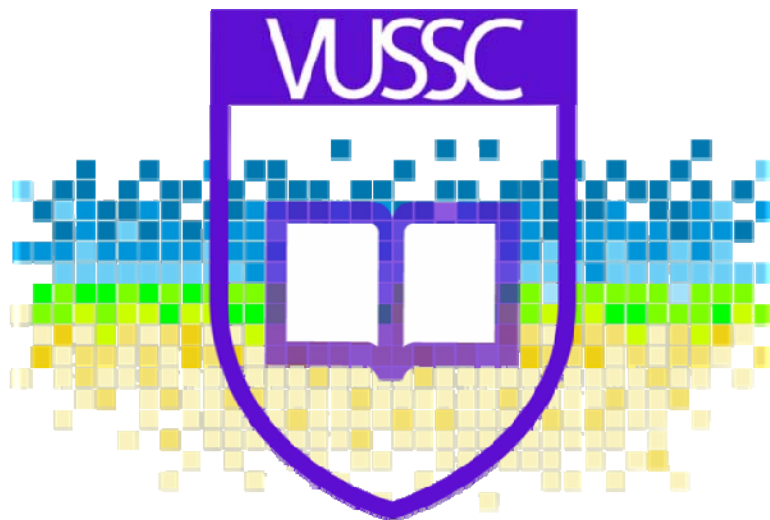


Tour Guiding



Commonwealth of Learning (COL)
Virtual University for the Small States of the Commonwealth

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About this Course

The Tour Guiding Certificate Course was initiated by Commonwealth of Learning (COL). All modules produced by Commonwealth of Learning (COL) are structured in the same way, as outlined below.

How this course is structured

Overview

The overview gives you a general introduction to the course units and modules. Information contained in the module overview will help you determine:

if the module is suitable for you;

what you will already need to know;

what you can expect from the module;

how much time you will need to invest to complete the module;

We strongly recommend that you read the overview *carefully* before starting your study.

The course modules content

The course modules are broken down into major headed units with subtitled units. Each unit comprises:

an introduction to the Unit content;

Unit learning outcomes;

Module objectives which are meant to help you assess your learning in terms of what you would be able to do after studying a particular

Core content of the unit with a variety of learning activities;

Activities, assignments and/or assessments, as applicable; which is to promote active learning. A few of the activities may require you to draw on past experiences with respect to your daily interactions with others.

A unit summary which highlights the key points developed in the Unit and

New terminology mentioned in the unit.

Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this module; these comprise books, articles and web sites.

Your comments

An Evaluation Form is included at the end of this module. This is your chance to give us feedback on any aspect of the content and structure. Your constructive feedback will help us to evaluate this module and make enhancements where necessary.

Introduction to this Course

This 255-hour certificate course is intended for people who are already tour guides or who are aspiring to become tour guides.

Specialty courses are three (3) credits and those involving a practical component are four (4) credits.

Throughout this course, you will be asked to draw upon those experiences.

The administering institution will determine how this course will take place. It may be used for self-assessments or teacher-marked assessments.

Institutions will also determine the length of assessments and how long learners will be allowed to complete them.

Course Structure

The following is the structure of the course by module.

If administered by a reputable educational institution it is theorized that each theory hour is equal to fifteen (15) hours, which will be worth one (1) credit.



Each practical hour will be equal to thirty (30) hours, which will be worth one (1) credit.

| Course Module | Hours | Credit |
|---|------------------------------------|---------------|
| Unit 1 - Introduction to Tourism | 30 Theory | 2 |
| Unit 2 - The Tourism System | 30 Theory | 2 |
| Unit 3 – Developing Effective Communication Skills for Tour Guides | 45 Theory | 3 |
| Unit 4 – Customer Care | 45 Theory | 3 |
| Unit 5 – Conducting Tours | 45 Theory | 3 |
| Unit 6 – Health, Safety and Security Procedures | 15 Practical Theory | 1 |
| Unit 7 – Legal and Ethical Issues | 30 Theory | 2 |

Margin icons

While working through this module you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this module.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

| | | | |
|---|---|--|---|
|  |  |  |  |
| Activity | Assessment | Assignment | Case study |
|  |  |  |  |
| Discussion | Group activity | Help | Note it! |
|  |  |  |  |
| Outcomes | Reading | Reflection | Study skills |
|  |  |  |  |
| Summary | Terminology | Time | Tip |

Time Frame



How long?

This 255-hour certificate course is expected to be over three months.

As an online, open and distance learning course, study time is dependent on the time of the learner. However, all assignments must be completed at the required time for qualification.

The course is designed for self-study along with some guided instruction.

Study skills



As an adult learner your approach to learning will be different to that from your school days: you will choose what you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource.

Your most significant considerations will be *time* and *space* i.e. the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now—before starting your self-study—to familiarize yourself with these issues. There are a number of excellent resources on the web. A few suggested links are:

<http://www.how-to-study.com/>

The “How to study” website is dedicated to study skills resources. You will find links to study preparation (a list of nine essentials for a good study place), taking notes, strategies for

reading text books, using reference sources, test anxiety.

<http://www.ucc.vt.edu/stdysk/stdyhlp.html>

This is the website of the Virginia Tech, Division of Student Affairs. You will find links to time scheduling (including a “where does time go?” link), a study skill checklist, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis, memory skills (“remembering”).

<http://www.studygs.net/distanceed.htm>

This website looks at preparing for online study.

<http://www.howtostudy.org/resources.php>

Another “How to study” website with useful links to time management, efficient reading, questioning/listening/observing skills, getting the most out of doing (“hands-on” learning), memory building, tips for staying motivated, developing a learning plan.

The above links are our suggestions to start you on your way. However, be aware that Internet addresses change frequently, so if a website cannot be accessed, use a search engine. At the time of writing these web links were active. If you want to look for more go to www.google.com and type “self-study basics”, “self-study tips”, “self-study skills” or similar.

Need help?

Related to individual campuses



Help

Is there a course website address?

What is the course instructor's name? Where can s/he be located (office location and hours, telephone/fax number, e-mail address)?

Is there a teaching assistant for routine enquiries? Where can s/he be located (office location and hours, telephone/fax number, e-mail address)?

Is there a librarian/research assistant available? Where can s/he be located (office location and hours, telephone/fax number, e-mail address)?

Is there a learners' resource centre? Where is it located? What are the opening hours, telephone number, who is the resource centre

manager, what is the manager's e-mail address)?

Who do learners contact for technical issues (computer problems, website access, etc.)

Assignments



Assignments

There should be written assignments for this course for each unit.

Assignments should be submitted in accordance with the rules and regulations of the administering institution. This should include the schedule for submission, the order in which assignments should be submitted and to whom they should be submitted.

Assessments



Assessments

The number of assessments as well as when and where the assessments will take place for this module will be determined by the administering institution.

They could be self-assessments or teacher-marked assessments.

The length of assessments and how long learners will be allowed to complete will be determined by the administering institution.

Unit 1 – Introduction to Tourism

Unit Overview

Over the years, tourism has become meaningful to all economies. The need for discovery has caused movement of people of differing languages and cultures. Generation of income has led many governments to seek another way to garner revenues and development employment opportunities.

As a tour guide in this era, “a dying breed”, you will be interacting with the people on whom your existence depends. An answer to what is tourism and the history of this revenue earner will be the focus of this Unit.

Let us explore the subject of tourism together.



Outcomes for Unit 1

By the completion of this unit, you will be able to:

Provide knowledge of why tourism is part of the services industry

Outline the components and services that comprise the tourism industry

Recognize the linkages of tourism in the economy

Establish career opportunities available in the tourism industry

Differentiate between service and servitude

Unit 1:1 The Tourism Industry

Unit Overview

There are many places of interest in this world. With the millions of people around, the desire to learn and see more of the world, people engage in tourism. The tourism industry is the bedrock of most modern economies for it includes countless components that influence the survival and livelihood of the residents. Despite the obvious economic advantages of the industry, the esthetic benefits to the buyer and service provider cannot be underestimated.

By looking at the linkages that exist within the tapestry of this industry, the benefits and development of it is vital.



Objectives for Unit 1:1

By the completion of this unit, you will be able to:

- Define “tourism”, “tourists” and the tourism industry
- List the reasons for the importance of tourism
- Explain the different forms of tourism
- list two (2) means of transportation that is commonly known
- Discuss the history of tourism
- Discuss one reason why people travel
- Explain three (3) factors that influence travel decisions
- Explain the importance of the tour guide being knowledgeable about the push/pull factors of tourism
- Identify the various organizations that are involved in the tourism globally
- Analyze the benefits and costs of tourism

Definitions

Tourism

Tourism is travel for recreational, leisure or business purposes. In 1976, the Tourism Society of England's definition was: "Tourism is the temporary, short-term movement of people to destination outside the places where they normally live and work and their activities during the stay at each destination. It includes movements for all purposes." http://en.wikipedia.org/wiki/Tourism#cite_note-2

Another definition for tourism by the World Trade Organization is that "tourism comprises the activities of persons traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business, and other purposes." <http://pub.unwto.org/WebRoot/Store/Shops/Infoshop/Products/1034/1034-1.pdf>

Tourist

The World Tourism Organization (1995) defines tourists as people who "travel to and stay in places outside their usual environment for more than twenty-four (24) hours and not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited". http://en.wikipedia.org/wiki/Tourism#cite_note-2

Tourism industry

This industry is comprised of the group of businesses that provide the activities in which tourists are engaged in while away from home. This will be discussed in more detail under "Sectors of Tourism". One definition by Goeldner and Ritchie (2006) *Tourism – Principles, Practices, Philosophies*, is that "tourism is a composite of activities, services, and industries that deliver a travel experience."

Forms of Tourism

There are many forms of tourism in which persons traveling can engage. These forms are as follows:

1. **Domestic tourism** – residents of the country travel within this country
2. **Inbound tourism** - non-residents travel in the given country
3. **Outbound tourism** – residents travel to another country.

Further to these forms the United Nations also derived different categories of tourism which combine the three (3) basic forms of tourism. These categories are as follows:

1. **Internal tourism** which will comprise domestic and inbound tourism
2. **National tourism** comprises domestic and outbound tourism
3. **International tourism** – consisting of inbound and outbound tourism.

In Korea, the Tourism Organization there coined the term “Intrabound Tourism which differs from domestic tourism in that the former encompasses policymaking and implementation of national tourism policies.

http://en.wikipedia.org/wiki/Tourism#cite_note-2

So as you would see, there is correlation in the forms of tourism however you look at it. Hence, the forms of tourism can be summarized as internal and international.

History of tourism

It may be a stretch to state that the first unofficial form of tourism occurred with the nomads, as they moved from place to place in search of a better way of life. True based on the definition of tourism this would not be accurate, yet it proves the point of tourism.

For each nation, country or people, the history of tourism is different. Generally, early times of tourism mentions the pilgrimages to Rome and Mecca and the Grand Tour in the seventeenth and eighteenth centuries.

Each nation has a story, so complete Activity 1:1:1.



Activity 1:1:1

Research the history of tourism in your country. What were the catalysts factors? Who were the pioneers? Why is tourism so important?

Niches of Tourism

With the general term “tourism”, there are many different categories or niches of this industry. There is ecotourism, sustainable tourism, sports tourism and cruise tourism, space tourism and LGBT tourism. The list of adjectival tourism continues. Complete Activity 1:1:2



Activity 1:1:2

Research the different niches of tourism. Identify the type of tourism in your country.

To help you along, go to

http://en.wikipedia.org/wiki/List_of_adjectival_tourisms

Types of travellers

Goeldner et al (2003) wrote that “the underlying conceptualization of tourism is that of a traveller. A traveller is someone who makes a trip between two or more countries or two or more localities within his/her country of usual residence.” However, he further noted that travellers are categorized as visitors. For our purposes we will subdivide these visitors into two general groups.

Tourist is the generic term used for persons, but of course there are exceptions.

Excursionist – this is the same-day visitor. This visitor spends less than twenty-four hours (24 hours) in the country visiting. For example: cruise ship passengers. However, crews of airplanes or cruise ships are not counted in this classification.

Tourist – these visitors stay in the country for at least one night but less than one full year. For example: when someone from Barbados takes a two-week vacation to the Bahamas.

Based on the niches of tourism, there are several types of tourists that may emerge. The choice of factors such as amenities, and attractions determine the label, such as:

- *Naturalist* – where travel is not first class, no accommodation and stay away from catered tourist attractions.
- *Organized Mass Tourist* – these are usually vacationers on a packaged tour; there may be chartered flights and the requiem visit to major attractions.
- *Explorer* – this type of tourist mixes with the host community but remain in the “tourist bubble”. They plan their own trip and avoid organized tourist attractions.

According to Cohen (1972) the explorer role is where the trip is organized independently (not part of the mass tourist group) and is looking to get off the beaten track. However comfortable accommodation and reliable transport are sought and, while the environment bubble is abandoned on occasion, it is there to step into if things get tough”.

Cooper, Fletcher et al (1998) in *Tourism Principles and Practice – 2nd Edition*. Pearson Education Limited . England

- *Drifter* – this type of tourist immerses themselves in the culture of the host community – avoiding tourist attractions and may live with the members of the community.

The drifter role as described by Cohen (1972) notes that “all connections with the tourism industry are spurned and the trip attempts to get as far from home and familiarity as possible. With no fixed itinerary, the drifter lives with local people, paying his/her way and immersing him/herself in their culture.

Cooper, Fletcher et al (1998) in *Tourism Principles and Practice – 2nd Edition*. Pearson Education Limited . England

Purpose of travel

Have you ever wanted to get away from the normal everyday activities of life? If yes, what were your reasons?

People travel for a myriad of reasons; some of these are:

- **Health** – going to see a doctor for a medical emergency; going to a tropical country to enjoy the sun and sea for therapeutic treatments or other medical emergencies.
- **Leisure** – vacations or holidays or just for fun and relaxation
- **Visiting friends and relatives (VFR)** - part of leisure, this category may be to attend a reunion at the Alma Mater University or college. It may also be a spend time with family after a long time.
- **Religious reasons**- such as for pilgrimages and religious festivals
- **Business** – to transact some form of business deal or present a proposal to overseas investors
- **Meetings, incentives, conventions and events** – this category may be considered under business. It looks at the different reasons that someone on business may choose to travel. However, with events, there may be a segment that is there not on business but pleasure or leisure. The event may be for a music festival, for example, St Lucia Jazz Festival or a cultural event such as Crop Over Festival in Barbados or the Rio de Janeiro Carnival in Brazil.

- **To see attractions** - a visit to see the beauty of the Taj Mahal in India or the historical exhibits packed within the Smithsonian 19 museums may be pull factors for persons to visit a destination (See Figures 1 and 2 below). To engage in outdoor recreation and adventures such as skiing, bird watching. Even planning and attending various events, seasonal or not such as the Summer or Winter Olympic Games is a form of tourism.

Attractions may be defined as:

- ❖ The facilities, activities, locations or sights that a tour visits, such as a monument, museum or natural wonder. (Mancini 2003)
- ❖ Facilities developed especially to provide residents and visitors with entertainment, activity learning, socializing, and other forms of stimulation that make a region or destination a desirable and enjoyable place. (Goeldner et al 2006)

For the tourist, all this may be considered to be an opportunity to broaden their frame of reference – education and wanderlust.



Figure 1 - Taj Mahal in India



Figure 2 - Peacock Room at the Smithsonian Museum

- **Educational reasons** – a linguistic class engaging in language exchanges with students from other parts of the world or visiting a place of interest in fulfillment of an internship.
- **Transit reasons** – this is a special count of visitors that do not stay-over in the country but are passing through onwards to the final destination. For example: a passenger from Barbados may stopover in transit to Los Angeles in Miami. In some countries the statistics for this reason is not counted in that for tourists.

All these reasons may be categorized into two main categories – **business or leisure**. From these two broad categories you may have a combination of business and leisure in one trip. These categories are then coalesced into the particular reason for travel.

Factors that influence travel

We have already seen the reasons why persons may travel; as their purposes vary so too do the factors that influence the travel decision.

Factors that influence travel decisions

- ❖ Climate
- ❖ Distance between countries
- ❖ Attractions – natural and man-made
- ❖ Communications – transportation infrastructure – can it be traveled by one means of transport or node of transport
- ❖ Cost
- ❖ Cultural links / Language
- ❖ Political factors

Why do tour guides need to know the motivations for travel?

Tour-guides need to be familiar with the places where people come, as this affects the ways people behave. Tour-guides need to be aware of cultural differences and the expectations and level of service may vary.

Modes of transportation

At one time or other, people desire a change in environment and culture. The desire to escape from the challenges and stresses of life and achieve certain personal goals stimulates the travel desire.

So how do we move from one place to another? It is usually by some form of transportation. It can be by road, by air or by water.

- Cars
- Buses
- Trains
- Aircrafts/ aeroplanes - for long distances across many geographical planes
- Cruise-ships

There is a network of routes along which the vehicles travel – roads, tracks, air and sea lanes. At times these nodes become interchanged.

Transportation infrastructure from the generating country to the destination is affected by the nodes or means of transportation.

Tourism Organizations

In the history of the world, the need for order has been realized as a sure fact. Even within tourism, the need is even greater for in looking at employment issues, revenue generation or carrying capacity of the island, organization is crucial.

There are many international organizations involved in tourism. However, before we look at the international organizations there are national tourist boards/bureaus and regional agencies that form the structure of tourism.

Some of the regional and international bodies that have oversight of tourism or development of statutes and other legislation are as follows:

1. **Caribbean Tourism Organization** – this regional organization was established in 1989 after a merger with the Caribbean Tourism Association. <http://www.onecaribbean.org/aboutus/>
2. **UNWTO or World Tourism Organization** – that since September 27, 1980 celebrated “World Tourism Day”. This organization was established in 1974. <http://www.unwto.org/>
3. **World Trade Organization** – established in 1995. It operates a system of rules for trade where nations can settle disputes and negotiate agreements related to trade barriers. Its history goes back to 1944. <http://www.wto.org/>
4. **The World Travel and Tourism Council** - this is a forum for business leaders of travel and tourism. It was established in 1990. <http://www.wttc.org/>

Complete Activity 1:1:3



Activity 1:1:3

1. Choose any two (2) of the organization that help to structure tourism.
2. Write brief notes on their history and development.

These organizations help policy makers develop industry standards that are vital to sustainability of the tourism industry.

Importance of tourism

Many present and past world leaders know the importance of tourism. The below mentioned are quotes prepared by the World Travel and Tourism Council as noted by Goeldner and Ritchie, J.R. Brent (2003) *Tourism Principles, Practices, Philosophies, 9th Edition*:

- “Tourism is a big business in Canada with a unique ability to create jobs nationwide. It is a people-intensive industry with a demonstrated ability to create jobs at a faster rate, more economically, than the economy as a whole.” *Prime Minister Jean Chrétien - Canada.*
- “The travel and tourism industry in this country has performed excellently, gaining world market share, increasing its contribution to GDP and creating one in five of all new jobs.” *Prime Minister John Major – United Kingdom*
- “Tourism has exerted enormous impact on the economic development of the Caribbean region as a whole. It accounts for 25 percent of the total value of exports of goods and services, making the Caribbean the world’s most tourist-dependent region.” *Prime Minister Percival J. Patterson – Jamaica*
- “... Tourism can contribute substantially to developing the people of our country as it is a highly labour intensive industry accommodating a wide spectrum of skilled and semiskilled labour.” *President Nelson Mandela- South Africa*

When we look at the quotes we see the following we see the importance of tourism as:

1. **economic advantages** to the Gross Domestic Product (GDP) and national income; revenue earner; investment
2. **employment and job creation**
3. **social and cultural stability**
4. **conservation of the environment and architecture**

Benefits and Costs of tourism

As in life, there are many benefits or positives to tourism but there are also costs or negatives. This is so for the countries and communities as a whole.

| Benefits of tourism | Costs of tourism |
|--|---|
| Employment opportunities in both skilled and unskilled areas. | Vulnerable to economic and political changes |
| Increased income for full-time or part-time workers | Contributes to disease, economic fluctuation and other problems |
| Diversification of the economy | Unbalanced economic development |
| Create increased Gross National Product (GNP) and Gross Domestic Product (GDP) | Inflation increases |
| Reinforces the preservation of heritage and culture | Commercialization of culture and arts |
| Promotes international understanding and peace | Conflict creation in host societies |
| Development of local products and resources | Creates social problems |
| Justifies environmental protection | Degrades the cultural and physical environment |

Table 1 - Benefits-Costs of Tourism

Complete Activity 1:1:4.



Activity 1:1:4

Add to the list of benefits and costs of tourism mentioned above.

Evaluate your country's tourism, and identify the benefits and costs to your country.



**Assessment for Unit
1:1**

Read the following excerpt: then review the issues to tourism discussed in this unit.

According to http://www.wto.org/english/tratop_e/serv_e/w51.doc; “Tourism, broadly defined, is regarded as the world's largest industry and one of the fastest-growing, accounting for over one-third of the value of total world-wide services trade.¹ Highly labour-intensive, it is a major source of employment generation, especially in remote and rural areas. Tourism demand, both domestic and international, is directly related to income levels, and therefore has prospered as global wealth has increased. The arrival of low-cost air travel has radically transformed tourism as a whole, but the industry has expressed serious concern over the current system of bilateral aviation agreements, arguing that protectionism severely limits tourism potential.”

Besides economics, what would you say to your government is the importance of tourism for the upcoming decade?

¹ Sections of this Note rely upon the following documentation: Economist, "Dream Factories: A Survey of Travel and Tourism", 10 January, 1998; Financial Times, "Survey: World Tourism", 18 June, 1998; UNCTAD, International Trade in Tourism-Related Services: Issues and Options for Developing Countries, (TD/B/COM.1/EM.6/2, 8 April, 1998) and other papers submitted for the Expert Meeting on Strengthening the Capacities of the Tourism Sector in Developing Countries, Geneva, 8-10 June, 1998; World Tourism Organization, International Tourism: A Global Perspective, 1997, Madrid; World Tourism Organization, Seminar on GATS Implications for Tourism, 1995; and World Tourism Organization, Tourism Economic Report, 1998.



Summary for Unit 1:1

In this unit you defined the terms related to this industry; these were tourism, tourists, excursionist.

Some key points that you need to remember from this unit are:

People travel for varied reasons including health, business and leisure such as seeing attractions.

The importance of tourism is for many countries economic reasons.

There are different forms of tourism such as ecotourism, mass tourism and cultural tourism. The type of traveler is classified based on the accommodation or amenities they choose.

There was an overview of the history of tourism and of the various organizations that are involved in the tourism globally

- The benefits and costs of tourism to an economy cannot be underestimated.
- Everyone in the community has a part to play in tourism for its success.



Terminology for Unit 1:1

In this unit the new terminology used included:

| | | | |
|------------|--------------|----------|--------------|
| drifter | excursionist | explorer | mass tourism |
| naturalist | tourist | | |

Unit 1:2 **Tourism and Me**

Unit Overview

After reading the previous unit on the Tourism Industry, it is important that we look at Tourism and Me. This unit is about the tour guide being aware that s/he is a vital instrument to the provision of this product. There cannot be tourism without the infrastructure or individuals working together to accomplish the greater goal. This is why acknowledging the part you play in the service industry is important.

Tourism and Me is about the tour guide being aware that s/he is a vital instrument to the provision of this product. There cannot be tourism without the infrastructure or individuals working together to accomplish the greater goal. This is why acknowledge being part of the service industry.

Tourism is not only about foreigners or strangers coming to our shores, but it involves locals moving throughout their homeland to discover and participate in the so-called touristic activities.

In order to move from one place to another, it is important that we move from our homes or generating market, to the place to which we are traveling (destination). The means of transport are as varied as all the possible places we can visit.

In this unit, you will be exposed to issues that stir up strong emotions within service personnel; the qualities of services, career possibilities outside of tour guiding and the linkages with the community that is generated from tourism.



**Objectives for Unit
1:2**

By the completion of this unit, you will be able to:

Explain what is a service and servitude

List the characteristics of services

- Discuss what is meant by service-driven economies and the role of the tourism personnel in this tourism sector
- Discuss the components of the tourism system
- Identify career opportunities in the tourism industry
- Identify the linkages of tourism in the economy

The Services Industry

Health insurance is a commodity that cannot be handled or seen with the naked eye. Yet it is a service that is important for the average individual. It is paid for and sometimes not used until some kind of emergency arises. Yet this “product” cannot be touched. Though it might have financial issues yet its effects are even more far-reaching.

Tourism is an activity that is considered to be part of the service industry. Our last definition of tourism shows that it is an “invisible” export as it relates to the economics and balance of payments to a country.

What is a service?

There are many definitions for “service”. It may mean to “do something for someone”, “a process, a deed, a performance or an effort”. When combined service may be defined as a process, deed or performance done for someone, usually within a specific time frame and experienced by the customer as it is performed.

- (n) **service** (work done by one person or group that benefits another) *"budget separately for goods and services"*
- n) **service** (an act of help or assistance) *"he did them a service"*

<http://wordnetweb.princeton.edu/perl/webwn?s=service>

Servitude

Depending on your generation, diasporas or heritage, there may be a history of slavery. A definition of “servitude” is “subject to a master or forced labor imposed as punishment.”
<http://www.thefreedictionary.com/servitude>

In tourism, the service providers are brought face to face with persons of a different race or creed than their own. This is when based on individual preferences, or history tempers may be hackled.

However, the offer of service should not be confused with servitude. Performing a deed for someone is not mastery over that person.

Service-driven economies

History and quicker revenue generation has been a catalyst to many societies to move from mining and fishing (primary sector) and manufacturing (secondary sectors) to the services sector (tertiary sector).

Examples of service-driven economies are those do not inherently produce tangible goods/products like shoes, canned goods or cellular phones, but “intangible products”. These “products” include content (information), knowledge, advice, attention and experiences. Examples of businesses in this sector are insurance, entertainment, tourism, banking, education, retail and social services.

With service economies there is the need for satisfying customers as seen in Unit 4 on Customer Care and identifying the characteristics of contact dependence and simultaneous consumption and production.

Features of a Service

1. Intangibility

The service product cannot be touched, but it can be experienced.

2. Contact dependent

Since the features of a service involve performance, then there must be a human being available to do the action. Services need people – the service provider and the customer.

3. Perishability

“Tourism is also a highly "perishable" commodity, in the sense that unsold airline seats, hotel rooms, etc. have no residual value.” http://www.wto.org/english/tratop_e/serv_e/w51.doc

If the hotel rooms are not filled for the specific time period, the revenue for that period is loss forever. The tourism service “product” cannot be saved and stored for another day. When a plane takes off there is no embarking of passengers in the air, revenues loss when the plane takes off are forever loss for that date and day.

A service is not like a cabbage that can be refrigerated and stored for a length of time; it is consumed at the point of delivery.

4. Simultaneous consumption and production

Once the time period in which the service was experienced is over the service “product” is ended. For example, if you go to a restaurant for dinner with soft lighting, smiling and attentive staff at the end of the meal and the service personnel gives you the bill, and it is paid. When you leave the restaurant, the service is ended.

Based on the definition, a service is usually done within a specific time frame and experienced by the customer as it is performed. So the experience of tourism occurs when the customer is in the dining room eating the tangible product (fries and salad) while being waited on attentively by a waiter. There is therefore simultaneous consumption (by the customer) and production (by the service provider) of the service.

5. Heterogeneity

There are always differences in people; no two persons are the same. Hence, in the tourism industry, the type of service received by two customers is not always the same. For example, in an airline there are a variant number of airfares for the passengers. So too in the delivery of service the service provider tends to behave differently to two customers even if the same price is being paid. Hence there is a measure of heterogeneity in services.

Components of tourism



Activity 1:2:1

Go to the following website and download the diagram of the components of tourism. Keep for a reference copy and discuss with a partner.

http://books.google.com/books?id=BobIhKIz4QUC&pg=PA328&lpg=PA328&dq=tourism+as+a+composite+of+actiivites...&source=bl&ots=2zOF23vVid&sig=AjwEtS4a4dFlgkN2AxEdsBuSo8A&hl=en&ei=jcrESvGtBomm8Aab5tQ2&sa=X&oi=book_result&ct=result&resnum=1&ved=0CA0Q6AEwAA#v=onepage&q=&f=false

“The industry is highly infrastructure dependent, and relies upon various transport services to deliver clients. Immigration and entry/exit control regulations have a direct influence on the supply on international tourism services. Important challenges facing the industry include environmental and infrastructure problems, as well

as rapid technological change.” http://www.wto.org/english/tratop_e/serv_e/w51.doc

From the above statement and downloaded diagram from Activity 1:2:1, you will see some of the components of tourism. These are

i. Natural resources and the environment

In the past it was determined that persons traveled for health reasons. In the winter months persons in temperate countries went to the tropics for sunny weather and the pristine beaches. Hence the natural resources and environment, in particular the geography which will include the climate, landscape, use of resources and people. Elements of the natural environment were pull factors for motivating travel.

ii. The Built environment

As time progressed, there was a demand for more than the natural resources and environment, which caused the development of the built environment. In this phenomenon of tourism there is culture, infrastructure and superstructure.

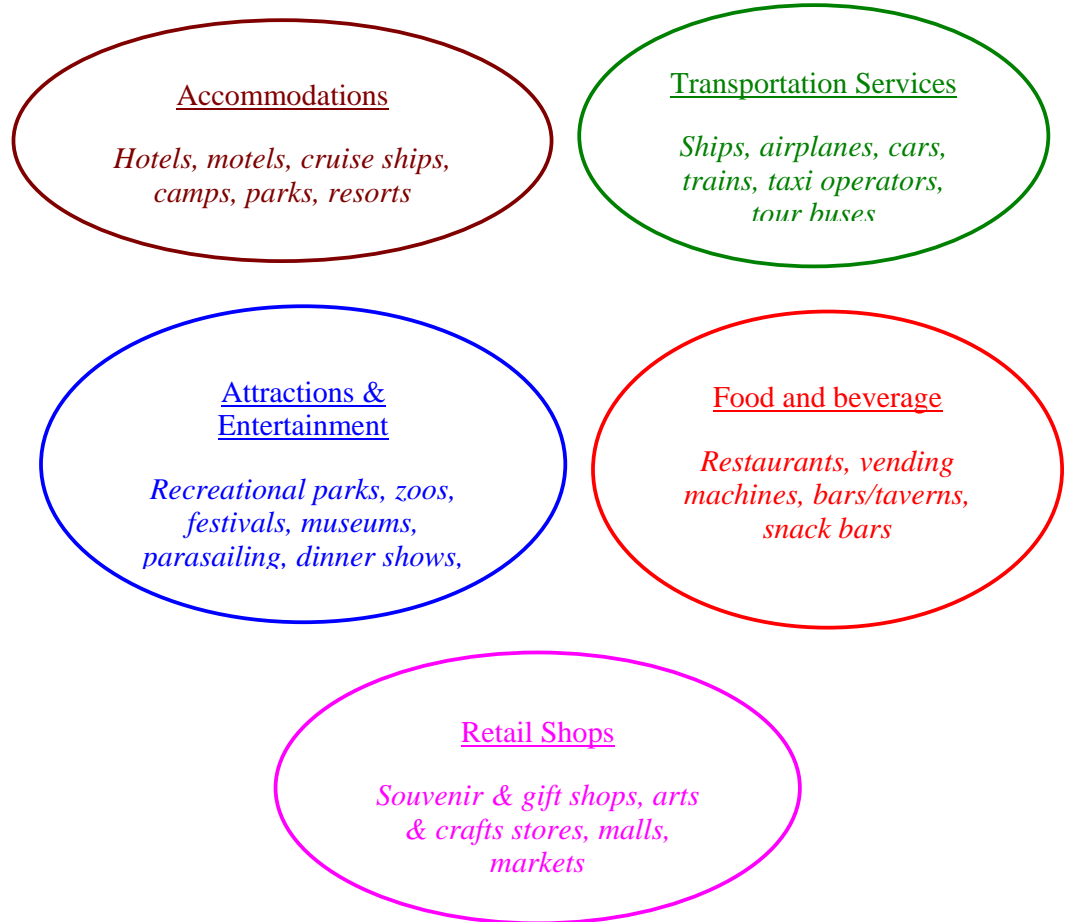
Culture of the host community reflects the way they live. It is dependent on the residents of the place and is permanent. A Chinese will not experience his own culture in Alaska or vice versa. Culture should not be changed to suit the tourist, but unfortunately with adaptation, there is this negative outcome. This is one of the challenges that the tourism services seek to respond to and solve.

Infrastructure of a destination is likely to be similar to the country of the generating tourist. Infrastructure is not put in place for tourism but it helps its development. Basic things like roads, sewage systems, communication networks and commercial facilities (banks, supermarkets) exist primarily for locals. Tourists benefit as a result.

Superstructure is the opposite to infrastructure for its primary existence is to facilitate growth of tourism. This includes hotels, restaurants and other demands of the tourist. Technology and information has become quite influential a dimension in tourism. It allows for marketing of the country but getting feedback from visitors and giving information to those potential visitors. Therefore overall governance of this tourism system is vital and done through trade agreements, regulatory bodies and deregulation issues.

iii. Operating Sectors

Tourism is a complex phenomenon as there are many components of this system. On a macroeconomic level, there is reason to view this service as a system, for which it is to all aspects of an economy. However, on a micro level the operating sectors are the accommodation sector, food and beverage service businesses, retail shops, attractions and entertainment, and transportation.



Complete Activity 1:2:2



Activity 1:2:2

Complete the following activity after a review of your own country tourism “product”.

| Operating Sector | Name of business | Location |
|-------------------------|-------------------------|-----------------|
|-------------------------|-------------------------|-----------------|

iv. Planning, development, promotion and catalyst organizations

These are the hidden components of tourism where government sectoral agencies and private organizations related to tourism plan, develop, and promote tourism. These stakeholders through legislation and mutual consent design the tourism plan for the country. This would include tourism services and the travel trade such as local and regional tourism associations, local and city government tourism departments, tourism offices and trade industry associations from travel agencies to tour operators.

In regards to tourism services for a country, it must be stressed that monitoring and evaluation of this “product” is important and cannot be left to chance. In structuring the superstructure and seeking to maintain the natural resources, appropriate marketing and policies must be legislated and enforced.

Careers in tourism

With all the operating sectors of tourism, there are many opportunities for employment within this fast pace and demanding industry. However careers tend to be based on company structure and mobility in the labor market. There is a continuum from entry level staff to management level.

According to the free on-line dictionary, a career is:

- a. A chosen pursuit; a profession or occupation.
- b. The general course or progression of one's working life or one's professional achievements:

<http://www.thefreedictionary.com/career>

So, from line workers to management, there are a plethora of service personnel in tourism. In this industry, some service personnel are front line workers – those that have direct interaction with the customer. Then there are those that are support workers – these have limited direct interaction with customers.

Examples of front line workers are receptionists and waiters- those that must be confronted with the guest complaints and face to face interactions daily.

Examples of support workers are housekeeping staff and chefs - those that must be help those that make the revenue as without them there will be a deficiency in service.



Activity 1:2:3

What are some careers or jobs in any two (2) operating sectors mentioned in Activity 1:2:2?

Linkages in tourism

A priest was in the church one day and in walked a little boy who asked him, “Reverend, my mother works in a casino. Do you benefit from the money she makes?” The Reverend stopped and thought for a moment before responding. He said, “I believe I do”.

There are many linkages - many businesses that intertwine, in tourism from the farmers that produce the vegetables used on the buffet table, and the fishermen who are concerned with the natural environment as it impacts the quantity of fish they catch for the same buffet.

Technicians and engineers who seek to manage the technology and other resources of the hotels. A banker even have a link to tourism for it is by this means tat the contribution to Gross Domestic Product (GDP) is obtained.

The church, along with entertainers, manufacturers of furniture for the hotel and even casino workers have linkages to tourism through offerings to sustain the church growth and buying of food and personal items for the family respectively. This is known as the multiplier effect. As noted in the following extract, “the [multiplier effect](http://www.investorglossary.com/multiplier-effect.htm) describes how an increase in some economic activity starts a chain reaction that generates more activity than the original increase.” <http://www.investorglossary.com/multiplier-effect.htm>

However if the revenues made from tourism are saved, the import bill is high, and expatriate workers send the income earned back to their homeland, then this will be the leakage effect of the tourism dollar. “The **leakage effect** is a concept within the study of tourism. The term refers to the way in which revenue generated by tourism is lost to other countries' economies. Leakage may be so significant in some developing countries that it partially neutralizes the money generated by tourism.” <http://www.answers.com/topic/leakage-effect>



Assessment for Unit 1:2

Within 30 minutes, answer the following questions:

- a. What is the difference between service and servitude?
- b. Name three (3) characteristics of services. Explain any one.
- c. Discuss what would happen if one of the components of the tourism system is missing.
- d. What industries form direct linkages with tourism?



Summary for Unit 1:2

In this unit we discovered the definition for service and the history of servitude.

Some further key points that you need to remember from this unit are:

Tourism is an industry that has many components. One of these is operating sectors which will include food and beverage, accommodations, transportation and other tourism services.

The characteristics of a service include intangibility perishability, contact dependence, heterogeneity, simultaneous consumption and production, List the characteristics of services

- For a service-driven economies of which the tourism sector is one, the need for good service and service personnel is critical for its growth and development.
- There are many components that comprise the tourism industry, One of these is operating sectors and as such a plethora of career opportunities exist, leading to many linkages of tourism in the economy.



Terminology for Unit 1:2

In this unit the new terminology used included:

| | | |
|---------------|----------------|-------------------|
| heterogeneity | leakage effect | multiplier effect |
| perishability | service | servitude |

Unit 1:3 Tourism Impacts

Unit Overview

As there are linkages within tourism, there will be impacts from this industry. This unit looks at the economic, social, cultural and environmental impacts of tourism.

The effects of tourism are not only on current issues but will extend to the future. During this unit, our investigations take us to the future after briefly looking at current economic and physical issues.



Objectives for Unit 1:3

By the completion of this unit, you will be able to:

Discuss the economic impact of tourism to a country

Discuss the socio-cultural impacts of tourism

Explain the environmental impact of tourism to communities and globally

Investigate economic, socio-cultural and physical/environmental forces on tourism

This Unit begins with an Activity 1:3:1.



Activity 1:3:1

Think of the reason that you travel. List three (3) factors that would influence where you go and when.

1. to see a particular historical sight
- 2.

What is an impact?

An impact by definition is:

- "a forceful consequence; a strong effect; "the book had an important impact on my thinking";
- impingement: influencing strongly; "they resented the impingement of American values on European culture"
- affect: have an effect upon; "Will the new rules affect me?"

<http://wordnetweb.princeton.edu/perl/webwn?s=impact>

So for the purposes of our study, we will be looking at the current effects of tourism and the strong influence that it has on the industry.

Impacts on tourism

There are many impacts to tourism – both positive and negative and they may be divided into various trends:

- ❖ *economic* – this relates to the factors of income generation or impact of the Gross Domestic Product (GDP) and job creation. For tourism is the economic force that provides employment, foreign exchange, income and government revenues from taxes.

“Gross Domestic Product.- the total market value of all final goods and services produced in a country in a given year, equal to total consumer, investment and government spending, plus the value of exports, minus the value of imports. GDP includes only goods and services produced within the geographic boundaries of the U.S., regardless of the producer's nationality.”

<http://www.investorwords.com/2153/GDP.html>

Gross National Product (GNP) - is the total value of all final goods and services produced within a nation in a particular year, plus income earned by its citizens (including income of those located abroad), minus income of non-residents located in that country. Basically, GNP measures the value of goods and services that the country's citizens produced regardless of their location. GNP is one measure of the economic condition of a country, under the assumption that a higher GNP leads to a higher quality of living, all other things being equal.
<http://www.investorwords.com/2186/GNP.html>

GNP doesn't include goods and services produced by foreign producers, but do include goods and services produced by U.S. firms operating in foreign countries.
<http://www.investorwords.com/2153/GDP.html>

❖ *physical or environmental* – this is the effect on the natural environment – sea, and, land use. The focus is on the carrying capacity of tourism on the natural environment.

“*Ecology*: the maximum number of individuals that a given environment can support without detrimental effects.”
<http://www.answers.com/topic/carrying-capacity>

❖ *socio-cultural* – this category looks at the impact of tourism on the socialization and culture of the community. It investigates the effect of tourism on the community in terms of community based tourism and on the country in general.

❖ *technological* – the effect of the development of new technologies – computerization of reservation systems, transportation, human resources capacity through higher education

When we speak of **positive impacts** we are referring to those that are good; those factors that enhance or benefit the country or community. Whereas, **negative impacts** do the opposite, they degrade or cause loss of something that is valuable for the nation, district or burro. The impacts whether short-term or long-term, must be considered in a macro or micro environment. See Table 2.

| Trends | Positive Impact | Negative Impact |
|-------------------------------|--|---|
| Economic | <ul style="list-style-type: none"> ☺ employment creation ☺ infrastructural development ☺ increase in government revenues | <ul style="list-style-type: none"> ⊗ importation of skilled labour by expatriates ⊗ higher imports with strain on foreign exchange |
| Physical/environmental | <ul style="list-style-type: none"> ☺ Development and extension of national parks ☺ Protection of flora and fauna ☺ Water quality is improved through better planning | <ul style="list-style-type: none"> ⊗ Degradation of the coastal marine habitats ⊗ Destruction of natural environment (ecosystems) by construction of hotels and other buildings in coastal areas ⊗ Hotels contribute to the release of CFCs into the air/environment |
| Socio-cultural | <ul style="list-style-type: none"> ☺ Revitalization of local values ☺ Conservation of local architecture ☺ Improvement in the quality of life through educational programmes | <ul style="list-style-type: none"> ⊗ Increase in crime and prostitution ⊗ Emergence of tourist-consumption attitudes by locals – (cultural penetration – loss of indigenous culture and values) ⊗ Inconvenience to locals with privatization of beaches |
| Technological | <ul style="list-style-type: none"> ☺ Development of better reservation systems in hotels and by the travel trade ☺ The evolution of technology makes better investment opportunities in training | <ul style="list-style-type: none"> ⊗ With migration the more educated persons leave the country ⊗ Job loss by people through the introduction of technology |

Table 2 - Impact on factors of tourism



Complete a positive and negative evaluation of your country's tourism in the areas of tourism discussed – economic, socio-cultural, technological and environmental.

Assessment Unit 1:3



Summary for Unit 1:3

In this unit we looked at the economic, technological, physical or environmental and socio-cultural trends that impact tourism.

These trends can have positive or good impacts or negative impacts in the short or long-term on the country or community.



Terminology for Unit 1:3

In this unit the new terminology used included:

cultural penetration economic impact environmental impact
technological impact

Unit 2 – The Tourism System

Unit Overview

Welcome to this unit on "*The Tourism System!*"

This second unit builds on the previous unit entitled "*Introduction to Tourism*", yet it is separate. The concept of a system is the interactivity of one component on another. This is the idea behind the tourism product.

As a tour guide much of your time will be spent on understanding and being immersed in the system of tourism. The success of your interactions will depend a lot on how you understand the culture and motivation for travel. This module is meant to empower you with the necessary knowledge and skills that will help you be a satisfied worker in this vital and evolving industry.

In Unit 2:1 you will be introduced to the basic concepts and vocabulary of tourism relevant to this particular module, and your specific job.

Once you are equipped with the basics of tourism, you will move on to Unit 2:2. Here we will look at the ways individuals move from place to place and are motivated to travel. As a Tour Guide you will continuously need to interact with persons from various countries, cultures and backgrounds. This diversity influences the needs that individuals have and demand.

Units 2:3 and 2:4 look respectively at the current issues and future impacts of tourism.

Good luck with completing your course module!



Outcomes for Unit 2

By the completion of this unit, you will be able to:

Assess the major factors influencing travel

Determine factors which limit or enhance global movement of people

Explain the various aspects of the tourism system – geographically and physically

Explain the importance of transit routes within the travel network

Discuss the issues in tourism which may affect future global travel trends

Unit 2:1 Travel Geography and Generating Markets – An Introduction

Unit Overview

In the movement of people around the globe, the travel trade is busy suggesting, combining client needs with the appropriate destination and booking the trip. It is so simple a feat? Except for reasons of business the potential for matching the wrong vacation package to the client is probable.

In this unit, the discovery of what is actually meant by travel geography, the tourism system and the most popular places to visit is the focus.

Travel Geography is something of a hybrid. It looks at two aspects to the travel and tourism industry, travel along with the discipline of geography. In some academic circles you will find this topic for study under “Recreational Tourism”. However it is termed, this topic of travel geography falls within one of the basic approaches to the study of tourism which is the geographical approach mentioned by Goeldner and other.

For our study travel geography will not be the examination of routes and maps. That will be in the next unit (Unit 2:2); in this unit the main thrust will be on the motivating factors that cause people to engage in travel.



Objectives for Unit 2:1

By the completion of this module, you should be able to:

- Describe “travel geography”
- Identify major factors that influence travel
-
- Relate the category of tourism to the motivators for tourism
- Identify the names of popular countries for travel on the globe

Definitions

To begin our study of this blend let us look at setting certain parameters to the description of these terms.

Travel

One definition is “to go from one place to another, as on a trip; journey”. <http://www.answers.com/topic/travel>

Another from Collins (2006) is “to go from one place to another, through an area, or for a specified distance”.

Hence, there is movement of people from one place to another.

Geography

The lexicon definition of geography is “the study of the earth’s physical features, climate, population etc” – Collins Pocket Dictionary (2006). However there are a burgeoning amount of definitions according to <http://geography.about.com/od/studygeography/a/geog101.htm> in the extract below:

Divisions of Geography

Today, geography is commonly divided into two [major branches](#) - 1) cultural geography (also called human geography) and 2) physical geography.

[Cultural geography](#) is the branch of geography dealing with human culture and its impact on the earth. Cultural geographers study languages, religion, foods, building styles, [urban areas](#), agriculture, transportation systems, [politics](#), economies, [population and demographics](#), and more.

[Physical geography](#) is the branch of geography dealing with the natural features of the earth, the home of humans. Physical geography looks at the water, air, animals, and land of the planet earth (i.e. everything that is part of the four spheres - the atmosphere, biosphere, hydrosphere, lithosphere.) Physical geography is closely related to geography's sister science - [geology](#) - but physical geography focuses more on the landscapes at the surface of the earth and not what is inside our planet.

For the purpose of our study, **travel geography** will refer to the movement of people, and its effect on the landscape and climate and culture of the people in the place visited.

Generating Countries/Markets

The definition to be used will be “the place or country where the visitors originate”.

Destination

The definition used will be “the place to which one is going or directed.” <http://www.thefreedictionary.com/destination>

Throughout our study these are the working definitions that will be used.

Motivating Factors for Travel

In Unit 1:1 we read of the reasons for travel and the factors that influence travel. Let us recap that portion of the unit.

Factors that influence travel decisions

We have already seen the two broad categories for why people travel – business or pleasure (leisure). However in the particular decision for leisure there are many factors that influence the travel decision.

- ❖ Climate
- ❖ Distance between countries
- ❖ Attractions – natural and man-made
- ❖ Communications – transportation infrastructure – can it be traveled by one means of transport or node of transport
- ❖ Cost
- ❖ Cultural links / Language
- ❖ Political factors

Motivation

“Internal and external [factors](#) that stimulate desire and [energy](#) in people to be continually interested in and committed to a [job](#), [role](#), or [subject](#), and to exert persistent effort in attaining a [goal](#). Motivation is the energizer of [behavior](#) and mother of all action. It [results](#) from the interactions among conscious and unconscious factors such as the (1) intensity of desire or [need](#), (2) [incentive](#) or [reward value](#) of the goal, and (3) [expectations](#) of the [individual](#) and of his or her significant others.”
<http://www.businessdictionary.com/definition/motivation.html>

Motivation then comes from within an individual or from an outside source. It is a desire or an incentive that causes a reaction. Most academics look to Maslow’s Hierarchy of Needs to understand the motivation for actions that people take. This is one insight into satisfying the visitor needs and a tactic that may be useful for marketing purposes. Let us look at another insight into motivation for travel such as the push/pull factors.

Maslow’s Hierarchy of Needs

The American psychologist, Abraham Maslow developed the Hierarchy of Needs model that looked at the five (5) levels of basic needs that motivate people. It was erroneously believed by Maslow that until one need was satisfied man did not move on to fulfillment of the other needs. In life it is never that clear cut, because life is not in separate boxes that are mutually exclusive. Below is a diagram of Maslow’s Hierarchy.

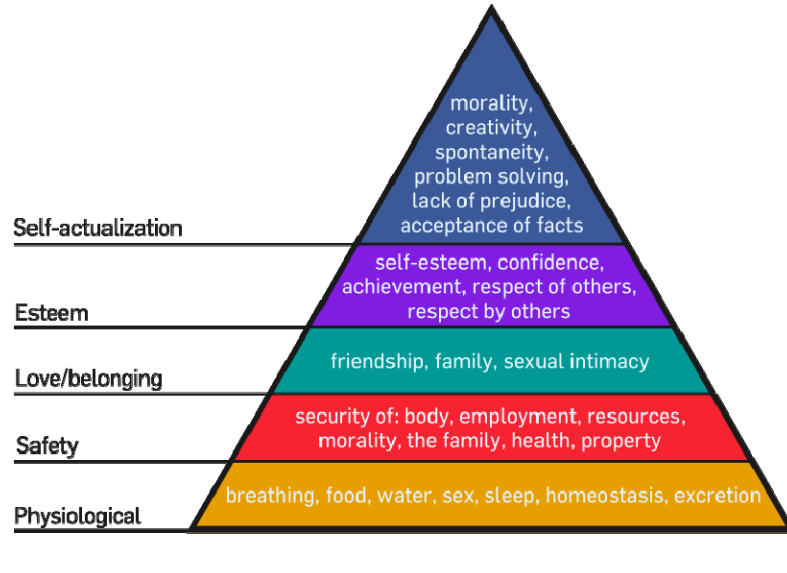


Figure 3 - Maslow's Hierarchy of Needs

http://en.wikipedia.org/wiki/File:Maslow%27s_Hierarchy_of_Needs.svg

In order of satisfaction, the five needs are – physiological needs, safety needs, social needs (love /belonging), esteem needs and self-actualization.

As seen in Figure 3 the physiological or biological needs are – air (breathing), food, drink (water), warmth, sex, sleep, etc.

Safety needs – protection from elements (security of the body), security, order, law, limits, stability, (security of resources, family and property) etc.

Belongingness and Love needs - family, work group, affection, (friends), relationships, (sexual intimacy) etc.

Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, (respect of and by others), etc.

Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences (creativity, acceptance of facts).

<http://www.businessballs.com/maslow.htm>

How does Maslow or any other motivation theory fit into travel and tourism? It comes down to knowing what drives the desires of the prospective traveler. These will be categorized into the push/pull factors.

Push/Pull Factors

Graham M.S Dann (1981) in relation to motivators of travel wrote that “travel is a response to what is lacking yet desired”. This is an interesting point for why people travel. It implies an emotion or need within the person traveling. At the same time, it suggests that there may be an external factor that creates that need or desire within the individual.

Complete Activity 2:1:1



Activity 2:1:1

Read the article below and create working descriptions of push factors and pull factors.

“Dann and others state in the tourism literature that travel motivation can be classified as two forces, push and pull. Push factors refer to the tourist as a subject and deal with those factors predisposing him/her to travel (e.g. escape, adventure, and relaxation). Pull factors are those which attract the tourist to a given destination (e.g. opportunities to engage in activities in preferred settings) and whose value is seen to reside in the object of travel.”

http://www.caf.wvu.edu/afmdp/disciplines/rec_parks/abstracts/Zongxiang.pdf

Push Factors will be the internal motivators - physical or emotional reasons - that stimulate the tourist to want to travel. It may be for health rejuvenation, relaxation, or a chance to see someplace else, like a new attraction, to broaden my knowledge or to be adventurous.

Pull Factors will be the external motivation for traveling. On hearing of a new attraction or tourist spot, the individual is interested and desires to see and encounter first-hand the sight (product) or experience.

If we were to relate some of the motivating factors to influence the travel decision to the push or pull factors what would be found?

❖ Climate -

During the winter months this is a **pull** factor for visitors to a sunny country.

The warm weather of a sunny or tropical country will be the pull for the visitor

❖ Cost

There is a special (cheap) fare offered by a chartered flight for the weekend to my family home and I have not seen the family in three years. This will be both **push** and **pull** factor.

The cheap fare is the pull factor

The opportunity to VFR after three years the push factor

❖ **Political factors**

For an American before the lifting of ban to visit Cuba and wanting to go to a Caribbean island, a visit to Barbados over Cuba for a two-week holiday will be a **push** and **pull** factor.

Seeing somewhere new – Barbados – will be the push factor

The safety of the country and no possible repercussions on returning home is the pull factor

Complete Activity 2:1:2



Activity 2:1:2

Categorize the following reasons for travel according to push and pull factors.

- a. Minister of Education for the island of Anguilla is to attend a Symposium on tourism education in secondary schools for Commonwealth countries. It is held in Mauritius in the Indian Ocean for three-days.
- b. Going to the Bahamas in December for the Junkanoo Festival.
- c. Opportunities to increase one's knowledge
- d. Outstanding scenery
- e. Going to places my friends have not been
- f. Visiting places where my family came from

Categories of tourism to motivating factors

In Unit 1 the different categories of tourism were mentioned under “niches of tourism”. Some of these are:

- ❖ **Eco-tourism** – “a style of travel in which an emphasis is placed on unspoiled, natural destinations and on disturbing the environment as little as possible.”

<http://www.hometravelagency.com/dictionary/ecotourism.html>

“[The International Ecotourism Society \(TIES\)](#) defines ecotourism as, “Responsible travel to natural areas which conserves the environment and improves the welfare of local people.”

So, to understand this view people need to first understand the definition of responsible travel. See the problem? It’s not as easy as it looks.

[TIES](#) says, “Ecotourism is about connecting conservation, communities and sustainable travel. This means that those who implement and participate in responsible tourism activities should follow the following ecotourism principles:

- minimize impact
- build environmental and cultural awareness and respect
- provide positive experiences for both visitors and hosts
- provide direct financial benefits for conservation
- provide financial benefits and empowerment for local people
- raise sensitivity to host countries’ political, environmental and social climate”

<http://www.ecotourismlogue.com/about-ecotourism>

❖ **Cultural tourism** – “(or **culture tourism**) is the subset of [tourism](#) concerned with a country or region's [culture](#), specifically the lifestyle of the people in those geographical areas, the history of those peoples, their art, architecture, religion(s), and other elements that helped shape their way of life.”

http://en.wikipedia.org/wiki/Cultural_tourism

”Travel for essentially cultural motivations, which may include travel for specific purposes, for example, to attend festivals or to visit sites or monuments, or may be more broadly motivated by the desire to experience cultural diversity or to immerse oneself in the culture of a region.”

<http://www.environment.gov.au/soe/2001/publications/theme-reports/heritage/glossary.html>

- ❖ **“Life- seeing tourism”** – as coined by Axel Dessau, former director of the Danish Tourist Board. Some of the features of this category are;

Life-seeing tourism

Tourists see the “high points” of an area

They feel they have “seen” the area as a whole

Focus on areas of specific interest to the tourist not normally associated with tourism

Profession or personal interest

Includes opportunities for families to host visitors

<http://home.cc.umanitoba.ca/~benbow/tcult.html>

According to Goeldner and Ritchie (2003) this is “about purposeful activities that match the traveler’s interest; suggestions made through a travel agent and machinery provided to make such experiences come about are of growing importance to successful tourism. In Denmark, the visitor usually a graduate student or other person who is technically familiar with the field of interest to the visitor acts as guide and arranges for purposeful visits in a schedule suited to the visitor.”

Relativity of factors

Despite the category of tourism the motivation may be either or both a push factor or pull factor. For example: wanting to see first a cultural festival that my friends have never seen can be a push factor as it also allows me to have an edge on my friends this (internal motivation). However, if I only wanted to see the new place this will be a pull factor.

Complete Activity 2:1:3



Activity 2:1:3

- ❖ What is the major type of tourism that exists in your country? What evidence can you give to support this claim? Describe the type of tourism.
- ❖ What are two (2) places of interests that visitor to the country visit?
- ❖ From your interactions with the visitors to your organization and/or country, what do you think are the motives for the trip?

Popular Destinations visited

When discussion is held on travel geography, a glimpse of destinations visited is fundamental to the debate. The [World Tourism Organization](#) reports the following ten countries as the most visited in between 2006 and 2008 by number of international travelers.











| Rank | Country | UNWTO Regional Market | International tourist arrivals (2008) ^[7] | International tourist arrivals (2007) ^{[4][7]} | International tourist arrivals (2006) ^[8] |
|------|--|-----------------------|--|---|--|
| 1 |  France | Europe | 79.3 million | 81.9 million | 78.9 million |
| 2 |  United States | North America | 58.0 million | 56.0 million | 51.0 million |
| 3 |  Spain | Europe | 57.3 million | 58.7 million | 58.2 million |
| 4 |  China | Asia | 53.0 million | 54.7 million | 49.9 million |
| 5 |  Italy | Europe | 42.7 million | 43.7 million | 41.1 million |
| 6 |  United Kingdom | Europe | 30.2 million | 30.9 million | 30.7 million |
| 7 |  Ukraine | Europe | 25.4 million | 23.1 million | 18.9 million |
| 8 |  Turkey | Europe | 25.0 million | 22.2 million | 18.9 million |
| 9 |  Germany | Europe | 24.9 million | 24.4 million | 23.5 million |
| 10 |  Mexico | North America | 22.6 million | 21.4 million | 21.4 million |

Table 3 – Top Ten most visited countries by international tourist arrivals

http://en.wikipedia.org/wiki/Travel_industry

What do you think were the reasons or motivating factors that influenced persons to choose these countries? Was it historical, VFR, cultural or cost?

If we looked at the first two countries visited – the United Kingdom and the United States, one might guess that for persons from the Caribbean it was to Visit Friends and Relatives (VFR) and also to shop. However if we said the persons were from Europe one might base the decision on the value of the Euro to the US dollar. Overall the reasons will vary and that is what the statistics gathered from the surveys at airports and by tourist offices will disclose. With the increase in cruise travel the advantage of home porting or value for money to take a Mediterranean cruise may have been a push and pull factor.

Complete Activity 2:1:4.



Activity 2:1:4

- i. From what countries do the majority of your visitors come? Rank in order of quantities.
- ii. Create a diagram or graph (pie chart, or bar chart) to present the figures and places found in (i).
- iii. What are some of the reasons that visitors give for visiting your country?
- iv. What are three (3) reasons locals give for traveling overseas than staying at home for vacations?

Limiting factors for generating markets intra-regional or domestic travel

For some persons the least known place visited is the country in which they live. The generating markets for the United Kingdom or the United States of America may be the Caribbean. Yet the data for intra-regional or domestic travel within the Caribbean region may be low. Why? Some possible answers may be:

- ❖ The traveler’s perception of value of the travel experience
- ❖ The curiosity to see someplace far
- ❖ The travel trend that is being marketed by international markets (destinations) and not in the local market (at home in the generating markets)
- ❖ The motivation for travel.

❖ Cost

To enhance domestic or intra-regional travel the following may need to be considered by governments and the trade industry

- ⊗ Promote “staycations” – an alternative for vacationing at home than going overseas. Some “staycation” ideas may be found by googling the term or at <http://blogs.consumerreports.org/money/2009/05/tips-for-the-best-staycation-ever.html>
- ⊗ Create packages among the travel partners for airfare, accommodation, and an attraction or two.
- ⊗ Give incentives for vacationing domestically or regionally- (discounted airline flights or packages)

The travel industry needs to determine the factors that would push or pull not only international visitors but regional and domestic visitors to the attractions or countries. At this time of cost-value relationships in this sensitive but crucial industry, each individual must play their part. If you have any ideas send them to your Minister or Tourist Board.

Complete Activity 2:1:5.



Activity 2:1:5

- i. What are three (3) reasons locals give for traveling overseas than staying at home for vacations?
- ii. Write a letter to your Minister of Tourism or Tourist Administration stating five (5) ideas for a “staycation” plan for next summer.



**Assessment Unit
2:1**

1. Are travel benefits linked closely to the travel motives? Explain clearly your views.
2. Below is a short list of travel motivations, suggest a travel experience or product (by name) to match each motivation.
 - rest and relaxation
 - lots of nightlife and entertainment
 - adventure activities
 - shopping
 - unspoiled natural environment
3. Link the answers to question 2 according to the top two countries the visitors to these products or experience mostly originate. (Research by visiting, googling or calling these places)

For example:

Motivation: Interesting countryside and wildlife study opportunities

Travel experience: Academic Field Study Safari Tour in South Africa

Mostly visited by: Germans, Austrian, English

Additional Clasification - Category of tourism: Adventure Tourism, Educational Tourism, Eco-tourism



Summary for Unit 2:1

In this unit we proposed a description rather than a definition for “travel geography”. Along with the major factors that influence travel, a look at Maslow’s Hierarchy of Needs was identified with an in-depth look at push and pull factors as motivators for travel decisions. If a brief study the relation of the category of tourism to the motivators for tourism was surmised.



ANSWERS to Activity 2:1:2

Categorize the following reasons for travel according to push and pull factors.

- a. Pull Factor – business trip.
- b. Cultural tourism. Pull or push factor
- c. Push Factor
- d. Pull Factor
- e. Push Factor
- f. Push Factor



Terminology for Unit 2:1

In this unit the new terminology used included:

| | | |
|-----------------------------|------------|-------------|
| generating countries | geography | |
| Maslow’s Hierarchy of Needs | motivation | pull factor |
| push factor | travel | |

Unit 2:2 The Tourism System and the Tour Guide

Unit Overview

As a system, there are many interrelated parts to the phenomenon of tourism and in particular the travel network. As a result, it is important that the tour guide has a knowledge of the system within the career exist. In earlier units the importance of tourism to economies was discussed.

In this unit we will be discussing the travel network and how it relates to the tour guides duty of reading itineraries.



Objectives for Unit 2:2

By the completion of this module, you should be able to:

- Explain what is meant by the system of tourism
- Evaluate the importance of the travel network for travel and tourism
- Identify major international scheduled carriers and their routes
- Examine the role of the tour guide in the tourism system

Definitions

Charters/ Chartered flights

[Http://www.hometravelagency.com/dictionary/charter.html](http://www.hometravelagency.com/dictionary/charter.html) defines charter as:

1. (Verb) -to lease an aircraft or other mode of transport for the use of a group.
2. (Noun) - any craft so used or any trip taken by such means.

Map

In referring to [http://encarta.msn.com/dictionary /map.html](http://encarta.msn.com/dictionary/map.html), a map is a geographic diagram. Really it is a visual representation of the earth's surface, geographical features, roads, particular areas or locations with other details. A map outlines routes to different places.

Route

This term is used in reference to a journey. One definition is “a sequence of roads or paths taken, or places passed through in travelling from one place to another, or a plan of these.” [http://encarta.msn.com/dictionary /%2520route.html](http://encarta.msn.com/dictionary/%2520route.html)

Scheduled/Routed air carriers

One definition is “an airline or other carrier that operates according to a regular and published timetable”.

<http://www.hometravelagency.com/dictionary/scheduled-carrier.html> .

In speaking of air carriers, mention must be made of the International Air Transport Association (IATA). As noted in their website, <http://www.iata.org/about/mission.htm> “air transport is one of the most dynamic industries in the world. The International Air Transport Association (IATA) is its global trade organization.

Over 60 years, IATA has developed the commercial standards that built a global industry. Today, IATA's mission is to **represent, lead and serve the airline industry**. Its members comprise some 230 airlines - the world's leading passenger and cargo airlines among them - representing 93 percent of scheduled international air traffic. “

Examples of these international air carriers that cross time zones and enter many countries will be American Airlines (AA), Air Canada Air France, Delta Airlines, British Airways (BA), Easy Jet, Iberia, and Virgin Atlantic.

Complete Activity 2:2:1.



Activity 2:2:1

What are the names of three (3) scheduled air carriers to your country?

From where do these carriers bring their passengers?

In addition, when we think of air carriers, airports must be next in the line of thought. An airport is a place where passengers (persons traveling) board or disembark. Some airports are hubs. A hub is a center of activity and in travel and tourism will refer to a central airport where passengers can fly from smaller local airports in order to catch an international or long distance flight. http://encarta.msn.com/dictionary/_hub.html

Complete Activity 2:2:2.



**Reading Activity
2:2:2**

Read http://en.wikipedia.org/wiki/Airline_hub and <http://www.iata.org/about/>

Read about the merger between BA and Iberia -

http://business.timesonline.co.uk/tol/business/industry_sectors/transport/article5849685.ece

System

The usual definition is that a system is a group of inter-related parts that function together.

[Http://encarta.msn.com/dictionary/_system.html](http://encarta.msn.com/dictionary/_system.html) has several definitions for the word “system”; however let us review those that are most relevant to our purpose:

1. Complex whole formed from related parts: a combination of related part organized into a complex whole
2. Set of principles: a scheme of ideas or principles by which something is organized
3. Computer; set of computer components: as assembly of computer hardware, software, and peripherals functioning together.

So the point of a system is that these parts though they can operate on their own, inter-relate and function together to achieve a common goal.

Travel network

Therefore a travel network would refer to all those businesses involved in the travel trade. The aspect of a network is similar to a system. According to

http://encarta.msn.com/dictionary_1861683065/network.html a network may be defined as:

1. A system of lines: a pattern or system that looks like a series of branching or interconnecting lines
2. A system of people or things: a large and widely distributed group of people or things such as stores, colleges, or churches that communicate with one another and work together as a unit or system.

The importance of the travel network to ensure the customer has a smooth transition and that money flows between the entities to keep everyone in business. With a network there is communication and connectivity; this will be with ground and air transport, accommodations and car rentals that may exist on or be linked to the same computerized system.

Travel trade

- A term describing the full range of organizations that operates as intermediaries in the travel and tourism industry. These typically include tour operators, wholesalers, receptive operators, group leaders and travel agents.

Receptive Operator - A person or company that specializes in particular destinations, providing services at the destination to group travel organizers and tour operators. Some limit their services to the community and

area in which they are based; others provide services to entire regions.

<http://www.traveltradesmart.com/newbrunswick/glossary.htm>

- Includes those organizations, firms, and individuals that provide various elements of the total travel experience.

- Goeldner and Ritchie (2003)

Hence the travel trade includes travel agents, transportation personnel, tour operators and tour guides.

The Tourism System and the Tour Guide

It is useful to remember that the earth is divided into continents - Africa, the Americas, Antarctica, Asia, Australia together with Oceania, and Europe.

Continent

The term continent is used to differentiate between the various large areas of the earth into which the land surface is divided. So, a continent is "a large, continuous area of land on Earth". All continents together constitute less than one-third of the earth's surface that means more than two-thirds of the earth's surface are covered with water. Two-thirds of the continental land mass is located in the Northern Hemisphere.

<http://www.nationsonline.org/oneworld/continents.htm>

The Tourism System – France as a case study

The tourism system is about how each component in the travel trade work together. The purpose of which is to achieve high economic returns for the country and business, and maximum guest satisfaction.

Tourism system will begin with transport or travel to the destination, ground transport, tour operators and guiding services.

Research showed that France was one of the top ten places visited in 2008. How would knowing about the tourism system help a tour guide in France with customers coming to visit that city?

Things the tour guide should know and consider would be:

- History of France
- Places of interest – what there is to see in the country
- Major airports or hub – how the visitors come to the country
- Itinerary of tour group – next stop for tour group

Some of these areas will be looked at in-depth in Unit 5 – Conducting Tours.

FRANCE



Figure 4 - Map of France

For this component the resource website is <http://www.mapsofworld.com/france/france-political-map.html>.

Scheduled/Routed air carriers in France

In France, there are many international scheduled air carriers. The national airline is Air France – the hub of Paris Charles de Gaulle. Air France serves 183 cities in 98 countries around the world. However, there are other carriers that would fly into this country.

A visit to <http://www.mapsofworld.com/international-airports/europe/france.html> shows that there are many airports in France. Hence – a possible plethora of international air carriers – that would make transportation easy to different parts of the world/globe.

Carriers: What Company to Fly?

The following airlines provide regular service from major U.S. and Canadian cities to Paris:

- Air France
- American Airlines
- Continental Airlines
- Air Canada
- Delta Airlines
- British Airways
- Lufthansa
- US Airways

For air travel to Paris from within continental Europe and the U.K., most of the companies listed above offer service to Paris from other major European cities. In addition, the following companies fly into Paris daily:

- KLM/Royal Dutch Airlines
- EasyJet (low cost)
- Ryanair (low-cost)

http://goparis.about.com/od/planningyourtrip/ss/Getting_to_Pari_3.htm

Ground transportation

In getting around Paris, there is always the use of train, bus, taxi or car .

History

Why is knowledge of the history important to the visitor?

Remember that there are different types of visitors and the motivating factors influence the choice for leisure travelers. Hence the political stability of the continent and country will be a major decision maker. Of consequence then will be the tour guide knowing the location of France and the countries that it borders.

“France, located on the western parts of Europe, is the land of culture, fashion, food and fun. Sharing its borders with Germany, Switzerland, Italy, Monaco, Belgium, Luxembourg, Andorra and Spain, France covers a land area of 211,209 sq. miles. Some of the important cities of France are Marseilles, Paris -France, Lyon, Nice, Bordeaux, Nantes, Strasbourg and cities in Normandy - France.

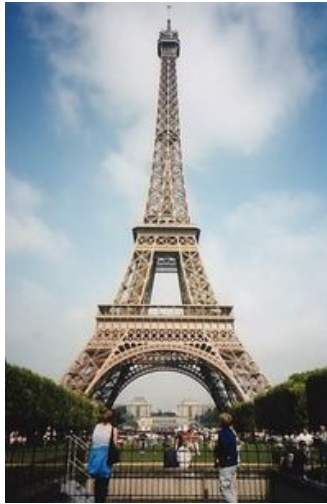
France lies on the coordinates of 46° North latitude and 2° East longitude. It is located between Spain and Belgium bordering the English Channel and Bay of Biscay. Corse, a small island between Italy and Spain in the Mediterranean Sea, above Sardinia, is also a territory of France. As shown in the France maps online, the country also has territorial authority on several tiny islands in Atlantic Ocean, Indian Ocean and in the Oceania region. France is located in the southeast of the United Kingdom. It lies on the latitude of 46° North and longitude of 2° East. The area covered by France is 547,030 sq km. France political map, besides showing the locations of cities of France and outlining its administrative divisions, also shows the countries and water bodies bordering France.

Bordering countries and water bodies

France maps show the following countries surround France:

- North Sea and the Strait of Dover lie in the north.
- Belgium, Luxembourg and Germany are located in the north-east.
- Switzerland and Italy are located in the east.
- Ligurian Sea, Mediterranean Sea and Gulf of Lion are located in the south-east.
- Spain lies in the south.
- Atlantic Ocean and Bay of Biscay is located in the west.
- English Channel falls in the north-west of the country.”

Places of interest



Eiffel Tower



**Champs-Élysées
d'Arc de Triomphe**



River Seine at night

Why is this information important?

This is a core part of tour guiding, pointing out places of interest, called attractions. This is the backbone of the pull motivating factor the visitor engaged in the travel network.

Airports

Paris, capital city of France

Paris is located on the coordinates of 48° 52' North latitude and 2° 19' 60" East longitude. It is situated at an altitude 34 meters above sea level. The city of Paris can be accessed from the airports of Orly, Velizy, Le Bourget and Bretigny Sur Orge. Paris, the capital city, is represented on the France Political Map by a red square.

Why is this information important?

This knowledge is important so that the tour guide can point out particular ports of entry.

Complete Activity 2:2:3



Activity 2:2:3

Visit the following website for further information on international airports for France:

<http://www.mapsofworld.com/international-airports/europe/france.html>

Visit <http://www.francethisway.com/regions/parisiledefrance.php> and plan a tour of Paris for the visitor.

Highlight places of interest that the tour guide should point out and the reason why this should be highlighted.

Itinerary

The importance of knowing the itinerary is to gauge the amount of time that the visitor can stay at any one sight. Hence the tour guide must liaise with the transportation personnel to ensure smooth transitioning from place to place.

Remember that the tourism system involve knowledge and liaison with multiple partners in the tourism business. It may not be convenient to know all there is to know about a location or country, but the tour guide must be the “sage on the stage”.



**Assessment for
Unit 2:2**

Choose a Caribbean country and find out

- Tourist arrivals
- Tourist expenditure and
- Places of interest in that chosen locale.



Tip

Visit <http://www.onecaribbean.org/content/files/SEPT18Lattab09.pdf>



**Summary for Unit
2:2**

In this unit we explained what is meant by the system of tourism. After some definitions, we explored the importance of the travel network for travel and tourism. Though different for many countries, we did a case study of France and sought to identify major international scheduled carriers and their routes. Throughout this study the role of the tour guide in the tourism system was the decisive component.



**Terminology for
Unit 2:2**

In this unit the new terminology used included:

| | | |
|-----------------|------------------------------|--------|
| charter flights | continent | map |
| routes | scheduled/routed air carrier | system |
| travel network | travel trade | |

Unit 2:3 Current Issues

Unit Overview

The tourism “product” exists in a macro and micro environment. Therefore the realities of the world cause impacts on it.

In this unit we will be exploring some of the current issues related to tourism. For each country there will be provincial differences but the focus of this unit is to examine the global impacts on this industry. There will be a link to the forces discussed in Unit 1:3.



Objectives for Unit 2:3

By the completion of this module, you should be able to:

- Examine the current impacts on tourism from a macro level
- Discuss major events which impact global travel and tourism.

Current impacts

Let us investigate some of the current impacts of tourism that are issues globally. If these impacts were classified according to the forces of economic, physical/environmental, technological and socio-cultural forces, then a full picture of the impact on tourism will be realized.

- **Health pandemics**

History says that persons began to travel for health reasons- visits to the therapeutic baths in Bath in the United Kingdom and late tot tropical islands. However, as the world shrinks due to technological advancements, people's concern for their health is more in prevention than cure.

Over the years with HIV/AIDS and the Influenza AH1N1 Virus (commonly known as Swine Flu) in 2009 and the Avian Influenza Virus (or Bird Flu) in 2004 and Severe Acute Respiratory Syndrome (SARS) in 2003 in Asia, there is quite a stir in the global community about health concerns. This influences if persons chose to travel or stay at home. The World Health Organization (WHO) has a constant job of informing and creating solutions to these pandemics.

- **Stability and security**

Political stability or instability - changes in the governance of the country and its effects on its administration definitely have an impact on tourism. On the negative side, political unrest causes advisory messages to be put out to residents warning against or dissuading travel. On the positive side, a stable government lends calm reasoning and choice of holiday venues.

Remember the September 2001 terrorists' attacks and how they changed the relative freedom with which people traveled to stricter security measures and longer queues at airports. People refused to engage in international tourism for leisure.

- **Financial crisis**

In 2009 the financial meltdown that occurred around the world in one way or another, impacted the livelihood of many workers; for remember that tourism is the largest industry in modern economies providing employment and foreign exchange earnings to payoff national debts. Hence, when people choose to use their discretionary income in other ways besides traveling, and over a long period of time, crisis occurs.

- **Uncontrollable environmental issues and climate change**

Tsunamis, hurricanes, floods are all environmental impacts that cannot be controlled by man. Remember the tsunami in the Asian countries (Maldives in particular) (2004), flooding in Manila (2009) and the seasonal threats of the hurricanes in tropical countries.

However, scientists are blaming mankind for the problems of climate change such as global warming and greenhouse gases. It is purported to be due to the choices made due to our way of life.

With the G8 Summit in 2008 and 2009 answers and agreements will be sought so that countries can collaborate to bring solutions to the problem.

- **Technological advancements**

Over time with new developments in technology we have seen travel speed increased and the journey time decreased. So, travelers arrive earlier and have more time and inclination to spend more money in the destination.

Complete Activity 2:3:1



Activity 2:3:1

For your country, classify the current issues of tourism by the economic, socio-cultural, physical/environmental and technological forces discussed in Unit 1.

Add any other ideas to the factors listed as pertaining to your particular country.



**Reflection for Unit
2:3**

Go to the speech [Global Problems, Global Solutions: Towards Better Global Governance](#) made by the World Trade Organization (WTO) Director-General Pascal Lamy at the WTO Public Forum 2009.

With a partner, share your thoughts on the issues raised.

Visit http://www.wto.org/english/news_e/sppl_e/sppl136_e.htm



**Assessment for
Unit 2:3**

What are the current issues of tourism for your country? Present evidence from local newspapers and journals.

Rate the effect of tourism for your country in the global perspective after reading

http://www.unwto.org/media/news/en/press_det.php?id=4421&idioma=E



**Summary for
Unit 2:3**

In this unit we examined some of the current issues that are impacting on tourism. Of course, what is current today is past tomorrow, however some of the sentiments remain current in financial, technological and environmental.



**Terminology for
Unit 2:3**

In this unit the new terminology used included:

health pandemics financial crisis
technological advancements

Unit 2:4 Future Travel Impacts

Unit Overview

This unit is a continuation of the issues discussed in Unit 2:3 except that it looks to the future of tourism.

In this unit we will be proposing some future impacts of tourism based on imagination and some current issues that may evolve. For each country there will be provincial differences but the focus of this unit is to examine the global impacts on this industry. There will be a link to the forces discussed in Unit 1:2.



Objectives for Unit 2:4

By the completion of this module, you should be able to:

- Discuss some of the possible future impacts on tourism, while simultaneously hypothesizing on the future.
- Determine main issues that will affect travel in the future

Future Impacts

According to the WTO and diagrammed in Figure 4 below: “Although tourism always experiences temporary drawbacks for example because of wars (2001 terrorist attack in New York, Iraq war), diseases (SARS in Asia) or crisis in the energy supply (oil crisis in the 1970s), an exponential growth world wide is again expected for the period 2010 – 2020.” http://www.atmosphere.mpg.de/enid/Nr_9_July_6_Air_traffic/C_Tourism_5rw.html

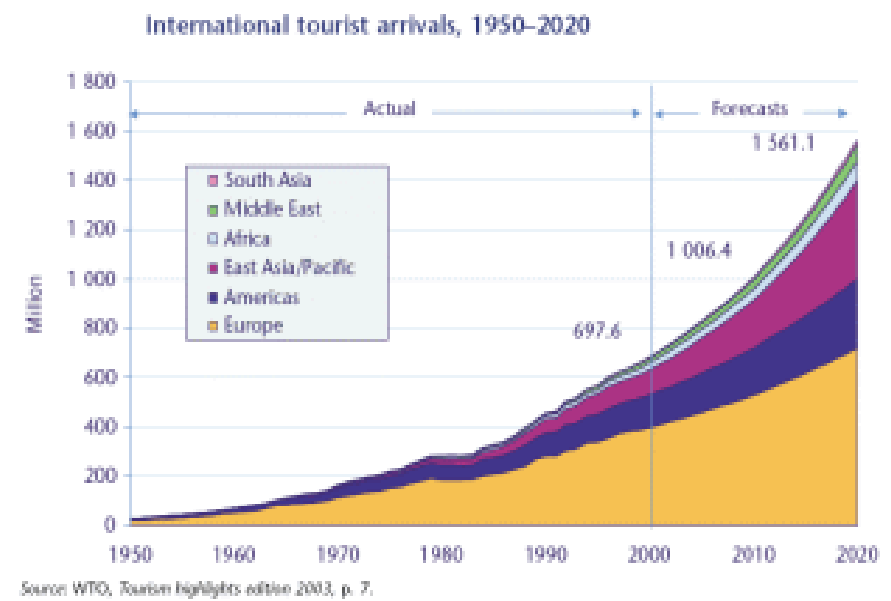


Figure 5 - Tourist Arrivals - 1950 -2020

The current trends that impact the tourism industry will be intensified in the future.

- **Technological developments**

Since 2001 we have seen the advent of space travel. With time the cost of such a means of transport will be reduced; the same as with air travel in the 1950s with the advent of the first jet aircraft to make a non-stop transatlantic flight. If space travel becomes more reasonably priced there will be a move from niche travel among the wealthy but more middle income earners traveling by this means. Cruising may be reduced and so too jet air travel.

Since travelers are able to book flights on the internet from their homes, then there may be less need for travel agents.

With the increase use of technology, there is a rise in virtual tours. This means of experiencing a country or built attraction from the comfort and security of your own home through a measure of interactivity will significantly have an impact on the definition and practice of tourism. Yes, “travelers” will have more opportunity to see the country and pay for the “trip” but the experience will be superficial and dictated by the company presenting the virtual tour. There is not much room for creativity and individualized tours- it would be a step back to packaged tours. There will be no engaging of the senses of smell and taste.

- **Demand of more to the “experience”**

Even with the increase use of technology in everyday lives and its potential to impact drastically tourism, there is a paradox of what the true tourist will demand. As travelers become more know-savvy and book travel for themselves, there will be a demand for more interaction in communities that the traditional package of tourism. There may then be an increase in community-based tourism.

In the demand for more “experience” in tourism, and possibly greater wanderlust – “a desire to travel”, (<http://www.hometravelagency.com/dictionary/wanderlust.html>) just as in the days of the Wild, Wild West, there may be new frontiers to travel.

- **Financial implications**

With the global recession in 2009, there are job loss and as a result less discretionary income available. Results will be more domestic tourism and less international travel which will reduce government revenues and employment within the tourism/hospitality industry. In addition, the attractions may undergo financial challenges and have to close. Hence the superstructure will be loss and the pull factor removed. For the tourist, as discretionary income is reduced there may be less tourism related activity.

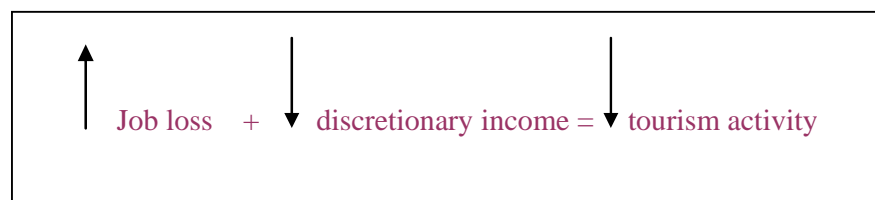


Table 4 - Financial implication on tourism future

Air travel alliances can cause serious financial concerns for these mergers cause possible job loss of air crew. A resultant outcome may be increased airfares which will affect the potential traveler. If there are too many mergers in this industry, policy makers and workers need to be vigilant.

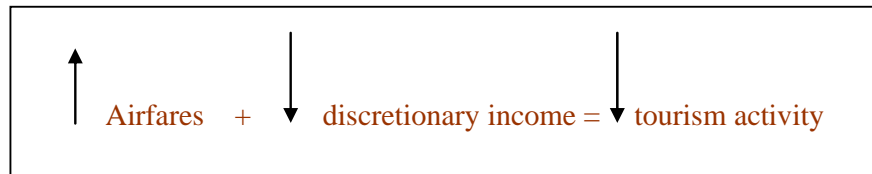


Table 5 - Air travel impact on tourism

The circulation in 2002 of the Euro (€), the common currency in 59% of the member states of the European Union has affected travel. For citizens in these member states travel may have become more cost effective, as countries become “borderless countries”. On the other hand, this may mean a reduction of international travel.

With more privatization of accommodations, there will be more branding occurring in countries that will affect development and growth.

With borderless countries and political moves by governments to allow more movement of nationals, there will be more job loss or a decrease in human capital through migration.



**Assessment for
Unit 2:4**

What do you foresee as the future impacts of tourism on your country? Present evidence or trends to support your points.

OR

With the demand for more of an “experience” in tourism, how successful do envision virtual tours on tourism will be?



**Reflection for Unit
2:4:1**

Go to the *Trade and Climate Change WTO-UNEP Report* at the World Trade Organization (WTO) webpage listed below. With a partner, share your thoughts on the issues raised.

http://www.wto.org/english/res_e/booksp_e/trade_climate_change_e.pdf

OR

Google the phrase “future of tourism” and research the views of others on this topic.



**Summary for
Unit 2:4**

In this short unit, our focus was on the future for this industry. The areas considered were in the technological, political and economical forces.



**Terminology for
Unit 2:3**

In this unit the new terminology used included:
technological developments

Unit 3

Developing Effective Communication Skills for Tour Guides

Unit Overview

You will agree that most of your time as a **Tour Guide** will be spent interacting with your customers. The success of your interactions will depend a lot on how you communicate with them. This module is meant to empower you with the necessary knowledge and skills that will help you communicate effectively as a Tour Guide.

This module is meant for self-study. It comprises three units, each of which has been designed and structured in a consistent manner to ease navigation and study.

In Unit 3:1 you will be introduced to communication and the communication process, the key concepts and the reasons for communicating. You must have surely heard "*There was a communication breakdown*". Why then does communication fail? Well, you will also be given the opportunity to explore some of the barriers to effective communication.

Once you are equipped with the basic communication concepts, you will move on to Unit 3:2. Here we will look at the ways individuals communicate namely verbally and non-verbally.

As a tour guide you will continuously need to respond appropriately to diverse situations such as queries or difficult customers. How will you deal with them? In Unit 3:3 we shall look closely at basic strategies for effective communication strategies such as presentation skills, conversational skills, active listening skills, telephone as well as techniques for handling queries, complaints and difficult customers.

Good luck with your unit!



Outcomes for Unit 3

By the completion of this unit, you will be able to:

- Define communication
- Explain the communication process
- Identify the elements of the communication process
- State the key features of effective communication
- Identify and overcome the barriers to the communication process
- Select the appropriate way of communication for specific purposes
- Explain the importance and ability to develop and use listening skills
- Outline how to demonstrate the ability to listen effectively and give relevant feedback
- Apply appropriate strategies for effective communication
- Discuss how to demonstrate a courteous, cheerful and helping attitude when communicating through the telephone
- Summarize how to operate effectively as a Tour Guide by providing the right information in the right way to Tourists

Unit 3:1 **Communication**

Unit Overview

In this Unit, we introduce you to effective communication skills as being the main tool of a tour guide. Do you think it is important for a tour guide to acquire effective communication skills? You will agree that as a tour guide such skills are necessary if you are to perform your job well.

In the first section, we begin by presenting you with a general definition of communication. This is then followed by the main reasons you may have for communicating with your customers. We will then explain the process of communication through a communication model and from this we shall draw out the main features of effective communication. Often in the communication process, the message is not clearly received. This is because barriers to communication may exist. This is dealt with in the final section of the unit.

We hope that you will find the issues we raise in Unit 1 very stimulating and that you will be keen to contribute your views and even share your personal experiences.



Objectives for Unit 3:1

By the completion of this module, you should be able to:

- Define communication
- Explain the communication process
- Identify the elements of the communication process
- State the reasons for communication
- State the key features of effective communication
- Identify the barriers to effective communication

What is communication?

First, let us look at how other people have defined communication. You may identify the different key words used to define communication in the above entry. In this course we define communication as the act of sending and receiving intended messages. Effective communication implies verifying that the receiver has understood the message as intended and that a subsequent response is observed. It is something that tour guides do every day, so how a tour guide communicates is very important. We will now briefly define other concepts that are specific to communication in a tour guiding context.



Reflection Activity 3:1:1

Think about the last time you chatted with a friend.

- Was your message clearly understood?
- What do you think effective communication means?
- Take a few minutes to jot down your ideas.
- At the end of this section, try again to explain in your own words, what you think effective communication means.
- Compare your initial definition with your new response and observe if your ideas have changed

Concepts of communication

Let us now look at some key concepts related to communication in tour guiding operations:

Effective communication: Is a reciprocal sharing of information and ideas of written, oral and non-verbal information according to a common set of rules (e.g. language, non-verbal communication, symbols). It includes the use of active listening skills and displaying openness to other people's ideas and thoughts. When the process of exchanging information between sender and receiver is successful, it means they use a common set of symbols to which they both attach the same meaning throughout the process of encoding, transmitting, and decoding intended messages.

Tourist: Someone who travels for pleasure and recreation, to a place other than where they normally live. The purpose of the travel and stay elsewhere could be for health, sport, holiday, study, religion, business, family, mission or conference reasons.

Tour guide: A professional whose job is to lead or direct visitors in a country, while pointing out and explaining to the travelers and tourists different places of interest.

Tour commentaries: are the narrations a tour guide prepares and uses in order to explain and describe tourist attractions to a tour group, which includes giving facts and answering questions from tourists, as well as explaining local rules and taboos about the sight.

Barriers of communication: are a range of physical, mental or emotional hindrances that can prevent messages from being passed on successfully between sender and receiver during the process of communication}}

Now complete Activity 3:1:2 to begin your journey on Developing Effective Communication Skills



Activity 3:1:2

We have developed a crossword puzzle for you. See if you can draw it using these instructions, and then use the information we have just discussed, to complete it. Have fun!

Instructions for drawing your own 'communication concepts' crossword puzzle:

Draw a table in which you have 15 columns down and 12 bars across. Now in the 1st column: color the first 3 and the last 2 blocks in the column. Mark the first block no. 1 (down).

Column 2: color the first 3, skip (leave blank) 1 block and color another 5 squares. Skip 1, color the last 2 again.

Column 3: Color 2, skip 3 (number the first of these 7), color 4, skip one, color one, skip one.

Column 4: Color 3, skip 1, color 5, skip 1, color 1, skip 1.

Column 5: skip 4 (mark the first block 10), color 5, skip 1, color 1, skip 1.

Column 6: color 3, skip 1, color 5, skip 1, color 1, skip 1.

Column 7: color 2, skip 10 of which you mark the first block 2.

Column 8: color 3, skip 1, color 5, skip 1, color 1, skip 1.

Column 9: color 3, skip 1, color 5, skip 1, color 1, skip 1.

Column 10: skip 9 (and mark the first block 3), color 2, skip 1.

Column 11: color 3, skip 1, color 7, skip 1.

Column 12: skip 9 (and mark the first no. 9), color 2, skip 1.

Column 13: color 3, skip 1, color 8.

Column 14: color 1, skip 8 (and mark the first block 4), color 3.

Column 15: color 3, skip 1, color 8.

HERE ARE THE QUESTIONS:

1. What do we call someone who travels for pleasure and recreation, to a place other than where they normally live? (7 down)
2. What do we call a person who leads and directs visitors at tourist sights and attractions? (10 down)
3. What do we call communication which involves successful sharing of information and ideas according to a common set of rules? (9 down)
4. What are the hindrances called which prevent successful communication? (8 down)
5. What is the narration called which tour guides use in order to explain attractions and answer questions? (15 across)
6. One of the major activities of a tourist in another country. (9 across)
7. Tourists often use this mode of transport. (3 down)
8. Some tourists visit another country for this purpose. (10 across)
9. An important part of effective communication. (9 down)
10. Tourists often carry their personal belongings in this. (3 down)

Reasons for communicating

As a tour guide, communication will be your main tool in informing and guiding guests around sights and keeping their

interest. Below, we have some suggested reasons why communication is so important in a tour guiding context. After reading through them, why don't you tackle the activities which follow, which are based on some of the main reasons for communicating in tour guiding.

To inform, remind and advise

You will use communication to present your country to tourists. As a tour guide you will have to answer many questions, handle queries and present information to tourists. Among these types of information will be:

- giving directions and commentaries;
- explaining procedures and itineraries;
- providing advice on safety and security; and
- describing tourist attractions.

This information to guests can be: helpful suggestions to prepare themselves for a tour, advice about personal belongings to take, medical advice on preventative medicines, and information about available services at tourist destinations.

To clarify, and to avoid confusion and misunderstandings

Communication helps to clarify facts so that there is no confusion or misunderstandings. Also, sometimes there are unexpected events during a tour which can force the tour guide to change plans, and these changed plans have to be communicated to the tour group as soon as possible, to get consensus on alternative itineraries.

To promote and persuade

Communication is also the tool you'll use to promote the tourism products and services of your country, such as the destinations and events they will visit and enquire about. Remember, tourists visit your country in order to see what attractions the country has to offer and to perceive and experience the country from your perspective. As a tour guide, therefore, it will be your responsibility to motivate and reinforce the tourist's interest in your country. Your commentaries are the « eye » through which tourists will see the country and you are the representative of the people of your country.

To build relationships

How well you communicate with your tour group will determine the success of the tour and how successful you are in your career as

a tour guide. Conversations help to develop rapport which will build interpersonal relationships. This is important for sustaining the tourism activities.

To evaluate your services

Communication will enable you to collect relevant feedback from the tourists with a view to gauging the interests and expectations of the tourists. This feedback obtained can be communicated to all concerned. From this you will be able to explore ways of improving subsequent tour activities.



Activity 3:1:3

Now take some time and reorganize the above reasons as you regard them important, from the most to the least important.

Did you find that difficult? Those tasks are all important and it is often hard to prioritize. When you are ready, let's move on to Activity 3:1:4.



Activity 3:1:4

Below is an excerpt from a conversation a tour guide had with a tourist in his group. Read it carefully and answer the questions that follow.

Satish: Hey Sue. Are you enjoying the tour?

Sue: I am! I found the visits to the sugar museum and botanical gardens this morning, both very interesting. But it must be hard for a tour guide like yourself, to try and please so many people at the same time. I mean, here we are, 13 tourists from different countries around the world. And we all do things differently!

Satish: Where are you from again?

Sue: Oh I'm from Trinidad and Tobago... a beautiful place... like yours.

Satish: Do you know that today is a national holiday here? It is a Christian holiday celebrating the assumption of the Virgin Mary. 'Cause we are multicultural, we celebrate numerous religious festivals.

Sue: Oh really? So do we! In my country since we have lots of Hindus, Muslims, and Christians we have a whole host of religious festivals as well. For example we have something called Hosay – a Hindu festival. Do you know it?

Questions:

- 1 Does the above communication form part of the job of a tour guide?
- 2 What do you think were the reasons for the above communication? List at least 2 reasons and justify your response

The process of communication

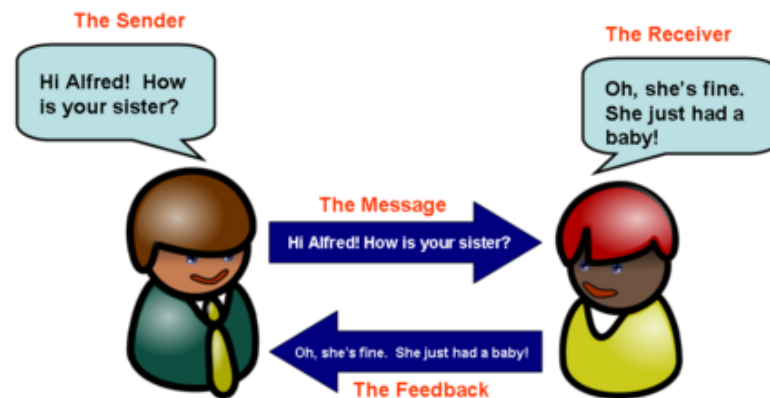
Communication can be very complex, as there are countless opportunities for sending or receiving the wrong message. You may think you understand a tourist's request only to hear, "But that's not what I meant!" You may also have received or given directions you thought were clear, yet still, you lost your way or misled someone in the process. In order to understand the complexity of the communication process you have to be familiar with the following terms we refer to as elements:

- Sender
- Receiver
- Encode
- Message
- Channel
- Decode
- Feedback

The figure below shows the key elements in the process of communication. The communication process is not very complex. It consists of nine elements, two of which involve the major players in the communications process namely, the **sender** and **receiver**. Then major communications tools are shown, which are the **message** and **channel/media**. The process by which we communicate involves the transmission of a message from the sender to the receiver, through a channel or medium. Communication is a two-way process, because the receiver then responds to the message (we call this giving feedback) and in this way he/she becomes the sender again, and the person who first spoke/wrote, becomes the receiver (of the feedback communication).

The descriptions that follow will help you understand the diagram.

The Communication Process



Sender: A person sending a message to another person. This person begins the communication process. The sender has a responsibility to formulate a message that will communicate exactly what he/she means. This involves the use of communication symbols that will convey this meaning. The sender in tour guiding operations can be both the tour guide who presents tour commentaries and explain attractions, and the tourists who ask questions or make comments.

Receiver: The receiver is the person (for example the colleague or tourist) to whom the message (or communication) is directed. In tour guiding it can both be the tourists who are being addressed by the tour guide, or the tour guide receiving questions from the tour group.

Message: The reason for the communication process. It is the idea or information that the sender wants to pass on to the receiver. This is the encoded set of symbols that is conveyed by the sender and which consists of both verbal and non-verbal symbols that the sender wishes to transmit. The sender must formulate the message with clear language or symbols which will be easily understood by the receiver and which the receiver will be able to interpret accurately and respond to. The sender should also provide room for feedback in the message.

Channel: The channel is the medium through which the message is sent – for example whether it is sent verbally (by word in face to face or telephonic conversation), written (by writing such as memos, letters, faxes, e-mail) or signaled (by hand or other symbols). The channel carries the message from the sender to the receiver. In tour guiding operations the channel can be verbal (for

example tour commentaries or tourist questions), non-verbal (the tour guide or tourist's body language supporting the messages) and print and electronic media (newspapers, television, internet, magazines, maps and brochures used to develop the tour guide's commentaries).

Then there are four *communication techniques* and these are:

- encoding,
- decoding,
- response, and
- feedback

Encoding: This technique is when the sender puts the message into language, symbols or signals, which may be understood by the receiver. The process of formulating the ideas of the message into meaningful symbols, words or signs, is known as encoding. It is important that the sender must encode the message in a way that it will be recognized and understood by the receiver, in order to make sure the receiver gets the message as intended by the sender.

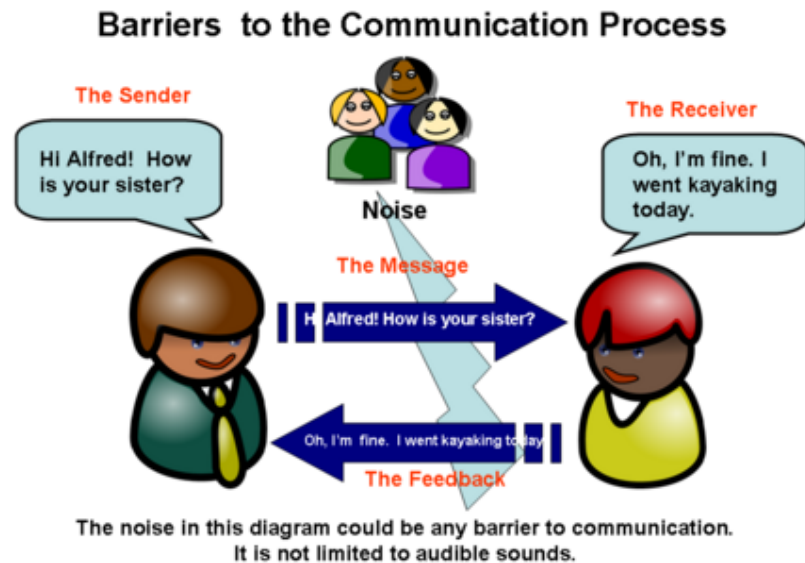
Decoding: Decoding is when the receiver interprets the message and its meaning. Decoding is the process by which the receiver translates the symbols or words of the message into information that is meaningful to themselves. The process and success of decoding can be influenced by several factors, including a difference in perception and experiences between the sender and the receiver, as well as their different attitudes and what they already know about the topic of the communication. Different receivers could decode the same message differently, because of each one's unique perception.

Responding: This is when the receiver or even the sender of the message performs an action and responds to the message received.

Feedback: The message has an effect on the receiver in terms of how they think it was intended, and they give a response (reaction) back to the sender based on the meaning they attach to the message. This response is called feedback. The feedback can be verbal, written or non-verbal. Even silence is non-verbal feedback, although it is often hard to interpret and can be misunderstood because it can either mean indifference, acknowledgement or a lack of understanding of the message. Because of all the different ways silence can be interpreted, this is known as negative feedback. It is important for tour guides to design feedback methods in a way that would encourage understanding and positive feedback. These can be done by encouraging comments and questions from tourists

during a tour and feedback questionnaires or other evaluation methods following a tour.

The last element is a factor that can *hinder the process* at any stage, and that is noise.



Noise: Noise hinders effective communication throughout the communication process. Noise can be from the external (surrounding) environment, such as from too many messages at the same time or background noise that interferes with a clear understanding of the message. We also refer to some receiver characteristics as 'noise', and this is where their emotions, ethnic background, age, education level or disabilities may distort or make a message misunderstood. Noise in communication, is any distraction that interferes with the proper transmission of communication, so that the message from the sender cannot reach the receiver as it was intended by the sender to be understood. It is a major communication barrier, as we will see further on in this discussion. In tour guiding for example, noise can be the background sounds of animals at a sight while the tour guide is explaining the attractions. It could also be the accent of the local tour guide, which may make it difficult for the tourists to understand the message he/she is trying to convey.



Activity 3:1:5

What do we call the following key players or elements in the communication process?

1. A person sending a message to another person.
2. The person for whom the message is intended.
3. An encoded set of verbal and non-verbal symbols
4. The process of formulating a message into meaningful symbols.

You must have identified the key players as follows:

1. Sender
2. Receiver
3. Message
4. Encoding

WELL DONE! You are now able to explain the communication process that tour guides and others use. You may now attempt the next Activity 3:1:6.



Activity 3:1:6

Study the model illustrated above, and the explanation of each of the elements. It is your turn now to draw your own communication model. Show prominently any three of the elements which you find to be important for effective communication in the tour guiding context

Remember! *It is important that all senders of communication must keep in mind who their target audience is, so that they can focus the message accordingly. The sender should know what the receiver's perception is, so that the encoding can be in line with the receiver's experiences. The sender should also use the appropriate communication channel to reach the receiver and invite feedback, so that they can confirm that the message was understood and appropriately responded to.*

Features of effective communication in tour guiding operations

Do you know the saying, "Communication is as much a matter of human relationships, as it is about transmitting facts"? Well, this is particularly true in tour guiding operations. How do we as tour guides know when our communication is effective? It should contain most of these key features:

- *Interpersonal relationships improve.* In the section on the reasons for communication in tour guiding operations, we have seen that communication aims to improve interpersonal relationships, so a feature of effective communication will be that this is visible in the tour group. We are referring to the professional relationships between the tour guide and the tour group as a whole, between the tour guide and individuals in the group, and individual tourists among each other. It also encourages a good relationship between the tour guide and other members of his/her work team, including the tour operator, bus driver, other support staff and service providers.
- The tour is a success! This means that the *tourists' expectations are fulfilled*, they leave happy and content, and you can be sure that they will encourage others to take tours offered by your company. Your successful communication has ensured return business for the company, and this means more profit for the company and promotion in your career as a tour guide.
- *Feedback* received from tour members is positive and enthusiastic. Again, this will help your company a lot when marketing and advertising the tourism products you offer.
- An important feature of successful communication is a *better understanding* among those participating in the communication. As long as communication is open, it will always improve understanding, regardless of differences in viewpoint. Communication does not always have to be aimed at convincing someone else to change their viewpoint, but if effective, it will increase understanding for one another.
- Effective communication also *improves knowledge*, so make sure that your commentary actually leads to improved knowledge. Information and ideas that are communicated, help us to collect more knowledge about lots of things. In tour guiding operations the tourists learn a lot about a

country and its features, while the tour guide also learns about the different types of tourists.

- Effective communication is *clear*. There is no ambiguity (vagueness or confusion) about what it is the person is trying to convey. The tour guide can try to make his/her communication clear by using short sentences in simple language, but still providing enough information to ensure a clear understanding of what is being said. Active listening also adds to clarity of communication, so always show that you are listening, and provide feedback to others during communication.

Complete Activity 3:1:7



**Case Study
Activity 3:1:7**

You are Mr. Pointer, a tour guide. You are preparing to take a group of 16 tour members to visit your favorite tourist destination in your country.

As you study the arrival list you were given by the tour operator, you notice that it will be a very diverse group, made up of different cultures. There will be tourists from China, South Africa and Israel in the same group. Several members might not be able to speak any English, even you have to present your tour commentary in English.

Now think about what attractions you would take the group to. Prepare your tour commentary, making sure that the language you will use, will be plain and easy to understand, and that your communication with the group and individuals in the group, will be effective

Later we will discuss strategies for effective communication – keep the narration you are developing until then, and adjust it if you can. But for now, look back over your tour commentary and make sure your communication will be effective because it will:

- Fulfill tourist expectations
- Guarantee the success of the tour
- Improve knowledge
- Ensure clarity
- Create better understanding

- Improve relationships
- Ensure positive feedback from tourists

Barriers that may hinder effective communication

Barriers of communication are a range of physical, mental or emotional hindrances that can prevent messages from being passed on successfully between sender and receiver during the process of communication.



Reflection 3:1:8

Pause for a moment and think about situations where you were unable to understand or convey an intended message.

What do you think were the reasons for the breakdown in communication? Take a minute to jot down your ideas.

Now, let's look at some of the major barriers to effective communication which has been categorized into four (4) main groups:

Physical barriers

There can often be physical obstructions that block the message on its way from the sender to the receiver. These barriers may include:

- physical objects;
- interfering background noises such as from machinery at a nearby construction site;
- disruptions or even distractions for example from a child demanding your attention during your presentation;
- the distance between the receiver and the sender of the message. The message gets more distorted the greater the distance between the sender and receiver;
- health problems such as if you are feeling unwell or are experiencing pain. This may also prevent you from delivering your message effectively.
- Malfunctioning equipment such as microphones.

- Secondary sources of information. For example if we obtain information relayed from a third party it may be distorted and inaccurate.

Mental and emotional barriers

Your mental or emotional state as well as those of your visitors may also affect the way in which a message is conveyed or interpreted. Consider the following examples:

- Emotional stress, anger, depression or sadness during the communication process. Such negative emotions may influence how you send the message and in turn may block the message in the mind of the receiver. This results in a message that is not clearly understood.
- Too much or too little information or information that is inaccurate. If you fail to prepare and do the necessary research you may lack confidence and questions may exceed your personal knowledge. These too are barriers to effective communication.
- A distorted and subjective focus in your commentary. For example expressing your personal political, ethnic or religious views.
- Insecurity or a lack of confidence may also be a major barrier to effective communication.
- Difficult personalities you may encounter. Some tourists may be aggressive and may have exaggerated demands while others may be passive. Such situations may create barriers to effective communication.

Complete Activity 3:1:9



Activity 3:1:9

Based on the barriers discussed in the above sections, share any personal experience you have had where you were unable to send an intended message

Cultural differences

As a tour guide, you interact with people from different cultures and social sub-groups while completing your tour commentaries. It is important to be aware of your clients' customs, values and

beliefs otherwise these may compromise the success of your communication with them.

- Personal biases and social prejudices based on political, ethnic and religious beliefs and perceptions. We should guard against making generalizations and stereotyping others based on these in our communication. Do not assume that the tourists share your values, beliefs and goals. Their understanding may be different from yours because their perspectives are likely to be different.

Language barriers

As a tour guide, it is your responsibility to accommodate language differences and find a common ground within which the group can operate.

- Certain words may have multiple meanings given specific contexts. People may interpret the same word differently.
- Most tourists who visit your country will speak a different first language from your own. You may be faced with speech variations such as varying accents and different ways of pronouncing words which may complicate understanding.
- Using incorrect terminology or conveying inaccurate information is also a major barrier to successful communication.

Now complete Activity 3:1:10.



Activity 3:1:10

Read the cartoon below, then answer the questions that follow.

The phone rings. Mere, the receptionist, picks it up.



Identify the problem with which the receptionist was initially confronted.

What caused this communication problem?

What could have happened because of this problem?

What strategy did the receptionist use to solve the problem?



Assessment for Unit 3:1

Define communication and explain the importance of effective communication in the work of a tour guide.

Describe the key elements in the communication process, which ensure effective communication with tourists and those, which may hinder communication. You may include real life examples from the tour guiding context to illustrate the key elements in your discussion.



Summary for Unit 3:1

In this unit you defined the term “communication and explored the four (4) barriers to communication such as physical, emotional and mental, cultural differences and language.

It was established that when effective communication process both the sender and receiver understand the message.

Some further key points that you need to remember from this unit are:

- Communication means the exchange of messages between you and the tourists while verifying comprehension and intended response
- We communicate to inform, explain, clarify, promote, persuade, build relationships and evaluate in relation to our tourism services
- The Communication process comprises the sender, the message, the receiver, the channel and different types of noise as barriers



Terminology for Unit 3:1

In this unit the new terminology used included:

| | | |
|-------------------|------------|----------|
| communication | decoding | encoding |
| tour commentaries | tour guide | |

ANSWERS TO Activity 3:1:1

- | | | | |
|---------------|--------------------|--------------|--------|
| 1. tourist | 2. tour guide | 3. effective | |
| 4. barriers | 5. tour commentary | 6. traveling | 7. bus |
| 8. conference | 9. listening | 10. bag | |

Unit 3:2 Types of Communication

Unit Overview

There are many ways by which people transmit information from one person or entity to another. In a previous section, communication was defined as *the act of sending and receiving intended messages*. It is important that we look at the types, forms and tools involved in communication.



**Objectives for Unit
3:2**

By the completion of this module, you should be able to:

1. Differentiate between the two forms of communication
2. Discuss "tone" used in verbal communication
3. Explain "non-verbal" communication
4. Identify the elements in the "voice"
5. Highlight the differences in the targets of communication
6. Explain the difference(s) in the use if the electronic verses print media

Forms of Communication

There are many forms of communication which can generally be classified into two (2) major groups. In this unit, the definitions and classifications of these groups are discussed.

Complete Activity 3:2:1



Activity 3:2:1

- Think of the times and ways in which you communicate and list the different ways by which two or more persons can communicate.
- Using this list, categorize that information under two main headings, thinking of the means whereby this communication will occur.

OR

Reflect on the following quotation, and identify the two (2) means of communication. Categorize into the two main headings of the means whereby this communication will occur.

“Having many things to write unto you, I would not write with paper and ink: but I trust to come unto you, and speak face to face, that our joy may be full.” 2 John 12

We communicate through verbal and non-verbal means.

| Verbal | Non-Verbal |
|--|---|
| By Telephone (cell-phones) Face-to-Face | By body language By electronic means (internet) By mass media (television) By print media (brochure) |

Differentiate between “verbal communication” and “non-verbal communication”.

Verbal communication (talking) is communication using words and speaking.

Non-verbal communication includes our actions, attitudes, appearance and body language. It involves more than what we say with our words.

Complete the case study in Activity 3:2:2



Case Study Activity 3:2:2

Instructions:

Read the case study and answer the questions that follow.

The story

The village of Pea was very excited. The tour guide had telephoned, and Mary had taken down the message that 10 tourists were coming off the cruise ship for lunch at 2 o'clock.

The whole village got involved in making “*umukai*” (underground oven cooking). Food was gathered and put in the pits, the floorshow party gathered, work stopped for the day.

At 10 o'clock, a minibus stopped at the village, and two (2) people got out. They looked very surprised at the huge feast half prepared and the floorshow practicing.

‘Where are all the other tourists?’ asked Mary.

‘This is all there is’, said the tour guide. ‘I said 2 people for 10 o'clock!’

You can see from this story what can happen when communication in the tourism industry is not good. The hosts are unhappy; the guests are unhappy with sad faces.

Questions:

1. What two forms of communication occurred?
2. How do we know the guests were unhappy?

Verbal Communication

Verbal communication uses spoken words.

Complete Activity 3:2:3.



Activity 3:2:3

Give two examples how verbal communication can take place.

Possible Answers:

1. Talking face-to-face
2. Talking over the telephone

Elements of the Voice

The medium for verbal communication is the voice. The voice can be adjusted according to:

- Tone
- Articulation
- Speed
- Volume

All this refers to the manner in which someone speaks. It can be high, medium or low. Each level of tone reflects a certain level of emotion.

High Tone:

This is used to express anger, authority

Medium Tone:

This is used in a normal conversation.

Low Tone:

This is used when reflecting sadness.

Articulation:

Refers to the accent of the person; reflected in the way words are pronounced.

Speed:

This is the pace at which the words are spoken. It is advised to speak slowly.

Volume:

Refers to the level at which words are projected.

Complete Activity 3:2:3.



Activity 3:2:3

For each of the following situations, state the elements of the voice that should be used.

Situation 1: A tour guide interacting with a small child

Situation 2: A tour guide in front of a group of twelve persons

Situation 3: A tour guide talking to an unhappy client

Non-verbal Communication

Non-verbal communication involves more than what we say with our words. It includes our actions, attitudes, appearance and body language.

How do we communicate without using words?

Types of Non-verbal Communication

By body language:

Body language can be very effective but very ambiguous also. It refers to facial expressions, posture and gestures. Different body language has different meanings for different cultures. For example, in some countries it is rude to touch a stranger while you talk to them, but in other countries, touching someone on the arm or shoulder when you talk is friendly.

It is important to recognize distance when interacting with clients. For example,

By electronic means:

Many individuals now use the electronic medium to communicate. For example, CAPITALIZED or **bold** alphanumeric characters mean you are shouting or trying to get attention.

By mass media:

This refers to sending messages through television or radio used in advertisements or documentaries.

By print media:

This includes memorandums, letters, flyers, brochures, and posters.

Complete Activity 3:2:4

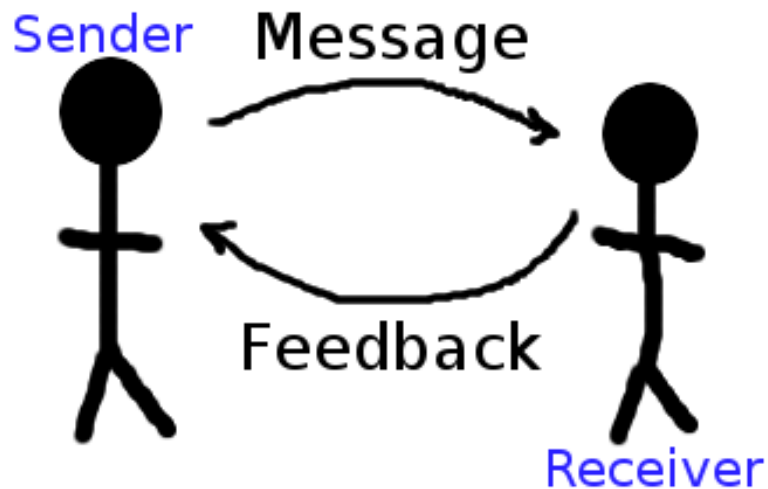


Activity 3:2:4

Instructor will provide a brochure. Students will be asked to look at the photos (without reading the text) and share what message is being conveyed.

Targets of communication

In the wikipedia, [communication](http://en.wikipedia.org/wiki/Communication) is said to be deeply rooted in human behavior. <http://en.wikipedia.org/wiki/Communication>



As we have discovered, communication occurs through various means - verbal and non-verbal. However, it also can be to individuals or groups.

There are many targets or persons or entities with whom we communicate. The following is a classification of the groups with whom we can engage in communication.

1. **Interpersonal communication** - occurs between small groups or large groups of people. There must be a sender and a receiver(s).

- Small group-it is usually accepted that involves three to twelve persons.
- Large group - usually more than a small group but less than a population. In speaking of a large group, thought is to a generic group of people sharing the same purpose.

For small or large groups, communication can be through a speech, by paraphrasing, or some form of non-verbal communication. The tour guide is seeking to send information to small or large groups of people *and* receive feedback.

2. **Intra-personal communication** - usually this is an overlooked target for communication. Intra-personal communication is when the individual "speaks" to himself. For tour guiding, this will be the pre-presentation state, when the tour guide shares his/her own thoughts or words with self.

3. **Mass communication** - refers to when huge numbers are involved; it involves trying to communicate to large populations all at once. In this medium, we are usually referring to sending

information to people who will not be able to give direct feedback. Mass communication is what occurs via the television, when the Government of a country or an organization wishes to send information to the populace.

Tools in communication

As a tour guide, to communicate effectively with your tourists, you must use various tools. This is primarily because your target audience will be different- small or large groups.

Below are examples of the tools a tour guide will be using during his/her work.



A Microphone (also called "mic")

This device is used to amplify the sound of the voice. There are many types of microphones- lapel mics, handheld (as found in the tour bus) or goose neck (those stationed on a podium). The purpose of the microphone for the tour guide is so that the visitors in the bus or on tour can hear clearly his/her voice and the information being conveyed.



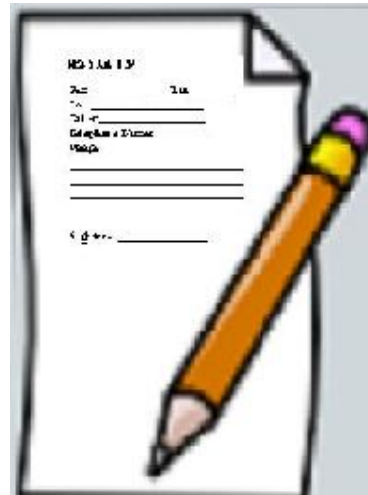
A Walkie-Talkie

This device according to wikipedia (<http://en.wikipedia.org/walkie-talkie>) is a hand-held portable, bi-directional transceiver. It is both a transmitter and transceiver. This means that the person sending the message and the person receiving it can communicate those not visibly present, but within a certain geographical zone. A walkie-talkie is not the same as a telephone - land line or cell-phone; unlike a telephone, it is not private, but communication can be heard by the user along with all other persons within the vicinity.



A Telephone (also called a "phone")

This device is used to transmit and receive voice or speech across distances. The transmission can only be heard by the user. For the tour guide, the use of the telephone is to answer prospective clients and to confirm tours with tour operators and hotels. It is necessary to learn telephone skills as discussed in the module, "Strategies for Effective Communication".



A Message Pad

This is a tool that goes hand in hand with the telephone. The use of this tool is to have physical evidence of the communications received and not to rely on human memory alone. The use of this tool is discussed in the module, "Strategies for Effective Communication".

Complete Activity 3:2:5



Assignment 3:2:5

Instructions: Read the case study and answer the questions that follow.

The story

The village of Pea was very excited. The tour guide had telephoned, and Mary had taken down the message that 10 tourists were coming off the cruise ship for lunch at 2 o'clock. The whole village got involved in making "umukai" (underground oven cooking). Food was gathered and put in the pits, the floorshow party gathered, work stopped for the day. At 10 o'clock, a minibus stopped at the village, and two (2) people got out. They looked very surprised at the huge feast half prepared and the floorshow practicing. 'Where are all the other tourists?' asked Mary. 'This is all there is', said the tour guide. 'I said 2 people for 10 o'clock!' You can see from this story what can happen when communication in the tourism industry is not good. The hosts are unhappy; the guests are unhappy with sad faces.

Questions:

1. What two forms of communication occurred?
2. How do we know the guests were unhappy?



**Assessment for Unit
3:2**

Partner with a colleague and reflect on your day. Each person is to write down two incidences when different forms of communication were used.

Share these occurrences with a colleague and seek to identify the different forms of communication.



Summary for Unit 3:2

In this unit you learned the different ways of communicating, verbal and non-verbal methods were explained using examples. The importance of the use voice was also discussed.

In the elements of the voice the different types of tones used were cited such as high, medium and low.

The targets groups for communication are interpersonal, intrapersonal and mass communication. Interpersonal communication is that which occurs between small groups or large groups of people. There must be a sender and a receiver(s). Intrapersonal communication is when the individual "speaks" to himself. For tour guiding, this will be the pre-presentation state, when the tour guide shares his/her own thoughts or words with self.

Mass communication refers to when huge numbers are involved; it involves trying to communicate to large populations all at once. Mass communication is what occurs via the television, when the Government of a country or an organization wishes to send information to the populace.

There are many tools used for communication by a tour guide such walkie-talkie, telephone, microphone or a message pad.



Terminology for Unit 3:2

In this unit the new terminology used included:

body language

non-verbal communication

walkie-talkie

mass communication

verbal communication

Unit 3:3 Effective Communication Strategy

Unit Overview

In order to be successful, communication must involve each participant in a dialogue understanding the intended message of the other. To accomplish this task, there are certain strategies that must be utilized.

In this unit, we will be discussing what are communication strategy and the strategies to employ to be effective.



Objectives for Unit 3:3

By the completion of this module, you should be able to:

- Explain what is communication strategy
- Explain the steps involved in using effective strategies
- State what is a conversation
- List two types of conversations
- Distinguish the difference between “hearing” and “listening”
- Explain why listening to customers is crucial to the delivery of quality service.
- Identify five (5) steps to active listening
- Respond to incoming calls
- Put someone on hold and transfer calls
- Handle complaints through the phone
- Take messages , make business telephone calls, and end telephone conversations

Communication Strategies

Communication strategies deal with "how" we get individuals to understand the intended message. It focuses on the ways in which a tour guide will go about achieving the overall goals of the operator and in effect, the tourist.

Using effective communication strategies

During a tour, you must use strategies to overcome communication barriers. Here are a few essential effective strategies you should try.

- **Be an attentive listener**

An important principle for effective communication is effective listening. When your visitors are speaking to you, give them your undivided attention. You must stop whatever you are doing, face them and keep eye contact with them. Nod to show that you are listening, and verbally confirm that you have heard.

- **Ask for clarification**

If a visitor is speaking to you and the message is not clear, ask for clarification and again, confirm your interpretation of what has been said, to make sure you have understood correctly. Also encourage your visitors to ask questions. You will know that visitors have understood your messages, if they give appropriate feedback and act on your instructions. **Repetition** is a necessary element of tour guiding.

- **Be clear and concise**

A clear message promotes understanding. Use correct language structures, simple sentences and unambiguous words, and try to avoid unnecessary jargon or local slang. Be comprehensive but concise and say exactly what you mean. Apply standard grammatical rules in tour commentaries and ensure that your commentaries follow a logical sequence. Work on your pronunciation of words and voice projection to make sure the message carries across the group and reaches everyone.

- **Be consistent**

Your body language should not contradict, but should confirm your verbal message. It is important that you as the tour guide and therefore the leader of the tour group should be consistent in your words and actions. Remember that your non-verbal cues are often more convincing than your verbal messages.

- **Be confident and know your product**

Remember that tourists research too, so when addressing tourists, ensure that the information is correct. If it is not, tourists may lose confidence in your ability to guide them. So make sure that the facts are accurate and up to date. To do this, you should take information from reliable sources, such as from reputable magazines, news media, promotional material, industry associations, experts, local communities or from first hand experiences such as sight/site visits. Knowing your product well, will give you that boost that you need, so that if tourists ask questions you will be able to give appropriate responses. This means that you must prepare well for a tour so that you are confident in delivering the tour commentary and in answering questions from the group.

- **Be motivated and show pride in your country**

You are the link between the tourist and your country. You represent your country and its people in the eyes of the tourist. Your attitude should therefore be positive when you interact with your visitors. Be accessible to them and be willing to share information and advice about your homeland. Explain the local rules and procedures so that your clients would understand them and abide by the laws of your country. Maintain a pleasant atmosphere in the group by giving visitors a warm welcome and being friendly, respectful, helpful and polite throughout. Be attentive to the needs of the tourists throughout the tour.

- **Be a leader**

Remember that you are the leader of the tour group, so you must display effective leadership skills. This does not mean that you should be bossy, but that the group relies on you to take them safely to and from where they wish to go. As part of your role, you should encourage introductions among the group members and encourage participation in discussion, even from quieter members.

- **Pay attention to non-verbal cues**

Body posture, gestures or facial expressions convey particular messages at all times.

- **Appropriateness**

The message should also be appropriate. Both the message and the language used should fit the audience and the purpose of the communication. How do we keep our message appropriate? We should pitch it to the interests and expectations of the individual or group we are talking to. Keep information relevant to the sight or subject we are describing, and make sure the tourist is satisfied

with the information – it should satisfy their expectations and interests. Use the correct English terminology.

- **Deal with complaints and difficult tourists**

Use confirming responses; acknowledge the experiences, questions or comments of tour members. Confirm their right to feel and think as they do, regardless of how it may differ from the average point of view. Provide positive feedback where you can.

- **Analyze your own perceptions**

Keep questioning your own views and be aware of where they come from and what they were influenced by. Seek to embrace more views and incorporate other views to broaden your scope of perception. Observe carefully in a tour guiding situation and look for the bigger picture – it is important to see any one moment as part of a larger context.

- **Equipment Use**

If you are using a microphone, make sure that is working and that you are confident in handling it. The microphone is an important tool in helping you communicate clearly.

Complete Activity 3:3:1



Case Study Activity 3:3:1

Read the following case study then answer the following questions

A group of fourteen tour operators from England went on a familiarization trip (fam trip) to Mauritius. Since the purpose of the fam trip is to encourage the tour operators to sell Mauritius as an option in their country, it was important that the fourteen tourists (participants) should sample some of the local sights. One of the sights chosen was the Botanical Gardens at Pamplemousses, in the south of the country. An on-site tour guide was to meet the bus at the venue.

On arrival at the sight, the tourists disembarked from the tour bus. The group of tour guides was seen sitting on a patch of grass. After five (5) minutes, one of the men stood up and approached the group. He immediately launched into his tour commentary in French. As if on an alarm clock, the tour guide sped through the garden without allowing the tourists to take photographs.

On embarking the bus, all the tourists evaluated the tour and found some things that they all found went wrong and needed to be corrected.

1. Besides commentary, what is the primary role of the tour

guide in the "eyes" of the tourists?

2. What went wrong in the case study? Identify at least two things.
3. Which strategy or strategies should be used to correct these errors?

Conversational Skills

John Donne wrote that ‘No man is an island’. Therefore, it is important that we engage in communication activities to be part of this world. This unit discusses the ways and processes to communicate effectively with individuals and with groups.

What is a conversation?

A conversation is a talk or discussion between two or more persons. It is one of the means to verbally give or share information. Conversations can be effective or unnecessary, that is useful or humorous. For business, it should be towards a specific rationale. A conversation uses [speech](#). “Speech is the [vocalization](#) form of [human](#) communication. It is based upon the [syntactic](#) combination of [lexicals](#) and [names](#) that are drawn from very large (usually >10,000 different words) vocabularies. A gestural form of human communication exists for the [deaf](#) in the form of [sign language](#).” <http://en.wikipedia.org/wiki/Speech>

Speech is important when communicating. It is not only what you say, but also how you say it. Therefore, it is important to recognize the type of words chosen and “voice” used. It is often looked at as dialect or native speech, but “voice’ as seen earlier is much more.

Types of conversations

There are two main groups of conversations. These are as follows:

1. Formal

This is used for business, when communicating with a client, potential customer or professional.

2. Informal

This is used when communicating with friends, strangers and children.

What different groups of people does the tour guide interact with?

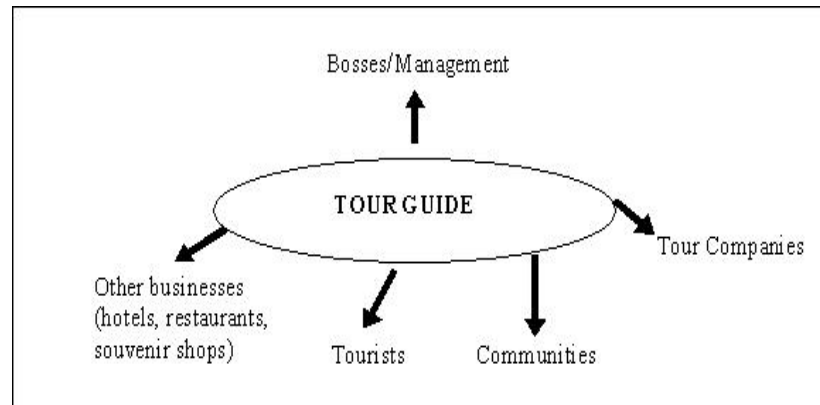


Figure 6 Groups of persons a tour guide interacts

- **Bosses:** give tour guides instructions, and receive updates from the tour guide on how the tour went
- **Communities:** tour guides explain what tourism is (awareness); make bookings for tour groups to visit establishments in the communities. Hence the communities become shareholders in the tourism product.
- **Tourists:** tour guides give briefings, prepare written and oral tour commentaries, answer questions for this group of persons
- **Tour Companies:** answer telephones, take bookings for tours, liaise with the tourists to ensure that their needs are being met by the tour guides

Tour Guides need to have good communication skills to work effectively with all these people.

CONVERSATION DO'S

- ✓ Look at the person or people you are talking to. Make eye contact.
- ✓ Be confident when speaking, acknowledging the uses of tone, articulation, speed and volume speak in terms of positives not negatives.
- ✓ Think of your audience and use the correct words and speech. When speaking to someone from a different culture, speak clearly and distinctly.

- ✓ When an interpreter is present, speak to the tourist not the interpreter.
- ✓ Introduce yourself and ask the person their name. Use the person's name when speaking to them
- ✓ Ask questions when you don't understand something. Encourage your clients to question what they do not understand.
- ✓ Stick to the subject
- ✓ Say nice things about people and praise those who deserve it.
- ✓ Disagree politely

•

CONVERSATION DON'TS

- ✗ Don't fidget, look elsewhere, or wander off while someone else is talking
- ✗ Don't listen in, or respond to conversations you are not a part of
- ✗ Don't interrupt when someone else is speaking. Be patient.
- ✗ Don't whisper in front of another person
- ✗ Don't whine, tattletale, brag, or say mean things about others
- ✗ Don't ask personal questions such as how much things cost or why someone looks or dresses the way they do
- ✗ Don't point or stare
- ✗ Don't argue about things that are not important
- ✗ Don't shout. Use a loud voice so everyone can hear you easily.

Complete Activity 3:3:2



Activity 3:3:2

Explain four ways that you could improve your listening skills?



Observe and listen to two persons engaged in a conversation. Write down the negatives and positives to the conversation, based on body language and what is heard.

Assignment 3:3:3

Listening Skills

Conversation is a great way to dialogue or share information, but it is crucial that the receiver decodes the information. In order to decode information or have effective communication, listening is critical.

Hearing versus Listening

Hearing is the act of perceiving sound by the ear. It is one of the natural senses we possess. Some persons are deaf; hence they do not have the sense of hearing. Listening is something you consciously choose to do. Even if you are deaf, the act of listening is a conscious deliberate course of action. It is a deliberate choice to read the hands of the speaker. Listening requires concentration so that your brain processes meaning from words or signs, and sentences. Listening leads to learning.

Complete Activity 3:3:4.



Activity 3:3:4

Chinese Auction"

Instructions

- Create a circle with at least six persons.
- Have the first person whisper clearly a short message with the person to their right
- Messages can be said only once. There can be no repeating of messages. Once it is shared. There can be no gesturing or noise to verify the message (if it is correct or incorrect)
- The message is passed from the second person to the third, until all the persons in the circle received the message
- When the sixth person has received the message, the message he/she received should be voiced openly.

- The message the sixth person reveals, should be compared with that from the first.

Questions

1. Is the message the same or different?
2. What caused the message to be the same or different?
3. Explain four ways that you could improve your listening skills?

Why listening to customers is crucial to the delivery of quality service

Listening to customers enables you to understand what exactly they want and thereby you will be able to fulfill their want to the utmost details. It is a form of effective communication. Service Quality in tourism is defined as (involves) being attentive to each and every customer's desires. One of the ways by which they express their desires is through their voice...hence if you listen well, you will be able to know exactly what they need to be happy...which will also allow you to exceed their expectations.

Five Steps to active listening

1. Focus your attention on the subject. Stop all non-relevant activities beforehand to orient yourself to the speaker or the topic
2. Review mentally what you already know about the subject. Organize in advance relevant material in order to develop it further
3. Avoid distractions (sitting or standing by an open window, a talkative neighbor, noise). Seat yourself appropriately close to the speaker. Make eye-contact
4. Acknowledge your emotional state. Suspend emotions until later, or passively participate unless you can control your emotions
5. Set aside your prejudices and your opinions. You are present to learn what the speaker has to say, not the other way around

What makes an active listener

The listener must pay keen attention to what the speaker is saying. The listener must then, in his own words, repeat what he thinks the speaker has said. The listener does not have to agree with what he thinks the speaker said, but must simply state what he heard. This will give the speaker the opportunity to check for understanding.

Benefits of active listening

- It makes people give full attention to the speaker.
- It avoids or reduces misunderstandings.
- It gets people to open up, to share how they feel.
- It allows people to concentrate on the enquiry.

Complete Assessment 3:3:5

Assessment 3:3:5

** Listening is one of the most important communication skills. Complete the checklist below to determine whether you are an active listener, by circling your choice.*

1. When I am listening, my mind often wanders. YES NO
2. I am usually able to listen attentively to a person speaking for a period of time, for example, fifteen (15) minutes, and not switch off. YES NO
3. I am usually able to concentrate fully on what the speaker is saying despite distracting noises and movements. YES NO
4. When I am listening, I often decide what to say in response before the speaker has finished talking. YES NO.
5. I find it difficult to ignore past experiences and prejudices when listening to someone. YES NO
6. I usually paraphrase and verify what the speaker has said to check my understanding of the message. YES NO.
7. I usually ask questions if I am not sure what the speaker meant. YES NO.
8. I can usually understand how people are feeling through their non-verbal communication. YES NO.
9. I usually inform the speaker that I understand how he/she feels.

YES No.

10. I sometimes find the speaker's appearance and personality influences me so much, that I am unable to give my free attention to what he/she is saying. YES NO

Results: See which answers you responded to negatively and seek ways to improve on them.

Telephone Skills

The telephone (phone) is an important communication tool. It is very useful in the tourism industry, and sometimes, a tour guide communicates with people using the telephone. The way people handle the telephone gives the callers the first impression of the company or the individual. Therefore it is very important to know how to communicate properly on the telephone.

Complete Activity 3:3:6



Reflection Activity 3:3:6

Why do people communicate over the telephone? You may reflect on your own or just brainstorm with your friends about the various reasons for why people communicate over the phone.

Basic principles for good telephone techniques

(A) When answering the telephone

- Have a pen and a paper close at hand.
- Always pick up the phone after 3 rings. Never let the caller wait or he/she may get angry.
- Greet according to the time of the day.
- Identify your enterprise and yourself.
- Ask if you could help - "How may I direct your call?"

- Listen to the caller.

Complete Activity 3:3:7



Activity 3:3:7

Why is communication on the telephone important? Give your own reason, stating the importance of communication on the telephone

Think about a time when you have considered the telephone behaviour to be excellent. What made you think it was excellent.

B) Putting a caller on hold

- Ask permission.
- Wait for the caller's response.
- Check back frequently if the line is still busy, to identify if the caller is prepared to wait.

C) Transferring calls

- Politely ask who is calling? For example: May I ask who is calling?
- Inform the caller that you are going to transfer the call.
- Explain the reason for the transfer.
- Alert the person who will receive the call.

D) Taking the message

- Record the date and time of the call.
- Record the caller's full name.
- Record name of the caller's company.
- Record the caller's telephone number.
- Record the message and always reconfirm the message to the caller.
- Mark if the call is urgent, or what action is to be taken by the receiver.

- Record your name as you take the message.

Complete Activity 3:3:8



Activity 3:3:8

Using the information above, design a message pad for your business

E) Making a business call

- Plan your call, just as you would prepare for a speech.
- Know who you are going to call.
- Make a list of the main points you need to say.
- Have all the documents you will need during the conversation at hand, so that you do not have to leave the telephone.

F) Ending the call

- Always summarize the caller's message to confirm that you understand his/her request.
- Thank the caller.
- Allow the caller to put down the phone first.



**Assessment for Unit
3:3**

Role Play

Do a role-play with a partner on making and answering a telephone call. Change roles when you have finished. Follow the procedure of good communication on the telephone that you have learned in this unit. You can ask a teacher or a trainer to supervise the role play and assess your telephone skills



Summary for Unit 3:3

In this unit you learned how communication strategies deal with "how" we get individuals to understand the intended message.

Then you looked at different communication strategies that may be used such as

- Be an attentive listener
- Ask for clarification
- Be clear and concise
- Be consistent
- Be confident and know your product
- Be motivated and show pride in your country
- Be a leader
- Pay attention to non-verbal cues
- Appropriateness
- Deal with complaints and difficult tourists
- Analyze your own perceptions
- Equipment Use

Further key points that you need to remember from this unit are:

- The working definition for "conversation"
- The do's and don'ts when having a conversation, and the types of conversations you would have with different groups.
- The difference between hearing and listening and the steps to active listening.
- The importance of good presentation skills of the content and of the tour guide.
- The use of the telephone as a communication tool and the techniques for using it properly so that the tour guide can maximize the job was also discussed.



**Terminology for
Unit 3:3**

In this unit the new terminology used included:

hearing listening

Unit 3:4 Handling Enquiries and Complaints

Unit Overview

A tour guide will constantly be asked questions. There are times when clients are just requesting information but there will also be times when they are making complaints. This individual needs to be able to respond to any enquiries in order to have a satisfied customer at the end of the conversation.



Objectives for Unit 3:4

By the completion of this module, you should be able to:

- Explain how to handle customer enquires
- Discuss techniques in handling customer complaints
- Outline steps in handling complaints on the telephone

Once there is more than one person in an area that is unfamiliar there will always be enquires. So what are the steps in handling enquires?

Four Steps to Handling Enquires:

1. Listen to the client: Be courteous and pay keen attention to what the client has to say
2. Take notes: If the information is too much for you to remember or if you are taking the inquiry over the telephone, take notes.
3. Repeat information: Paraphrase what the customer has asked in order for you to verify that you have accurate information.
4. Honor request: Make sure that you are knowledgeable about your product. If you do not have the answer on hand, assure customer that you will give them requested information as soon as possible.

Customer Complaints

Complaints should be looked upon positively. It is a way of preventing other complaints. It is also a way of receiving feedback from clients to let you know how you are performing. It is also an opportunity for you to improve your performance.

Techniques for dealing with customer complaints

Angry customers present unique opportunities to re-win their allegiance. Somewhere one or more of their basic expectations were not met, and they are looking for solutions to the problem and some form of recovery. These basic facts are guiding principles for figuring out how to turn the negative into a positive.

- i. **Listen:** focus on what the customer has to say. There is no need to become defensive. Do not interrupt, but questions can be asked to clarify that you understand the problem. Remember to take notes especially if you are receiving the complaint over the telephone.

ii. **Thank the customer:** always thank the customer for bringing the problem to your attention. Complaints are opportunities to make a better impression, while correcting grievances or mistakes.

iii. **Paraphrase:** after the customer is finished, summarize what the customer said to you so that the customer knows that you understand the problem.

iv. **Show Empathy:** show that you understand how the customer feels. There is nothing wrong with apologizing for the customer's suffering.

v. **Act immediately:** offer a solution to the problem. It is your responsibility to ensure that the problem is solved. It might be appropriate to ask the customer what can be done to make them satisfied.

vi. **Follow-up:** it is important for you to follow through on any promises that were made to the customer.

Experts say that: ·Customers who complain are likely to tell an average of 10 others about their experience ·Sixty-six percent (66%) of all those who complain will return, if the problem is resolved.

It is in the interest of the tour guide to furnish information upon request to the customer and to solve all customer complaints in a positive and courteous manner.

Complete Activity 3:4:1.



Activity 3:4:1

Read the following scenario and answer the questions, which follow.

Mr. and Mrs. Kelly are on an island discovery tour that they designed for themselves. They have arrived in a small village just before lunch. It has not been a good morning. Their rental car developed engine trouble and they wasted several hours getting it repaired. When they contacted the car hire firm, they were told that the repairs would have to be carried out at their own expenses, since the car had been certified in good running order when the Kelly's collected it. Mr. Kelly is very annoyed about this.

They decide to stop, have some lunch, and reschedule their itinerary. Mrs. Kelly wants to buy some headache tablets and some new maps. They park the car and go into the shop on the main street. The place is deserted. Mrs. Kelly calls for service but nobody appears. The Kelly's wait for a few minutes, then walk out, even more annoyed than before. In the bookshop, where they hope

to find some maps, the two salesgirls were chatting to each other behind the counter and treated the Kelly's as though they were invisible. Once again, the Kelly's walk out without buying anything.

By now, it is 1.00 p.m., so the Kelly's decide to have lunch and then drive on. They walk into a café that has a sign on the door advertising lunches. It is crowded inside and the Kelly's have trouble finding somewhere to sit. Eventually somebody comes to take his order. Sorry, he says, we are all out of the special. There are only toasted sandwiches left.

At this point, Mr. Kelly loses his temper. This is the last straw, he shouts. I demand to see the manager.

- 1 What caused the complaint?
- 2 Could the complaint have been prevented? How?
- 3 What were the good and bad points about the way Mr. Kelly was handled?

There are many situations when you may have to handle complaints. Sometimes it may be in person, when you may to isolate the irate customer from the general populace, sometimes it may be by telephone.

Handling complaints through the phone

- Listen to the customer.
- Never argue with the customer.
- Speak professionally, not personally.
- Show empathy.
- Repeat the problem.
- Explain possible action(s) you can take.
- Enlist the caller in the decision of the action to be taken.
- Always thank the caller.
- If necessary, tell the caller when you will get back to him/her. Follow up.

Handling Difficult Tourists

The difficult customer is a little different from the customer with a complaint. Difficult customers are those who are hard to serve because of their personality or behaviour. At times they may appear rude, insensitive or impatient.

When dealing with difficult customers, it is important that you consider your choice of words since it will either improve communication or start a "fight".

Below are some real life examples from tourist evaluations in Vanuatu.

- "The guide didn't say anything"
- "By simply driving past, we saw virtually nothing. I got better value by sitting in the back and reading my copy of 'Lonely Planet'.

The following are guidelines on how to deal with difficult tourists.

- *Keep it Impersonal:* If the customer did or said something wrong, point out the mistake without making him/her feel like you are attacking the individual. This might cause them to become angry and blame you.
- *Stay Calm:* Listen to what the tourist has to say and do not take it personally.
- *Take Responsibility:* Don't blame others for what happened, tell the tourist what they and you can do, not what cannot be done. Even if it is not a part of your job duties, tell what you can do to help.
- *Show Empathy:* "put yourself in the tourist's shoes". Try to see things from their perspective. Ask yourself "How is this tourist feeling?"
- *Fix the Problem:* Direct the tourist's attention to how you can fix the problem. Come up with a solution to fix the problem promptly and efficiently.

If you feel that the situation is getting out of control, there are times when you have to refer to your supervisor for advice.



**Assessment for Unit
3:4**

How would you handle the following situation?

- 1 A tourist complains that he finds a hair in his food and he wants his money back.
- 2 A tourist complains that he loses his watch during the tour.
- 3 The tourists complain that the guide arrives late to meet them at the hotel.



**Summary for Unit
3:4**

In this Unit, the focus was on the four (4) steps to handling enquiries and complaints which were to listen to the client; take notes; repeat information and paraphrasing what the customer has asked in order for you to verify that you have accurate information. Lastly, honoring the request of the customer, so as assure him/her you will give them requested information as required.

The key points to remember in this unit for the techniques for handling customer complaints were to listen, thank the customer, paraphrase for clarity, show empathy, act immediately and follow-up.

The slight difference in handling difficult customers compared to handling customer complaints was highlighted. The ways to handle difficult tourists by the tour guide were: to keep it impersonal, stay calm, take responsibility, show empathy and fix the problem. Remembering that the choice of words is important so that communication can be improved.



**Terminology for
Unit 3:4**

In this unit the new terminology used included:

complaints

Unit 4: Customer Care

Unit Overview

Customer Care as a core module of this course builds on the previous modules. References have been made to previous topics and their importance emphasized from different angles for better understanding.

Beginning at the basis for providing a common understanding of customer service excellence as it touches briefly on quality and quality systems, we will explore the rationales for service excellence and the features of service that “WOWS” the customer. We look briefly at the planning aspects of customer service excellence along with considering the delivery of service excellence, establishing and maintaining effective customer relationships and finally we emphasize the importance of monitoring for continuous improvement in service delivery.

The contents of this module have been designed so that as tour guides, you are empowered to seek out both the spoken and unspoken customer needs of your customers. We are confident that you will be able to uncover the aspects of quality that “wows” your customer. You can subsequently plan, organize and deliver tour guiding services by focusing on your business functions towards achieving the basic goal – “*shocking*” your customers by providing a service that exceeds their expectations. You should endeavor towards continuous improvement by monitoring the services you provide to your customers and incorporating their views/feedback.



Outcomes for Unit 4

By the completion of this module, you should be able to:

- Identify customers' needs and expectations in terms of tour guiding services;
- Explain the importance of customers and customer care in the tourism sector;
- Explain the factors that determine customer service excellence;
- Explain the rationale behind customer service excellence;
- Identify the features of customer service excellence;
- Devise a plan for customer service excellence;
- Deliver and maintain customer service excellence;
- Build and enhance customer relationship;
- Respond to customer services problems effectively;
- Handle customer complaints effectively;
- Apply effective communication and customer care skills;
- Monitor and assess the effectiveness of customer service excellence.

Unit 4:1 Understanding Customer Service Excellence

Unit Overview

You must have often heard complaints about poor services in everyday conversations with friends, colleagues and tourists. Yet, how often do we talk about having received excellent service? Very rarely! Is it because we take this for granted so only comment when our expectations are not met? Or is it because the service was only OK and not really memorable?

What is the difference between acceptable and memorable service? The difference lies between the services nobody talks about and the services that people recommend to their friends and contacts. The difference is about the level of excellence of the service so it is not just quality service but exceptional service.

Throughout this Unit, the term organization will be used to refer to agency, company or organization.



Objectives for Unit 4:1

By the completion of this module, you should be able to:

Explain the concepts of service quality and customer service excellence;

Examine customer service quality related models

Distinguish between poor and excellent services;

Identify and explain the various dimensions of service excellence in the tour guiding environment.

Outline the relevance of customer service excellence from four (4) perspectives

Definition of Customer Service

Before we can define Customer Service we need to understand the meaning of these two words:

- Customer
- Service

Who is a customer?

Webster's Revised Unabridged Dictionary defines a customer as:

- "One who regularly or repeatedly makes purchases from a trader;
- a purchaser;
- a buyer".

or alternatively

- "A person with whom a business organization has dealings; for example, the customers of a bank"

However, nowadays the term customer is increasingly used to refer to anyone who receives a service from someone else. This is particularly true for you. As a tour guide you provide services. Isn't it?

What is service?

Service can be described as providing help or support. So customer service is about helping and supporting the people whom we recognize as our customers.

You are often a customer!

Each of us will be somebody's customer, once or lots of times each week and we meet many people whose job is to provide us with a service.

Here are just a few examples:

- When we approach the Municipality for its services, we are the customers of the Municipal Council;
- When we seek personal information and advice from other Ministries/Departments;

- When we go to the police station to report theft we are the customers of the organization;
- When we visit the doctor, dentist or hospital, we are the customers (patients) of the health department/Ministry or private provider.

As customers, we come into contact with different persons providing a particular service. These may range from manual workers to professionals and technical staff (doctors, dentists, engineers or nursing staff, teachers).

When we speak of customer service it is not always easy to quantify or describe the separate components that make up our impression of high quality. It has something to do with added value, with receiving more than we expected.

What really is customer service? Also what do customers need?

There are many websites with definitions of customer service.

- http://www.1000ventures.com/business_guide/crosscuttings/customer_service.html

“Customer service is focusing on the customer and doing something about it.”

- <http://www.customerservicepoint.com/customer-service-definition.html>

"Customer Service is a function of how well an organization is able to constantly and consistently exceed the needs of the customer."

"A customer defines good customer service as how she perceives that an organization has delighted her, by exceeding to meet her needs".

The focus is on the customer. Yet each customer perceives of service differently. Hence it is important to have a generic definition of customer service.

- <http://ezinearticles.com/?The-Definition-of-Customer-Service&id=1434203>

‘By taking into account the above points it is clear that to define customer service the following basic elements would be necessary.....Efficiently satisfying a customer's needs by providing and delivering professional, helpful, high quality service and assistance before, during and after the customer's requirements are met.’

- http://en.wikipedia.org/wiki/Customer_service

“Customer service is the provision of [service](#) to customers before, during and after a purchase.”

- Turban, Efraim (2002), *Electronic Commerce: A Managerial Perspective*, Prentice Hall, [ISBN 0131854615](#)

“Customer service is a series of activities designed to enhance the level of customer satisfaction – that is, the feeling that a product or service has met the customer expectation.”

Therefore, to deliver quality customer service, customers need the organization to be aware of what they need.

“A survey of several thousand customers conducted by the Service Quality Institute at Texas A&M University revealed the following five dimensions to quality customer care:

1. **Reliability**
2. **Responsiveness**
3. **A Feeling of Being Valued**
4. **Empathy**
5. **Competency**
http://www.1000ventures.com/business_guide/crosscuttings/customer_service.html

It is safe to conclude that with the myriad of definitions for customer service, it is about being vigilant, meeting customer needs and requirements by delivering the promises made with an attitude that conveys the customer is the sole reason for business. Look at the article at <http://www.businessburrito.com/define-good-customer-service.html>

Customer Service Excellence (CSE)

Customer service excellence (CSE) is about “shocking” the customers, surprising them and delighting them. It is about exceeding the need. How?

Customers are delighted when they

- are made to feel special;
- are treated with care, courtesy and respect by listening to and focusing on them;



Activity 4:1:1

Why is it so easy to complain about poor service?

Describe a situation where you have encountered poor service and list below the faults as you see them.

Now try to describe a service which has delighted you with its excellence and efficiency. Try to list the reasons why.

Which list is longer?

Which is the easier task to accomplish?

- get more than they expect and their problems are solved in a timely manner;
- are dealt with in the best way possible at all times and
- Interact in a clean, safe and secure environment

These are just some of the circumstances! Now complete the following Activity 4:1:1.



Activity 4:1:2

You will recall in previous activity that you described a situation where you encountered poor service.

(i) What were the shortcomings in the service delivery?

(ii) How did you feel?

(iii) What do you think could have been the possible causes for these shortcomings?

(iv) What were your expectations?

The answer is probably the former – the poor service, not the great service. This highlights some of the problems we encounter when we try to define excellence within our own organization and attempt to work out how we can best deliver service excellence. Now complete the following activity 4:1:2.

Poor service delivery may be associated with:

- exceptionally long time taken to get the service;
- poor attitude of staff providing the services;
- inaccurate information;
- the disorderly, dirty and cluttered appearance of the environment;
- getting information in the absence of concerned person is impossible or frustrating if using automated means;
- staff are not fully aware of their duties;
- inputs come on a piecemeal basis;
- decision-making process is too lengthy.

When you encounter poor service, the experience is disgusting. Poor services lead to:

- material and psychological losses;
- dissatisfaction;
- criticism and cynicism;
- bad image and
- poor reputation.

What happens when tour guiding services are poor? Reflect on the following questions:

- Are you happy with this?
- Is the customer happy?
- Who are the losers?
- Who is responsible for this?

The above activities have helped you to reflect on the features of poor service and resulting feelings of customers. You are now in a better position to put yourself in the shoes of tourists when you are delivering tour guiding services.

Complete Activity 4:1:3



Reflection Activity 4:1:3

With a partner, think of a great customer service experience you had, then share:

- (i) What features made it good/great/exceptional?
- (ii) How did you feel?
- (iii) What were your expectations? Were they all met?
- (iv) What factors facilitated the good/great/exceptional service?

The words 'quality' and 'excellence' are bound up with ideas about service. Service excellence is the keystone to successful tour guiding services. You will realize that customer service excellence requires your commitment, time and some planning, anticipation of the customer needs, vigilance and flexibility..

You must have heard of a useful saying 'there is only one constant in this life – change'. In order to commit to improving quality, you will have to change attitudes and change working practices. It is easy to recognize how quickly even the most everyday aspects of our lives are changing – are constantly changing. So why should our services and systems stay the same? Anticipating change and directing change are important if we are to continuously improve the quality of our tour guiding services.

Quality

Since service is so variable and intangible, the discussion on the concept of quality in services has its origins in the definitions once used in the concept of quality for the production of tangible goods.

In order to define customer service excellence it will be helpful to look at how the concept of 'quality' has been defined. Common models of quality include:

- conformance to requirements by Philip Crosby; which is related in the zero defects principle;
- fit for the purpose by Dr. Joseph M. Juran;
- 'the totality of characteristics of an entity that bear on its ability to satisfy stated and implied need' (ISO 8402:1994);
- right first time – every time;
- quality models such as Total Quality Management (TQM).

Though mainly used for products, let us look at some of the features of quality products:

- **'Conformance to requirements'** – assumes that we know what the customers need and what their requirements are, and that we are correct in our assumptions. It suggests that we know what is best for our customers.
- **'Fit for the purpose'** – relates to mainly products and still assumes that we know how the product will be used. When applied to notions of customer service excellence, you quickly realize that only bad service would not be fit for the purpose that is, inappropriate! This model “equates quality with the fulfillment of a specification or stated outcome.” (www.qualityresearchinternational.com/glossary/)
- **'The totality of characteristics of an entity that bear on its ability to satisfy stated and implied need' (ISO 8402:1994)** – Needs may be stated in the form of specifications by the customer or they may not be stated but they are implied by convention, by customer’s expectations or by statutory requirements.
- **'Right first time – every time'** - Now what exactly does this mean? – This model assumes exact reproduction at all times. It is like a recipe that needs only to be repeated for similar results every time. However, unlike tangible products, a service does not follow these exact models.
- Total Quality Management (TQM) is a set of tools and a process whose output yields customer satisfaction and continuous improvement. This philosophy and process differs from traditional philosophies and processes in that everyone in the organization can and must practice. It espouses the "win-win" attitude.

Total Quality Management

TQM is based upon everyone in an organization taking responsibility for his/her own part of a process. The process which involves four (4) categories: plan, do, check and act (the PDCA Cycle).

“TQM processes are divided into four sequential categories: plan, do, check, and act (the *PDCA cycle*). In the *planning* phase, people define the problem to be addressed, collect relevant data, and ascertain the problem's root cause; in the *doing* phase, people develop and implement a solution, and decide upon a measurement

to gauge its effectiveness; in the *checking* phase, people confirm the results through before-and-after data comparison; in the *acting* phase, people document their results, inform others about process changes, and make recommendations for the problem to be addressed in the next PDCA cycle.” (Last Updated 30 Jan, 2002)

http://searchcio.techtarget.com/sDefinition/0,,sid182_gci799434,00.html

As a model this has proved its worth in large industries such as car production, software development, electronics and the like. The 'total' in total quality is a concern for quality in the broader sense. It is about continual improvement of the quality of its products, services, people, processes and environment. It is continually satisfying agreed customer requirements at lowest cost through harnessing everyone's commitment.

The total quality approach is characterized by:

- customer focus;
- obsession with quality;
- scientific approach to decision-making and problem solving;
- long-term commitment;
- teamwork;
- continual process improvement;
- education and training;
- unity of purpose;
- employee involvement and empowerment.

However, you will note that quality systems are dynamic. They evolve with time with a view for continuous improvement. This explains why we need to monitor and review our standards for customer service excellence regularly.

Traditional ways of assessing quality were not only highly product based, but were mostly aimed at minimizing negative quality such as poor service – so that the best one could ever do was to get nothing wrong! Did they deliver excellence? Not necessarily!

You will realize that getting nothing wrong doesn't necessarily mean that we have got everything right! Remember though that quality and customer service assurance is highly dependent on the customer's needs and perception.

Quality Systems

You will agree that the concept of quality and its management is rapidly moving into the whole range of services – including tourist services.

For those of us in the tourism business we look to Zagat Surveys (http://en.wikipedia.org/wiki/Zagat_Survey) and ServQual Methods (http://www.12manage.com/methods_zeithaml_servqual.html) to aid us in measuring and understanding the service quality framework.

Overall, the internal and external challenges are forcing providers to change themselves towards improved performance. Accountability, transparency, customer friendly services, openness, efficiency, cost-effectiveness and people orientation are the buzzwords nowadays. All these are related to service quality.

Complete Activity 4:1:4



Activity 4:1:4

Although it is difficult to have one accepted definition of quality,

1. What is your definition of quality when applied to tour guiding services?
2. List five characteristics that describe quality tour guiding services.
3. Discuss the ServQual Model with a partner.

we can identify the similarities in the various definitions:

- Quality applies to products, services, people, processes and environments;
- Quality involves meeting or exceeding customer expectations.

These sentiments are substantiated by the following quotation:

“In an information technology product or service, quality is sometimes defined as "meeting the requirements of the customer." The term [quality assurance](#) describes any systematic process for ensuring quality during the successive steps in developing a product or service.”

http://whatis.techtarget.com/definition/0,,sid9_gci816144,00.html

Thus we can say that 'Quality is a dynamic state associated with products, services, people, processes and environments that meets or exceeds expectations'.

Quality includes anything the customer expects and requires. You need to realize that this is ever changing. Quality is an ever-changing state (i.e. what is considered quality today may not be good enough to be considered quality tomorrow).

Customer service excellence implies looking carefully at both the quality of the

- services provided and
- processes used to deliver the services.

Delivering customer service excellence is about determining levels of service quality or service standards that you can achieve; then promising and delivering that quality of service to all your customers.

Standardization

Standardization is the process of developing and agreeing upon [technical standards](#). A standard is a document that establishes uniform engineering or technical specifications, criteria, methods, processes, or practices. Formal [standards organizations](#), such as the [International Organization for Standardization \(ISO\)](#) or the [American National Standards Institute](#), are independent of the manufacturers of the goods for which they publish standards. (<http://en.wikipedia.org/wiki/Standardization>)

According to International Organization for Standardization (ISO), standardization is a process of formulating and applying rules for

- an orderly approach to a specific activity for the benefit and with the cooperation of all concerned and in particular;
- the promotion of optimum overall economy, taking account of functional conditions and safety requirements.

What is ISO?

"ISO" is derived from the Greek *isos*, meaning "equal".

ISO (International Organization for Standardization) is the world's largest developer and publisher of International Standards.

ISO is a network of the national standards institutes of 162 countries, one member per country, with a Central Secretariat in Geneva, Switzerland, that coordinates the system.

ISO is a non-governmental organization that forms a bridge between the public and private sectors. On the one hand, many of its member institutes are part of the governmental structure of their countries, or are mandated by their government. On the other hand, other members have their roots uniquely in the private sector, having been set up by national partnerships of industry associations.

Therefore, ISO enables a consensus to be reached on solutions that meet both the requirements of business and the broader needs of society. (<http://www.iso.org/iso/about.htm>)

The primary standards development activities are performed by volunteers from the member countries. ISO is not involved in the actual applications of the resultant standards to any business or national activity. It is the basic source for international consensus on voluntary standards.

A commonly known standard in the ISO 9000 family range for quality management systems is that of ISO 9001 “The objective of ISO 9001:2000 is to provide a set of requirements that, if they are effectively implemented, will provide you with confidence that your supplier can consistently provide goods and services that:

- Meet your needs and expectations and
- Comply with applicable regulations ”

http://www.iso.org/iso/iso_catalogue/management_standards/iso_9000_iso_14000/more_resources_9000/9001supchain.htm

In summary the [ISO 9000](#) is a standard for ensuring that a company's quality assurance system follows best industry practices.”

http://whatis.techtarget.com/definition/0,,sid9_gci816144,00.html

There are eight (8) key quality management principles as follows:

1. Customer focused organization;

2. Leadership;
3. Involvement of people;
4. Process approach;
5. System approach to management;
6. Continual improvement;
7. Factual approach to decision making;
8. Mutually beneficial supplier relationship.

ISO has a number of clauses that help organizations to implement the quality standards related to both the products and the process. The process element is quite relevant to the provision of tour guiding services.

When it comes to tour guiding services, we need to think about an approach to customer service excellence. Let's now examine a model which will help us to deliver service excellence in this area.

Customer Service Excellence Systems

A Customer Service Excellence System (CSES) needs to draw from the relevant theories and approaches regarding 'quality' that will help you achieve and maintain service excellence in your organization.

Traditional quality systems are aimed at minimizing negative quality by poor products and inconsistency. You will realize that so far the best that these approaches can achieve is to 'get nothing wrong'. However "Nothing Wrong DOES NOT IMPLY Anything Right"

You will agree that getting nothing wrong is just not enough (not good enough). So as well as minimizing poor service, we also need to maximize positive qualities such as excitement, luxury, fun etc. In other words, we are looking to giving added value to our customers. The CSES

- aims to maximize the positive quality of customer satisfaction;
- looks for both the spoken and the unspoken needs and requirements of your customers;
- helps customers to understand and express their requirements. Thus you can optimize those aspects of your

service to delight your customers. As though the TQM or Fit for Purpose quality models.

- looks to balance customers' perceptions of the value of your service with their own need for that service. Then it attempts to exceed the customers' expectations by delivering service excellence and to surprise them!

We must remember that we cannot afford to waste limited resources – human, financial, time etc. – on delivering service or embellishing a service in a way that customers don't want. In customer service excellence the customer is the driver!

What are the dimensions of Service Excellence?

The characteristics or dimensions of service excellence can be developed based on stated and implied needs (and any extra to delight the customers). Customers look for these dimensions of service excellence:

- **Time** – How much time must the customer wait?
- **Timeliness** – Will the service be provided as promised? Is it relevant or suitable to the need?
- **Completeness** – Is the service complete?
- **Courtesy** – Do front-line staff greet each customer cheerfully, politely and with respect?
- **Consistency** – Are services delivered in the same fashion for every customer, and every time for the same customer?
- **Accessibility and convenience** – Are the services easy to obtain?
- **Accuracy** – Are the services performed right the first time?
- **Responsiveness** – Can the service personnel react quickly and resolve unexpected problems?

This is not an inexhaustible list and you can add extras to this list! We can also look at customer service excellence differently from four different perspectives.

Complete Assignment Activity 4:1:5.

**Assignment
4:1:5**

1. Read Customer Care Excellence: How to create an effective customer focus by Sarah Cook

<http://books.google.com/books?id=k19XBn62A-sC&pg=PA66&lpg=PA66&dq=quality+models+%2B+customer+care&source=bl&ots=>

2. Write a brief summary of your understanding of the aspect of quality discussed by Sarah Cook.

CSE – Four Perspectives

As it relates to the tour guides profession, the approach to customer service excellence can also be viewed from four perspectives:

- The information perspective
- The service delivery perspective
- The accountability perspective
- The efficiency perspective

The Information Perspective – As a tour guide you are a major provider of information. The major factors affecting the service quality are

- access to information;
- easy and systematic availability of information;
- timely availability of information;
- notification of changes in any of the information.

As a tour guide you rely a lot on accurate and up to date information for service excellence. Without information you cannot

- talk;
- answer questions;
- develop relationship with tourists;
- sell the product/service;
- be an effective tour guide.

Service Delivery Perspective- Customers expect timely and prompt service. You must always realize that their time is very precious. Hence they require

- minimum red tape and forms to fill in;
- prompt information on delay or waiting times.
- prompt information on status of request and
- courteous behaviour.

Accountability Perspective - This is the perspective which has been gaining importance in the last few years. This is because of the pressures for your services to be more open, more transparent and for the service provider to be more accountable for their behaviour and actions. Secrecy can lead to malpractices, abuses and even corrupt behaviour.

Efficiency Perspective- Your performance has a direct bearing on the efficiency of financial, material and human resources you use to provide tour guiding services. Ultimately your performance impacts on your organization/agency, the image of the country as a tourist destination, the tourist industry and the national economy.

Tour guiding service excellence rests on the responsiveness, response time, the standards of performance and a customer service excellence culture.

Creating the service excellence culture

In focusing on service delivery you have also to focus on the need to develop a conducive internal work environment. This will ensure all employees act in a way that delivers high quality service. The creation of a customer service excellence culture is therefore one of the challenges facing tour guiding services as they focus on service delivery issues.

It is important that you develop a vision of service excellence that could permeate its culture. Tour guiding service mission, values and principles are important in guiding your behaviour and developing this culture. We'll examine the importance of a code of ethics and customer charters in developing customer service excellence in Unit 2.

Most of the improvements that the tourists would like to see can be undertaken at your level - things such as a smile, treating them with respect and being honest when providing information and apologizing if things go wrong. These are not a matter of additional resources - they are a matter of adopting different standards of behaviour!



Assessment for Unit 4:1

Survey ten (10) customers to your organization. With reference to the level of customer service offered by your organization's services

what are their needs and

in what ways your organization measure up to ⁽ⁱ⁾ meeting and

⁽ⁱⁱ⁾ exceeding their expectations and ⁽ⁱⁱⁱ⁾ missing out

OR

An Assessment option relevant to the specific country or institution



Summary for Unit 4:1

In this Unit we introduced you to the concept of customer service excellence. This is about delighting your customers, surprising them by exceeding their expectations. We also touched briefly on some aspects of quality systems with respect to the tour guiding services. Many aspects of total quality management principles and the ISO principles are quite relevant for customer service excellence.

We looked at the various dimensions of customer service excellence and examined it from four different relevant perspectives in this area. It has also been pointed out that the challenge is the creation of a service excellence culture where every tour guide is empowered to make the difference!

Customer service excellence means anticipating change, creating change, adapting to change and managing change to delight customers.

Why customer service excellence? This is what we see in the next Unit.



**Terminology for
Unit 4:1**

In this unit the new terminology used included:

customer customer service customer service excellence

Unit 4:2 The Importance of CSE

Unit Overview

In the previous Unit we discussed about what constitutes customer service excellence. You will agree that any organization delivering excellent quality service will benefit from good publicity through the word of mouth about the excellent service.

Diverse types of tour guiding services are provided to customers. It is useful to realize that the rapid developments in information and communication technologies are changing the way you and your services are perceived by your customers. Tourists have increasing expectations. They are well informed about the various services and the standards of such services from different providers. What are the reasons for implementing customer service excellence? This is what we discuss in this Unit. We will be looking at the rationales based on

- Increasing customer consciousness about getting more than just value for money;
- Increasing expectation from the customers for quality tour guiding services;
- The need for rationalization and optimization of resources at your disposal;
- The pressing need for improving effectiveness and efficiency;
- Demand for more transparency and accountability;
- Good governance and duty principles;
- Legal requirements, and
- Best practices guided by code of ethics and customer charters.



**Objectives for Unit
4:2**

By the completion of this module, you should be able to:

- Identify and explain the rationales for customer service excellence in tour guiding services;
- Explain the relevance of a code of ethics and customer charters in service quality;
- Apply the ethical principles in service delivery while adhering to legal requirements;
- Explain how customer service excellence improves efficiency and effectiveness of tour guiding operations

Rationales for the need for Customer Service Excellence

In a genuinely competitive global market, tour guiding organizations cannot afford to ignore the needs and wishes of their customers if they want to stay in business. This is because dissatisfied customers can choose to go elsewhere. If you want business success, it is essential to

- know what the customer wants and
- provide it quicker, better and cheaper than your competitors.

Competitive organizations worldwide have already realized that “the customer comes first” concept is not an empty slogan but a fundamental business principle that is very relevant for you as a tour guide. What will happen if all your customers suddenly decide to stop coming to your country/agency and go elsewhere? Just reflect over this question for a few seconds.

Why should customer service excellence matter? When service excellence is provided for all customers, all the time, everyone benefits.

For your customers - It’s what they expect!

Did you know -

- a typical organization never hears from 91% of its unhappy customers?
- an unhappy customer tells between 8 and 10 people of the poor experience. It can destroy the reputation of your workplace and your country?

Effective customer service will help to ensure that customer needs and expectations are met. They are delighted with the service and care that they receive. They will also have confidence that any problem they encounter will be resolved promptly.

For your organization You will be helping your organization to meet its objectives and to be successful. Good customer care/service makes a good impression of your organization and strengthens its reputation.

For you, as a tour guide

Customer care and service excellence delight your customers. They will be contented and your dealings with them will be enjoyable. When you take pride in trying to please your customers and meet

their needs, you will get satisfaction from seeing that your customers are happy and that your efforts have paid off. Moreover

- It makes your job more satisfying and fun!
- It makes a good impression of you.
- It's good training for future employment – many organizations look for potential employees with customer care experience.

Complete Activity 4:2:1



Activity 4:2:1

Who are the stakeholders in your organization? Make a list of the different groups and individuals who have a vested interest in the continuation of your services.

And most of all... You are the face of your organization! Thus with service excellence, everyone wins. Now in addition to the above, there are a number of arguments which make the case for customer service excellence. We may look at these from the following perspectives:

- Marketing perspective;
- Stakeholder perspective;
- Survival perspective;
- Customer Duty Principles and Good Governance perspective;
- Legal perspective.

Another way of describing these perspectives is to call them 'requirements' or 'imperatives' – but without doubt they are considerations that are vital to the delivery of service excellence. Let's look at each in turn.

Marketing Perspective

We can consider this perspective at two levels for our CSE.

- Firstly, if we cannot offer an excellent service, then there is no point spending valuable resources – people, time, and money – on marketing it. Do you agree?
- Secondly, the marketing activities of your organization or your own job will help you to determine customers' wants. Then you can decide what you offer and how you are to deliver that particular service.

Customer service excellence implies optimum use of available resources and doing the right things. This means increasing productivity, effectiveness, efficiency and reducing wastage. Customer service excellence should be the guiding credo.

We are aware that our customers are becoming increasingly more demanding in terms of service quality. Satisfying them is no longer enough! Service delivery must continuously improve to delight them!

Stakeholder Perspective

There are various 'stakeholders' – people or organizations who have a vested interest in the survival and profitability (or its equivalent) of that organization. These may include

- Government;
- Public Officials;
- Tourists;
- Tourists bureau
- Travel agencies;
- Hotels/partners and shareholders.

It is important for an organization to ensure that these stakeholders are happy as far as possible.

Customer Service Excellence looks at the needs of all of these groups. It then builds them into a realistic model of quality within a particular organization. This is achieved by a realistic approach to designing and maintaining customer service excellence.

Survival Perspective

It is not an exaggeration if we argue that customer service excellence is a survival necessity. In fact this is the fundamental reason why you and your organization should bother with service excellence. These are the two faces of the customer service excellence coin.

- To survive we need to deliver customer service excellence.
- If we don't deliver customer service excellence we won't survive.

The pressure is immense. The era of monopolies is phasing out rapidly. There is increasing number of services that are now being provided by a host of other countries/agencies. Organizations that are not perceived to be performing satisfactorily may be threatened with closure! If your services are judged to be of inferior quality compared to your neighbor, there are risks that you would lose your customers.

Duty Principles and Good Governance

Good Governance Perspective

As tour guides, you will agree that we bear special responsibilities in anything we do in the way we provide services to tourists. Tour guides are the real ambassadors of the tourist destination. Our behaviour and actions should be beyond reproach. We are guided by a number of key principles which include openness and transparency, accountability, honesty and integrity, selflessness and objectivity

These principles are also key elements in promoting good governance. Good governance rests on pillars like

- Openness and transparency
- Accountability
- Integrity of systems, integrity of people and integrity of relationships

Increasing openness and transparency improve accountability. Openness and transparency are fundamental to service integrity. In terms of customer service delivery, their importance lies in the need to build confidence and trust between you as a tour guide and the tourists you serve.

A key aspect of this is that the tourist wants to know more about

- the services provided and the way you operate;
- legal and cultural requirements;
- what is being done to improve the quality of tour guiding services in the country; and
- the accurate costs of services.

The above principles are primary to promoting healthy practices. Best practices are further enhanced by the code of ethics for tour guides and the customer charters.

1. Code of Ethics

If you work in a profession such as Health Care or the Law there will be professional and ethical standards that you must consider in all your dealings with your customers. These are intended to ensure that everyone is treated fairly and provided with a consistent and reliable service.

Do you have a code of ethics? Do tour guides need a code of ethics? (More in Unit 7).

The code of ethics for tour guides can go a long way in highlighting the need for displaying honesty and integrity, selflessness and objectivity in their dealings with tourists or customers.

A code of ethics makes it clear that courtesy and regard for the customers are the fundamental duties of tour guides. You need to treat tourists "as customers who are entitled to receive the highest standards of service".

In case you already have one, it is important that you go through the code and ensure that you abide by it in all your actions/behaviors in the course of your work. If you do not have one, developing and adhering to a code of ethics can help towards increased professionalism and excellence in tour guiding services.

Most organizations develop policies and procedures for their employees to follow. Many of these relate to customer service tasks. It is important that you understand these policies and work to them at all times.

2. Customer Charters

Many organizations publish their charters with a view to improve the quality of their services.

What is a customer charter?

According to the Australian Department of Commerce, it is

“one measure which businesses can use to enhance their competitiveness, by becoming more customer focused.

A customer charter is a statement of standards and/or procedures that a business agrees will govern the relationship between itself and its customers. A charter can establish standards of service delivery, provision of information to customers, consultation processes and complaint or dispute resolution mechanisms.”

(http://www.commerce.wa.gov.au/consumerprotection/Content/Shopping/For_traders/Customer_Charters_and_informat.html)

Hence, a customer charter is a formal document produced by an organization to

- facilitate the access to its services and
- make its activities transparent and accountable.

This instrument is created to inform customers on

- how an agency works;
- what kind of services are provided;
- where and who to contact to obtain such services;
- what are the conditions - if any - to receive these services;
- what are the available resources/channels to redress those situations in which the citizen (customer) is not satisfied with the organization.

It represents the commitment of the agency towards

- standard, quality and time frame for service delivery. For example, we will acknowledge your request within three working days and provide you with a request number and a point of contact;
- grievances redress mechanism, transparency and accountability.

Although there are variations according to each organization, the following can be described as regular components of the customer charter:

- It should contain detailed and specific information on the services provided.
- The rights and duties of customers should be clearly listed.
- The form or manner in which the services should be expected to be delivered.
- A description of how customers' might participate in the process.
- A description of what to do or to whom to address in case of a problem

One of the underlying principles of customer charters is that agencies should be structured to serve the interests of the customers. In this process, inevitably, transparency and accountability should be made available.

Thus the main objective of a customer charter in any organization is to improve the quality of services. This is done by informing customers about the mandate of the relevant organization, their rights to these services and criteria for qualification, procedures to contact its officials, what to expect by way of services and how to seek a remedy if something goes wrong.

Just as customers have rights, they also have their responsibilities. The customer charter also prescribes the responsibility of the customers, which is essential to fulfill their rights. It does not by itself create new legal rights, but it surely helps in enforcing existing rights.

Legal Perspective

In many cases your activities or services are governed by legislation(s). The legislation(s) that regulate the service delivery in your agency may imply sanctions in case of non-compliance/unsatisfactory service. This may include any omission or shortcoming in the service delivery.

Some of the articles that were in the code of ethics may also be included in the legislations. Many countries have a Tourism Board/Bureau that is set up to ensure customer service excellence which is a legal requirement.

Some examples of legislations that may be relevant include those pertaining to

- Occupational Safety, Health and Welfare;
- Immigration and foreign visa

- Consumer Protection
- Computer Misuse and Cyber Crime;
- Data Protection;
- Labor regulations.

While delivering customer services you must take full account of all relevant legislations. This is why it is important that you are familiar with the different legislations that are relevant for the services in your agency.

Complete Activity 4:2:2



Activity 4:2:2

What areas of legislation apply to your agency? Make a list of the main fields or acts with which your services must comply.



**Assessment for Unit
4:2**

As a group, discuss your thoughts on the following quotation from M K Gandhi?

“A customer is the most important visitor on our premises. He is not dependent on us, we are dependent on him. He is not an interruption of our work. He is the purpose of it. He is not an outsider in our business. He is part of it. We are not doing him a favour by serving him. He is doing us a favour by giving us an opportunity to do so”.



Summary for Unit 4:2

In this Unit we introduced we examined the rationales for customer service excellence in tour guiding. We need to continue to improve to delight our customers because this is what they expect. As tour guides our behaviour, attitudes, actions and performance are guided by our code of ethics and also by what we promised to the customers through the customer charters

In addition to these we looked at the rationales from other key perspectives that included

- Marketing perspective;
- Stakeholder perspective;
- Survival perspective;
- Good Governance perspective;
- Legal perspective.

Adopting certain key principles, honoring the statutory requirements, practicing good governance go a long way towards building trust and customer service excellence.

We trust that you are convinced that customer service excellence concerns you as a tour guide. You can make the difference! In the next Unit we'll be looking in some detail the services we provide as a tour guide and how we can provide service excellence.



Terminology for Unit 4:2

In this unit the new terminology used included:

customer charter

Unit 4:3 Challenges to Customer Service Excellence (CSE)

Unit Overview

We explained the concept of customer service excellence in Unit 4:1. You will recall in Unit 4:2 we discussed the importance of implementing customer service excellence in the tour guiding activity. We can now investigate how customer service is provided and the challenges that we face in the tour guiding environment.

It is important that we have a clear understanding of the various facets of the tourist sector before we move on to the planning and delivery of service excellence.

- We start by recalling the definitions used in earlier units for customer and customer service. Then we move on to seek answers to the objectives.



Objectives for Unit 4:3

By the completion of this module, you should be able to:

- Classify customers into two (2) major groups;
- Identify types of customers;
- Identify your customers' needs and expectations accurately;
- Discussing listening and questioning skills effectively;
- Explain the relevance of government policies, internal procedures and statutory requirements affect service quality;
- Identify and respond effectively to special needs of your customers.

Who are your Customers?

We have already pointed out that customers are the people who receive a service from someone else. Two broad categories of customers can usually be identified:

- External Customers;
- Internal Customers.

External customers

These customers are the easiest to identify. They use the services provided by your organization.

- You may meet your customers when they come to your place of work or when you go out on tours with them.
- You may interact with them through the telephone, letters or emails.

External customers can be further divided by different categories:

- **Existing customers** – individuals or groups of people who have done business with your organization on previous occasions;
- New customers who have approached you/your organization for the first time; they may be visitors using a different language;
- **Different ages** – your customers may be children, elderly people or any age group in between. Whatever their age, they are all customers and are entitled to a high standard of customer service.
- **Different cultures** – your customers may have a variety of cultural backgrounds which should be respected in your dealings with them;
- **Gender** – male and female customers should get equal treatment in most circumstances.
- **Special needs** – this looks at the needs of those with visual, hearing or mobility impairments. There will be a closer look at this group later in this Unit.

Types of customers

When we speak of external customers in reference to service quality, satisfaction and loyalty are two important factors to consider. Bill Etter in his article at <http://www.quirks.com/articles/a1997/19971109.aspx?searchID=38996735&sort=9> stated that “Researchers often define loyalty using one or some combination of three measures - overall satisfaction, intention to repurchase, and willingness to recommend.”

For an organization that is using the intent to repurchase as a prime factor in measuring customer loyalty a look at the types of customers is of interest. Thomas Jones and Earl Sasser Jr. (1995) identified six (6) types of customers – hostage, mercenary, defector, loyalist, terrorist and apostle. This model was later simplified by other users to establish a link between customer satisfaction and customer loyalty.

(<http://blog.vovici.com/blog/bid/17878/The-Folk-Apostle-Model>)

| | | | |
|------------------------------|-------------|-----------------|------------------|
| <i>Customer Loyalty</i> | <i>High</i> | Hostage | Apostle |
| | <i>Low</i> | Defector | Mercenary |
| | | <i>Low</i> | <i>High</i> |
| <i>Customer Satisfaction</i> | | | |

Figure 7 - Quadrant comparison of customer types

Let us look at identifying some of the types of customers mentioned above:

1. **Apostles and Loyalists**- highly satisfied customers who are supportive of the organization and the cost to maintain is low. These customers are the most desirable for the organization as they recommend the organization to others.
2. **Hostages** – those customers that live in a monopolistic economy. These customers are very dissatisfied but have few or no other alternatives. The cost to maintain is high.
3. **Mercenaries** – these customers switch between competitive companies to obtain discounts or lower prices. These customers though satisfied will easily move between organizations as they are not loyal. This is very noticeable in the tourism industry where similar hotels or tour companies with similar packages will lose customers if their

competition offers a better deal. However, the cost to maintain is moderate.

4. **Defectors and Terrorists** – these customers are dissatisfied and due to poor service will leave the organization and tell others of their bad experience so dissuading others from using the service provider. The organization accrues high costs to maintain this type of customer.

Internal customers

You may be providing a service to people within your organization. They are also your customers. We do not always think of these people as customers. Do you always treat them as you would treat your external customers? You should!

Your internal customers may include:

- Colleagues – you may provide a service to the people with whom you work with directly or in other departments of your organization,
- Supervisors – you may provide a service to members of management

Complete Activity 4:3:1



Activity 4:3:1

Differentiate between your organization's external and internal customers.

Every time we receive a service from an organization, as a customer, we develop an experience. We are left with feelings about the organization that we deal with. What we are experiencing is the standard of customer service that is provided. You will agree that these experiences help us

- get into the shoes of the customers, and
- appreciate our customers' expectations, needs and feelings.

Our experiences could have been satisfactory, bad or exceptionally good! When our experiences were satisfactory,

- there was nothing wrong with the way that we were treated;

- the service was what we had expected;
- we didn't get excited about the experience but there was nothing to complain about;
- we would, most likely, deal with the organization again although we do not feel any particular loyalty to them.

When our experiences were bad, we

- did not like the way that we were treated;
- were not happy with the service or product that we paid for;
- felt angry;
- might complain;
- told other people about the bad experience;
- do not want to deal with the organization again.

When our experiences were exceptionally good,

- we were delighted with the service that we received;
- the staff of the organization went out of their way to meet our needs;
- the service went beyond our expectation;
- we told other people about this really good experience;
- we want to deal with the organization again when we need their services.

You will be able to identify situations when the customer service you received was just satisfactory, bad or exceptionally good. Now complete Activity 4:3:2

**Activity 4:3:2**

Think about a situation when you were a customer and the service that you received was satisfactory.

Explain why you consider the service was neither particularly good nor bad.

What could the service provider have done to improve the service?

Now think about another situation when you received a bad service.

Describe the service that you received and your reasons for thinking that it was bad.

Describe your feelings after your encounter with this organization.

Which of the following actions did you take as a result of this experience?

- Complained about the service;
- Told other people about your bad experience and tried to persuade them *not* to use its services;
- Decided that you will use another organization in future;
- Tried to forget about what happened and given the organization another chance.

OR

Think about a situation when you received exceptionally good service.

Describe the service that you received.

What were your reasons for thinking that it was exceptionally good?

What happened on this occasion to make you feel that the standard of customer service was better than satisfactory?

Describe your feelings after you experienced the customer service that this organization provides.

Which of the following actions have you taken as a result of this experience?

- Thanked those involved for the good service that you received
- Told other people about the exceptional customer service
- Decided that you will use this organization, whenever you need the type of service that they provide in the future.

If you have a bad experience, remember what made it bad and avoid doing something similar to your customers.

When you are pleased about the standard of customer service that you received, see if there is something similar that you can do to please your customers

Identifying Customer Needs, Requirements and Expectations

You can take care of your customers and provide them with excellent services they require only if you accurately identify their needs. It is useful to categorize customer needs/requirements so that we can understand how meeting those requirements affect customer satisfaction.

Revealed Requirements are usually what the customers say they want. Customer satisfaction depends upon the extent these requirements are met. A good example of this is fast service – the faster (or slower) the service, the more the customer likes (or dislikes) it. A customer can reasonably expect us to deliver a specific request to which we have agreed.

Expected Requirements are so basic to a particular service that the customer takes them for granted – often to the extent that the customer fails to mention them until we fail to deliver them. Problems only surface when things go wrong! They are the fundamental expectations of the service and without them the service may cease to be of value. This means that their absence is very dissatisfying. A customer will take for granted that we 'will' fulfill expected requirements. You will recall that some requirements are expected because they are implied by convention or statutory obligation.

Extra Requirements are difficult to discover. Their presence excites, but their absence doesn't dissatisfy as the customer does not expect them. They are beyond the customer's expectations. This is why meeting this extra requirement surprises or “wows” the customer. These 'extras' add value to the service and can delight the customer.

Note: what delights us today [extra requirement] very quickly becomes tomorrow's 'expected requirement'. Thus care must be taken not to stand still.

To improve the quality of the services supplied by your organization it will be necessary to analyze existing services (and

any new ones that you propose to introduce) in terms of the 'requirements' listed above. Complete Activity 4:3:3



Activity 4:3:3

Describe one service provided by your organization. Now try to analyze them in terms of requirements.

- Revealed Requirements
- Expected Requirements
- What might be an Extra Requirement?

Listening, Questioning and Confirming

With some customers this will be quite straightforward because they will explain exactly what they want you to do for them. When this happens you need to listen carefully to everything that they say. Try to remember all the details. Listening to them implies you are caring for their needs!

You will agree that some customers are not sure of their requirements. They will need you to explain to them exactly what they want. These customers will usually tell you some of the things that you need to know. But they will leave out important pieces of information that you will require before you can help them effectively.

In order to gather this missing information you will need to ask the customer some questions. A variety of questioning techniques can be used to get the answers you require. These include:

- open questions;
- closed questions;
- probing questions.

Open questions

Open questions are designed to encourage a detailed answer. They will include words such as “How? Who? Where? Why? When? What?”

Examples of open questions include:

- How far is the nature park from the hotel?
- What is special about the water park?
- Where is the museum located?
- When would you like us to visit the zoo?
- Why do you need a late appointment?
- When would you like me to call you back?
- What is your expected departure date?

Each one of these questions is likely to result in a reply from your customer, which helps you to understand their needs. Now complete Activity 4:3:4.



Activity 4:3:4

Write an open question that will help you to understand your customer’s needs in each of these situations.

- (i) You have telephoned a customer to arrange a convenient time to visit a specialized souvenir shop.
- (ii) Your customer has told you that he needs to postpone his departure. You can help him to get the necessary visa clearances.
- (iii) Your customer wishes to visit a museum. You need to know which type of museum she would prefer.

When you ask a customer an open question you are giving him/her the chance to provide you with the information that you require.

Closed questions

Closed questions can be answered with the words “yes” or “no”. They can be good questions to use in certain circumstances. However, they may not provide you with such a detailed answer as an open question would.

Examples of closed questions include

- Is it close to the hotel?
- Would you like us to visit the bird park?
- Have you got all the required documents?
- Will ten o’clock on Monday be alright for you?

Probing questions

Probing questions can be used when you need to find out even more about the customers' needs. They may be open or closed depending on the information that you require.

Examples:

- Tell me a bit more about the nature of the places you wish to visit.
- You said you would like to come back with your family next year, which month would be most appropriate?

You will have an impression of your customers' needs after you have asked a variety of questions and listened carefully to the answers.

In some cases, at the start, customers will not know what will be best for them. This may be because they are not fully familiar with the place and the services that are available to them. You will then need to share your knowledge of the services available and compare them to the needs of the customer. Subsequently you can suggest the most appropriate service.

Confirming needs

You may have put in much effort to ask questions and find out about a customer's needs. However, it is always useful to make sure that you understand fully what they actually want.

Once you think you understand your customers' needs, you should summaries your thoughts to the customers. Give them the opportunity to confirm or correct you if you have misunderstood.

Examples:

- So you would like us to visit the museum on Wednesday afternoon between two and four o'clock.
- Can I just check that I have got it right; you want to buy some souvenirs on your way back to your room on Friday evening. Anything else?

In both these cases, if you have misunderstood, the customer can correct you before you have gone any further. You can take action only when you are sure that what you will be doing is exactly what the customer wants and needs

Providing Information, Advice, Assistance and Help

Once you have accurately identified the needs of your customer you should be ready to provide the information and advice that your customer requires.

You will agree that clarity is important when giving information and advice clearly and concisely to customers. Thus we need to provide information and advice so that they are easily understood by your customer. Now you may proceed further with Activity 4:3:5.



Activity 4:3:5

Think about two services about which you give information or advice to your customers. For each service make a list of the important details that you must tell your customers.

| Service | Important details |
|---------|-------------------|
| 1 | |
| 2 | |

If written information such as a leaflet is available you may be able to give the customer a copy to refer to. Otherwise, you may make a note of certain details like

- phone numbers;
- addresses;
- dates and times.

Accuracy and Reliability

Customers have a right to expect that the information and advice you provide them with will be accurate. You should find out from a reliable source before giving information if you do not

- know the answer to a customer's question;
- have the information that a customer requires.

At best, inaccurate information or advice will give a poor impression of you and your agency when the customer discovers that it is incorrect. At worst, customers who act upon inaccurate information that you have provided may put themselves at risk of danger, compromise future prospects, health, damage to property or financial loss.

Always be certain that the information and advice that you give is accurate and avoid making promises that you will not be able to keep. There may be serious consequences if you tell your customer something that is not correct.

Complete Activity 4:3:6.



Activity 4:3:6

Think about the following two situations. Incorrect information or advice has been given. Make a note of the likely consequences for the customer.

- (i) A customer has called the airport to find out the time of the ABC Air flight to Singapore. She is incorrectly told that it will leave at 10.30. In fact the plane took off one hour earlier.
- (ii) A tourist wants advice regarding VAT refund. He is told that there is no refund when actually foreigners are eligible for VAT refund at the airport on departure.

Checking the customers' understanding of information provided

When you have provided information or advice for your customers you need to be certain that it has been understood. How can this be done?

You can do this by

- watching the customer's reaction to what you tell them;

- listening to what the customer says in response to the information;
- asking the customer questions to check that your communication was clear and meets their needs.

If you feel that a customer has not fully understood your information or advice, be sure to do something to put it right. You can do this by explaining yourself again by using different words or rephrasing the statement, thereby trying to make your message more obvious.

Dealing with Special Needs- types of individual needs

As we pointed out earlier, effective care for our customers implies that we

- need to understand their expectations and needs;
- do all we can to meet and exceed them.

Many needs are related to the services that we supply to our customers – The need for

- a service;
- information and advice;
- help to resolve a complaint.

Let's consider those customers whose needs include requirements that are particular to them as individuals, as they relate to the services of the organization.

These particular needs may be due to a disability affecting mobility, speech, hearing, sight or the mental health of the customer.



Very often you need to pay special attention to the personal situation of your customer. These include the elderly, parents with small children, persons with illness or injury and expectant or nursing mothers.

Recognizing customer's individual needs

To be able to respond to the individual needs of customers we need to be able to recognize that their needs exist. How do we know that a customer has a particular need?

In some instances particular needs may be quite obvious.

(i) A customer with a disability affecting mobility may be using a wheelchair; a walking frame; sticks or crutches; other mobility aids; or need the assistance of a companion.

(ii) A customer with a sight-impairment may use a white stick.

(iii) A customer with a hearing impairment may have noticeable hearing aids or a badge indicating that their hearing is limited.

When you see these indications, you should be able to recognize that customers have particular needs that you can respond to. This is not always the case.

In other instances, customers' individual needs may not be as apparent. If this is the case you will need to use your observational skills to recognize that the need exists.

Examples: You may

- recognize that a customer, who though you speak clearly and at an appropriate volume seems to be experiencing

difficulty understanding what you say to him/her may have a hearing impairment;

- have difficulty understanding the words of a customer with speech impairment;
- notice that someone is confused by his/her surroundings or by your simple instructions and actions. This customer may have a mental disability.

You can now complete Activity 4:3:7. This concerns special needs of your customers.



Activity 4:3:7

Think about your customers who have particular needs.

- Make a note of the types of particular needs that you have experienced in your work.
- Make a note of some indications that you might recognize, which would help you to understand that your customers have a particular need.

Indication(s)

- (i) A customer who has had a car-related injury.
- (ii) A customer who has become unwell.
- (iii) A customer who is mentally challenged.

Effective Communication with Customers who have Difficulties with Visual Communication Methods

Effective communication with customers is always important. However, some customers may find it difficult to communicate with you in the usual way. This may be because of disabilities regarding one of their senses, such as

- hearing;
- speech, or
- sight.

Responding to customers with hearing impairment

When speaking to a customer with a hearing impairment, the following may be useful:

- Look at your customer, so that he or she can see your face.
- Form your words making full use of your mouth – your customer may be able to read your lips.
- Speak slowly and deliberately.
- Check your customer's understanding.
- Do not shout.
- Do not talk down to your customer – it is not their intelligence that causes the communication difficulty.
- Be prepared to repeat yourself if necessary.
- Use your body language (hands and facial expressions) to support your message.
- Above all be patient.

If above attempts are unsuccessful you may consider writing things down and showing your words to the customer. You can also seek help from someone who is able to use sign language.

Responding to customers with speech impairment

When you converse with a customer with speech impairment, you may find the following useful:

- Listen carefully to what your customer is saying.

- Tactfully, ask him/her to repeat anything you do not understand.
- Be sympathetic – s/he may be frustrated by the difficulty s/he is experiencing.
- Be patient, do not rush your customer or interrupt.
- Confirm your understanding once you are aware of your customer’s message.

You may need to provide a pen and paper for your customer to write a message for you to read, if your customer requests it.

As with customers with a hearing impairment, if there is someone who is able to use sign language ask him or her for help.

Responding to customers with visual impairment

When communicating with a customer who has a visual impairment: you may find the following useful:

- Be prepared to explain things that you might show to a sighted customer, and use descriptive words.
- Explain what you are doing.
- Take your customer to other parts of the building rather than sending him or her off on their own.
- Remember that it is only the visual aspect of communication that causes difficulties for this group of customers.

Your organization may produce information for customers in large print or Braille formats to help visually impaired customers. Now complete Activity 4:3:8.

Describe what you would do in each of the following situations:



Activity 4:3:8

- (i) A customer with a hearing impairment has asked you for information about a product or service. When you speak to the customer to provide the requested information, the customer does not understand what you are trying to tell him/her.
- (ii) A customer with a visual impairment needs to fill in and sign a form. The customer tells you that he/she cannot see well enough to complete the form and asks for your help.

We need to be prepared to provide a little extra care to some customers with particular needs.

Responding to Individual Customer Needs

First of all we need to recognize our customers' individual needs. Then if necessary

- find a way to communicate effectively with them; and
- respond to their needs and provide them with the products or services that they require in a way that is appropriate to their circumstances.

Some organizations provide special facilities for customers with individual needs such as:

- ramps;
- lifts for those with mobility problems;
- facilities for wheel chair users;
- toilets and changing facilities for the parents of young children;
- seating for expectant mothers, the elderly or anyone who is unwell.

If you are unsure about what you are allowed to do for any of your customers always seek advice from your immediate supervisor.



Assessment for Unit 4:3

With a partner, share a problem with communication that exists within your organization when dealing with persons with a disability or “normal”.

Suggest a solution to this communication issue, even if it includes developing procedures for your organization.



**Summary for Unit
4:3**

What have we learnt in this Unit? We learnt how a range of services are provided and some important issues that determine service quality in the tour guiding operations. This Unit helped us to have a good picture of service delivery in view of customer loyalty and the types of customers categorized. We discussed the six (6) types of customers mentioned by Jones and Sasser Jr., which were hostages, mercenaries, apostles, loyalists, terrorists and defectors.

We stressed on the importance of understanding clearly the needs of our customers including those having special needs. This requires a number of skills such as listening and questioning skills along with patience and empathy. We also looked at the expectations of our customers when they seek public services.



**Terminology for
Unit 4:3**

In this unit the new terminology used included:

apostles defectors hostages loyalist
mercenaries

Unit 4:4 Importance of Internal Policies and Procedures to CSE

Unit Overview

Many organizations have well-defined policies and documented procedures for the different processes involved in the delivering of services. Procedures affect the quality of services provided. These procedures not only assist us in our work but also ensure that services are provided in a consistent and fair manner.

Procedures are often subject to review to keep in line with new requirements and changes. As a tour guide, it is important that you are familiar and up-to-date with the procedures that govern the delivery of services by your organization.

In this unit, the relevance of policies and internal procedures to affect service quality will be discussed.



Objectives to Unit 4:4

By the completion of this module, you should be able to:

- Analyze the procedures for managing customer service records; dealing with enquires; handling financial transactions and complaint handling.
- Explain the relevance of government policies, internal procedures and statutory requirements affect service quality.

Procedures for CSE

Your agency may be having a number of procedures including the following:

- **Procedures for managing customer service records**

You will agree that it would not be possible to provide a reliable service to customers and take proper care of their needs without effective records management.

Customer service records can help you to ensure that

- customers receive the goods and services that they require;
- there is a continuity of service each time that they do business with you.

Customer service records may contain

- customers' personal details –such as name, date of birth;
- customers' contact details – address, phone number, email;
- special requirements;
- service history – Previous experience of the customers, the goods and services that the customer has been supplied with previously.

These may be on paper or computer based. Now try Activity 4:4:1.

Make a note of the customer service records that you keep, the types of information that they contain and how they are kept (on paper/computer).



Activity 4:4:1

| Customer Service Records | Paper or Computer Based | Information contained |
|--------------------------|-------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |

It is important that customer records are accurate, up-to-date and clear. This will ensure that they

- can be used for the benefit of the customer and the service provision;
- will be understood by anyone who needs access to them.

If you maintain records about your customers they should be treated as confidential. They should be kept securely to avoid them falling into the wrong hands. In some countries records may be subject to the Data Protection Act. This entitles customers to

- see the information that you hold about them;
- have incorrect information changed or destroyed;
- claim compensation if inaccurate information is damaging to them.
- **Procedures for answering telephone (protocol)**

Most organizations have a greeting to be used by anyone answering a call on the phone. These greetings usually consist of:

- Passing the time of day - good morning/afternoon/evening or hello;
- the name of the business/department;
- the name of the person taking the call;
- extending an offer of help.

Example:

“Good afternoon, Happy Tours, Customer Service Desk, Philip speaking, how can I help you? “

As well as the words that you say, when you answer the phone, the promptness of your reply is also important to your customers. Many organizations have a policy of answering incoming calls within three of rings to avoid customers being kept waiting. This should be done with a pleasant and friendly tone that is resonant of a smile.

When you make a call to one of your customers you will know the name of the person that you are calling and the reason for your call so your greeting could include:

- Passing the time of day - good morning/afternoon/evening or hello;
- A question to check the identity of the person you are speaking to;
- An introduction, who you are and the organization where you are from; and
- The reason that activated you to call.

Example: Good afternoon is that Mr. Fred? This is Philip from Customer Service Desk, Happy Tours I am calling to let you know that the trip to the museum is confirmed for tomorrow morning.

- **Procedures for dealing with enquiries**

When you receive enquiries from your customers, it is important that you handle them in a professional manner and that you reply in the way that your organization requires. By doing this you will give a good impression to the enquirer, who may be a potential customer and you will only provide authorized information.

For these reasons, organizations develop procedures to be followed when enquiries are received. These typically explain

- the information you are authorized to provide;
- the way in which you should reply;
- who to refer enquiries to, when you are not able to deal with them yourself.

- **Procedures for handling financial transactions**

If your job includes handling customers' financial transactions, your organization will have procedures that you have to follow.

Whether you take payments for services from customers or send invoices to customers, these procedures will be designed to ensure that:

- the organization's systems are followed;
- financial transactions are accurate and confidential, and
- the security of the organization's money is maintained.

It is important that you fully understand these financial procedures and adhere to them whenever you are involved in transactions with your customers.

Refund policy and procedures

If your organization charges its customers for services there may be occasions when customers are entitled to receive their money back. The circumstances in which customers are offered a refund and the methods used to administer the repayment should be included in the organization's refund policy.

A clear and fair refund policy can be a good customer service tool which gives customers confidence in their dealings with the organization. They would know that if things go wrong they would be able to get their money back. For example, when a trip is cancelled, your customers are entitled to a refund of payments made because of this many organizations display their refund policy where their customers can examine it.

It is important that you are fully familiar with your organization's policy for refunds and that you adhere to it in your dealings with your customers

- **Procedures for medical urgencies**

Sometimes it may happen that one of your customers suddenly falls sick and needs urgent medical care. To respond to any such emergencies, you should already know:

- What to do if a medical emergency occurs (involving a customer or colleague)?
- Where first aid materials are kept?
- Who are the certified first aiders?
- How to contact the emergency services if required?
- Who authorizes calls to external medical services?

- **Procedures for complaint handling**

It is important for organizations to have set procedures to be followed when customers complain. In this way all complaints will be handled in the same way and the interests of the customers and the organization can be protected.

What are the effects of these procedures and legal requirements on customer service excellence?

You will realize that the organization policies, internal procedures and legal obligations impact on the quality of services provided. These include the following:

- **Consistent and reliable service**

Consistent and reliable service is achieved by maintaining the same high standards of customer service with every customer on every occasion

- **Compliance with legal obligations and conventions**

By meeting your legal obligations you will not only be doing what the law requires but you will treat your customers in the most appropriate way.

- **Enhanced reputation**

Your consistent and reliable customer service will soon be noticed by your customers who will be delighted. They will tell other people about the professional way that you take care of their needs. This will enhance your reputation and that of your organization.

- **Customer satisfaction**

Satisfied customers will enjoy the experience of dealing with your organization and will be unlikely to have cause to complain but engage in repeat business so increasing the company's bottom line.



Assessment for Unit 4:4

Make a note of the way that you make contact with your customers in your organization in each of these situations.

- i. A customer, visiting your workplace and approached by someone with your job title
- ii. A customer calling in making an enquiry.

Are the responses according to your organization's policies and procedures?



Summary for Unit 4:4

In this Unit, we discussed the importance of internal policies and procedures to Customer Service Excellence (CSE). The focus was on the organization's policies and internal procedures, aid in the delivery of quality customer service.

These parameters in fact ensure that customers are treated fairly and consistently with a reliable service.

The next Unit will deal with some planning aspects of customer service excellence.



Terminology for Unit 4:4

In this unit the new terminology used included:

enquires telephone protocol

Unit 4:5 Planning Customer Service Excellence

Unit Overview

In the previous Units we looked at the

- meaning of customer service excellence;
- rationales for delighting our customers;
- needs of our customers in a tour guiding context.

Customer service excellence does not come by chance or coincidence. It must be planned. This is what we consider in this Unit.

Why is planning important for service excellence?

The best way to answer this question is to consider what happens when we don't plan and think ahead. We find ourselves too busy dealing with problems and being reactive, instead of proactive. Given a little thought, these problems could have been avoided. This takes up time which could have been spent on something more productive. This is often called 'fire fighting' rather than 'fire prevention'. It gives the impression to an outside observer that a person is actually, busy, but 'busy doing nothing'.

You will be introduced to the concept of market research, some methods and tools that are relevant in public service delivery. Any quality planning is normally spearheaded by the mission, quality objectives and the values of the organization.



Objectives for Unit 4:5

By the end of this unit, you should be able to:

- Identify different methods to gather information about customers;
- Compare the mission and objectives of the organization with your service activities.
- Explain the importance of benchmarking when planning for customer service excellence.

Your Role in Planning for Customer Service Excellence

You have a key role in planning. If you are responsible for planning, organizing and conducting tours it is important to understand the

- scope of your responsibilities;
- limitations on your authority and
- organization's established standards of protocol.

Planning, Organizing and Tour Guiding

Your knowledge of the job is no doubt very important for planning, organizing and tour guiding. We already pointed out the importance of identifying accurately the needs and expectations of your customers. Customer service excellence implies exceeding customer expectations by providing the customers with exceptionally good tour guiding service.

Effective planning and organizing the tour requires relevant inputs from your customers in terms of their needs and expectations. Do you still recall the methods you can use to get the relevant information from your customers?

Basically, you need to be certain

- to whom you must report to;
- who you can expect to report to you, and
- ways you are expected to function within your job.

Those to whom you are responsible will expect to be consulted on a new project and you may need to obtain their consent and support. Those for whom you are responsible can be expected to carry out your plan. This will work only if you have actively 'brought them on board' and got them interested. Colleagues of equal standing to yourself will probably form part of your team and should be consulted and actively included in decision making. All decisions being in accordance with the accepted standards by which you function.

This is a form of participation management seen in quality circles. (<http://www.mahapwd.com/isoandqualitycircle/qc.htm>) Quality Circles were developed by the Japanese professor, Kaoru Ishikawa in his studies of quality. (Paul, Val and Jones, Christine (1994) Trafalgar Square Publishing)

Your initiative is more likely to succeed if you have the full support of everyone around you. The same consideration should be given to other resources – what resources can you control personally and for what must you seek another's permission to use?

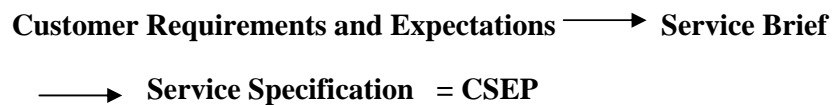
Customer Service Excellence will include ample opportunity for colleagues to be involved in the decision-making process, the delivery and monitoring process. However, you must take care to schedule such meetings, discussions and keep to your timetable. These are all important in the planning process.

Market Research

Usually the marketing function of your organization establishes the quality and reliability requirements for a service in the tour guiding context. It is the means by which Revealed Requirements and Expected Requirements for a service can be established. Only then is it possible to consider Extra Requirements. In particular it should

- determine the need for a service;
- accurately determine the customer requirements by reviewing previous and current services and customer needs;
- communicate all customer requirements clearly and accurately within the organization.

The result of this effort is usually a formal statement of requirements which is called a 'service brief'. This forms a vital document in the planning of service excellence. The service brief translates customer requirements and expectations into a preliminary 'specification' or description of a new or improved service that your organization has decided to introduce a Customer Service Excellence Plan (CSEP).



Typically the specification would include some or all of the following considerations:

- the function of the service;
- how it is to be carried out;

- when it is to be introduced;
- who will be involved;
- applicable standards and statutory regulations;
- definitions of suitable quality standards and quality measurements;
- quality assurance and verification.

Once completed, the service brief forms the basis for the detailed service specification which is the CSEP. It is also the responsibility of the marketing section to collect and analyze information relating to customer experiences and expectations. This information will provide clues to possible improvements and future services.

In practice, many organizations do not have a distinct marketing department. The work is carried out by the personnel who have direct responsibility for the introduction of a new service. So how will you go about finding out what customers want? Sometimes it is easier to reverse the process and look at what your organization can profitably provide. The new service will only be viable if you have the resources to deliver it to a good standard.

Alternatively you may decide to try and find out if your customers are interested in a particular new service, or if the customers have any suggestions of their own. You will recall that some customers know exactly what they want while others need to have suggestions put in front of them before they make a decision.

Gathering Information about Customer Interests

Some of the methods to gather information about customers include the following:

- Make enquiries about a service and current providers if any
- Look at the competition
- Check on existing customer feedback (complaints/compliments)
- Find out what customers think of the services from current providers
- Ask customers what they think of your services; use survey forms or any other research method available
- Ask customers what they think of a proposed new service

- Hold a brainstorming meeting with colleagues and then try out interesting suggestions on a few favorite customers
- Ask colleagues if customers have made any suggestions to them about improvements which they would like to see; establish a suggestions box

Methods of Gathering Information

One or more of the following practical tools may be used for carrying out these tasks:

- Postal questionnaires to existing or potential customers;
- Telephone surveys;
- Email surveys to existing customers;
- Customer comment sheets or forms; or
- Focused chats with existing customers.

These methods are in no way exhaustive. You may look at more detailed information on market research in case you wish to pursue further on this interesting topic.

The main skill in introducing a new (or improved) service is to be realistic about how well customer requirements map onto your organization's ability to deliver those requirements. If the fit is close, you can deliver what your customers want – then all will be well. Usually the fit isn't quite so perfect, so you will need to either, modify or improve your own abilities and resources, or those of your colleagues, or modify the customer's perception of what you can deliver through advertising.

This is where the extra requirements become so important. The aim is to deliver a quality service by exploit your strengths at the expense of the weaknesses of current providers.

The Mission and Objectives as Drivers of the Planning Process

The mission and quality aims/objectives of your organization will serve a “compass” or useful guide in delighting your customers with your services. The mission statement with emphasis on quality provides legitimacy to quality services in your organization. The focus on quality in the mission statement will help you and your organization come closer to meeting and exceeding customer expectations.

You may now complete Activity 4:5:1.



Activity 4:5:1

Make a summary of two quality aims of your organization.

Identify the basis for this summary, that is , what evidence is given to customers or employees of these aims). Hint: look at the company's mission statement.

The values of your organization will help you to align your activities to serve your customers while taking into consideration the legal parameters we discussed earlier and the internal procedures.

Benchmarking - Deciding on Standards

What is benchmarking?

Some authors and practitioners consider benchmarking to be a powerful and practical tool for improving performance by learning from the practices of other comparable organizations, and understanding the processes by which they are achieved.

Here is the working definition of benchmarking for this unit. **Benchmarking** is “the process of comparing performance against the practices of other leading companies for the purpose of improving performance. Companies also benchmark internally by tracking and comparing current performance with past performance. Benchmarking seeks to improve any given business process by exploiting "best practices" rather than merely measuring the best performance. Best practices are the cause of best performance. Studying best practices provides the greatest opportunity for gaining a strategic, operational, and financial advantage.”(<http://en.logisticsplatform.com.ua/?module=static&id=16>)



Note It Activity 4:5:2

Google **define: benchmarking**. How many definitions did you find?

There are numerous definitions of benchmarking, but essentially it involves

- learning;
- sharing information;
- adopting best practices to bring about step changes in performance or *"Improving ourselves by learning from others"*.

Benchmarking involves four basic steps:

1. **Self-assess:** to understand your own processes and performance in detail;
2. **Analyze:** others' successful processes and performance;
3. **Compare:** your performance with that of others you have analyzed;
4. **Implement:** the necessary changes to close the performance gap between your organization and others that are comparable in service and target market.

Benchmarking does not simply mean copying the practices of another organization. It requires the ability to innovate and adapt what you have learnt from others according to your organization's specific needs. It is a dynamic process that evolves with growing experience and with application to different organizations and cultural settings.

In practice, benchmarking usually implies

- regularly comparing aspects of performance with best practitioners;
- identifying gaps in performance;
- seeking fresh approaches to bring about improvements in performance;
- following through with implementing improvements;
- following up by monitoring and reviewing progress.

Benchmarking is an important exercise to undertake as part of the pre-planning phase for a CSEP. It will often highlight those areas which would benefit most from an improvement in service quality.

These will be the aspects of the present service that do not meet up with customer expectation.

Aims and objectives of the plan

We have looked at the importance of

- market research to determine customer requirements;
- a benchmarking exercise to determine where our organization falls short of the required quality standards.

It is now possible to determine the aims and objectives of our CSEP. This may undergo a number of stages before the organization objectives for improving quality are achieved. Each stage will follow a similar plan, learning from and building upon the stage before.

The aims are what an organization hopes to achieve – delighting customers, good relationship with customers and staff by providing excellent services. The objectives indicate how those aims are to be achieved. In the case of delivering service excellence, the objectives will be decided by converting the customer requirements into measurable objectives for the CSEP.

Conventions and Standards

Most services have to comply with certain legislative standards and also international conventions. It should never be assumed that personnel know what standards or conventions apply to a particular project. They must always be stated so that personnel are clear on what does and what does not apply.

You can now complete Activity 4:5:3



Activity 4:5:3

Think about the following questions and write your answer to:

What standards and conventions must be taken into account if you introduce quality changes in your organization?



**Assessment for Unit
4:5**

Analyze your organization’s methods of gathering information from your customers.

Look at some of the responses made by customers related to your service delivery, and then write a CSEP for your department to fit into your organization’s mission and standards.



**Summary for Unit
4:5**

In this Unit we discussed the importance of planning for customer service excellence. Excellence is not achieved by coincidence or by luck. It needs to be planned feeding in with accurate and up-to-date information on customers.

We examined different methods of gathering customer information. Our planning activities must be aligned with the mission, goals and objectives of the organizations. Customer service excellence implies “towing best practices” – hence the importance of benchmarking.

A Customer Service Excellence Plan (CSEP) is all about planning a future service in advance and identifying the actions and activities necessary to ensure that quality is built in. It is a written document that outlines your aims and objectives together with how and over what time-scale you plan to achieve these results. The CSEP is produced as soon as the decision has been made to improve to existing services or to introduce new services. It is a living document and should be updated regularly in the light of progress and any unforeseen events. Otherwise it is of no use – it is dead!

We are now ready to move on to the next Unit - Delivering of customer service excellence



**Terminology for
Unit 4:5**

In this unit the new terminology used included:

benchmarking customer service
Customer Service Excellence Plan

Unit 4:6 Delivering Customer Service Excellence

Unit Overview

So far, we have moved from an understanding of customer service excellence to planning for of customer service excellence. You will recall the key elements that are crucial for delighting our customers. They were

- knowing our customers, their needs/requirements and expectations;
- knowing your organization and the services provided;
- being familiar with the internal procedures, policies, statutory/legal obligations and conventions that govern the delivery of services.

We also emphasized the importance of planning in customer service excellence.

One aspect of delivering quality is to provide assurance to the customer that the work is being conducted in accordance with the quality systems and/or quality plan. A key method is the retention of documents and records relating to the service.

This Unit looks at the delivery of service excellence. The purpose is to look at extending assurance to customers of the service offered and to meet their requirements/needs and expectations. This is to truly give customer service excellence that will surprise and delight your customers.



Objectives for Unit 4:6

By the end of this module, you should be able to:

- identify the range of service offered by your organization and key requirements for service excellence;
- discuss effective communication skills for service excellence;
- identify good interpersonal skills to delight your customers;
- state the importance of developing a caring and friendly attitude to customers.

What is a Service - A Recap

You will remember we gave a definition for “customer” and “customer service” earlier. Do you recall the definitions?

Definition of service

According to the Oxford Compact English Dictionary a service is:

“An action or process of serving” or “An act of assistance”

Most people whose work involves customers provide a number of services. It is common for people to forget that what they are doing is providing a service and just think that they are doing their job. This can lead them to forget about meeting the needs of the customer and just concentrate on getting the job done. For example,

Ben is a waiter in a restaurant. He understands that he is providing a service to his customers when he brings their food, drinks and the bill to the table. However, he tends to forget that most of the other aspects of his job have a direct impact on the standard of care and service that his customers receive. Some of Ben’s tasks include:

- laying the tables;
- greeting his customers and showing them to their tables;
- making sure that the right menus are available;
- taking orders;
- checking that everything is to his customers’ satisfaction;
- being vigilante through the customer’s stay so anticipating their needs and time constraints;
- clearing away after each course;
- taking his customers’ payments.

All of these things form part of the service that he provides. If any of them is neglected he can spoil the customers’ experience in the restaurant. Now complete Activity 4:6:1.

**Activity 4:6:1**

Think about the job that you do and the aspects of it that form parts of the service that you provide to your customers. Make a list of the services that you provide to your customer.

Customer care and customer service excellence are essentially about making it easy for customers to “enjoy” the experience of dealing with you and your organization. Therefore it basically concerns executing the Customer Service Excellence Plan (CSEP), which involves:

- the manner in which customers are treated;
- how easy it is to get information;
- providing what customers require, not what you want to provide;
- how convenient it is to select, order, receive and pay for services;
- the quality of follow up service.

You want to build a good reputation for you and your organization. How can this be achieved? This comes from ensuring that customers are pleased with what you offer – not just the service but the whole process of receiving it from you.

What makes you delighted with a service? The answer will vary according to the service but essentially the same factors come into play each time – those sometimes intangible things which are referred to as emotional factors. These may include

- convenient opening hours for them;
- friendliness of staff;
- prompt, courteous attention and
- keeping promises.

In fact a whole range of attributes which may have little to do with the service or the price charged.

Key Requirements of Customer Service Excellence

In a tour guiding context Customer Service Excellence requires attention to

- details of the clients – demographics, purpose for the visit;
- thorough knowledge of the sight or place being visited;
- effective communication skills;
- people skills;
- establishing a conducive business environment.

Details of the Client

Dealing with specific customer needs

In the light of your experience, you will agree that all customers are not the same. Reading body language and clearly hearing the verbal requests of the customer is vital.

Some customers' needs require special attention. There are various reasons for this. These include the following:

- **The customer requires a service that is more specific and difficult to provide;**
- **The customer has individual needs** – these could be due to disability or a communication issue;
- **The customer requires a service that is not usually available.**

It is good customer service to do all you can to accommodate these needs as far as possible. However you may need to speak to a supervisor or manager before you are able to do things that are out of your way.

Thorough Knowledge

As providers of customer service excellence, you need to have a good knowledge of

- customer needs and expectations;
- your organization and the services provided;

- organizational mission, objectives, policies, internal procedures;
- legal obligations.

Being prepared

Just like many other things that we do in our lives, it is important that we ensure that we are fully prepared before we face our customers. This is crucial if we aim to give them a consistent and reliable service.

If we fail to prepare for our customers we should be prepared to fail to provide them with excellent care and service.

Scope of job role

Firstly you need to know that you are personally prepared. This starts with having a realistic understanding of your job role. You need to understand

- your responsibilities as found in the job description;
- the roles and responsibilities of your colleagues;
- the situations in which you should consult others;
- who to approach when you need assistance.

Knowledge of services

Personal preparation also includes being properly trained about the tour guiding services provided. A thorough knowledge of the services provided is vital.

What does this imply? Consider the following examples:

Prepared - Kevin works at the information desk at an airport. He has to answer numerous enquiries every day from members of the public as they pass through the terminal. Prior to starting with his job, he received complete induction training about the use of equipment on the desk and the sources of information available to him. This empowered him to provide accurate information to all his customers. There will be some things that Kevin will not be able to deal with directly for his customers but he knows who to refer them to in those situations.

Not prepared - Kelly works on the switchboard in XYZ Travel Tours head office. The receptionist is not at work. Kelly has been

asked to cover the reception duties for the next two weeks. Being untrained on reception, she is worried because many customers come straight to her with their enquiries. They expect her to be able to provide information and services that she does not understand.

In these examples Kevin has all the skills and knowledge that he needs to care for his customers and provide a service that meets their needs. On the other hand, Kelly may have difficulty meeting her customers' needs because she has not been given all the training that she requires.



**Assessment
Activity4:6:2**

Make a list what you had to learn before you were able to provide effective care and service to your customers – *Initial Learning Needs*.

If you still have some training needs connected with these aspects of your job make a note of them in the right hand column.

Initial learning needs

Training still required

After completing the Assessment discuss any training needs that you still have with your supervisor/boss.

Providing Information and Advice

There are a myriad of ways customers are provided with information, advice, assistance and help. However on some occasions the customers' needs will be for services rather than information.

Once you have determined what the customer wants, you should take the first steps towards providing for them to him/her.

When you are able to provide service immediately you have the opportunity to check that it is what the customer expected and that it will meet his/her needs.

When you are only able to make arrangements for the service to be provided at a later stage, you should confirm the details of what you have organized or what will happen next, that is monitor and follow-up. For example, you check with the customer and say:

- I have booked a ticket for the exhibition on Saturday evening for you. Is that suitable for you?
- I will send you an appointment in the post.
- Your refund vouchers will be sent to you two weeks before the end of the month
- I will give you a call when you're the trip is confirmed.

By doing this, your customer knows exactly what to expect.

Customers' Interest and Concern

Your customers' reasons for coming to you for advice, information, or services are important to them. You should take an interest in your customers' needs and feelings and demonstrate that it is important to you that you meet their needs. When they have problems you need to show that you are genuinely concerned.

In these ways you can demonstrate that your customers are valued and that you really want to help them.

1. Thoughtfulness

Sometimes you may have to give information of a sensitive nature to your customers.

The information may be described as sensitive because: • it is private; • it is personal to the customer; • it might cause embarrassment.

In these situations we need to bear in mind confidentiality and tact.

2. Confidentiality

• Be careful to make sure that what you say to your customer cannot be overheard. • If necessary, take your customer to one side to keep your discussion private. • Do not forget that others may overhear what you say when you speak to customers on the telephone, so as far as possible sensitive information should be conveyed in person or by registered mail.

3. Tact

• Choose your words carefully so that you do not make your customer feel uncomfortable. • Watch your customer's reaction to the information you provide and be prepared to adapt the way you express yourself if you feel that you are causing distress

Customer Needs and Expectations

Your customers have expectations about the care and service that you will provide for them. If you are going to provide a service that can be described as exceptionally good you need

- ❖ to identify what your customers' expectations are;
- ❖ not only meet those expectations but exceed them.

What Customers Expect?

Relevant Information

A customer usually expects that you will be able to provide the service that you are supposed to give. They will expect relevant information. For example, customers will expect that:

- they can reconfirm their flights;
- comfortable and convenient tours are organized for them;
- they can get health care services at the regional or local health centers;
- they can receive relevant historical information.

In addition to these basic expectations, customers will also anticipate that services will be provided in a particular way and to certain standards.

Accuracy and reliability

As we pointed out earlier customers expect that the information and advice that you provide them with will be accurate. If you are not sure you should always find out before you pass information on to your customers.

Your standards of customer service should be consistent and reliable. This means that all customers can expect to receive the same high standard of service

- no matter who they are;
- at all times;
- regardless of how you are feeling.

A good reputation with customers can easily be lost if they are not treated well on one occasion. This could be because the service provider is having a bad day and takes his or her problems to work.

Quality

Customers expect that the goods and services that they receive will be of good quality. This is often a legal obligation. The law will

often protect them if this is not the case. For example, they expect that:

- there will be no abuse;
- services will be good value for money;
- facilities will be safe and clean;
- work will be done for them to a high standard;
- service providers have been well trained to do their jobs effectively and
- the service provided will be confidential (if required).

Speed of service

Customers usually want services to be provided promptly. For example, they expect that:

- health services are available immediately and on a 24 hour basis;
- someone will be available to deal with their requirements at all times during business hours;
- they do not have to wait long hours before they start their tour in the morning.

Value for money

You can add value to the service that your organization delivers to your customers. When you continue to provide customers with exceptional customer service after the deal is done, your customers are likely to be impressed. As we saw earlier if the services that your organization provides do not represent good value, customers are likely to complain and create problems. Then we'll have to deal with dissatisfied customers.

What does the organization receive?

Customer confidence

When you provide reliable, high quality customer service and give accurate information to your customers, you will develop their confidence in you personally and in your organization and ultimately in your country as a whole.

Customer confidence is a valuable asset. It takes time to develop and which should be taken care of. Confident customers will be loyal customers who will continue to use your services, give a positive impression and recommend to others.

Word of mouth reputation

Delighted customers will tell their friends and families about the excellent service that you provide. This will encourage others to do business with your organization and when they receive excellent service too you will have another group of loyal customers.

Repeat Business

When customers are delighted with the service, they return again to engage in it; they tell their friends and neighbors. As a result, this can lead to increase profits and building of client assurance. The bottom-line is impacted positively when good service is delivered and maintained. Such customers will be apostles and loyalists.

Effective Communication Skills

As mentioned in Unit 3, most of your actions as a tour guide depend upon your ability to communicate effectively. Effective communication with customers is a vital aspect of customer service. It is a two way process involving

- communication from you to the customer and
- communication from the customer to you.

The way you communicate with your customers can take place through

❖ Face to face interactions



❖ Telephone



❖ E-mail/Letters/Facsimile



People Skills and Presentation

When you work for an organization, your customers will develop an impression of the organization based upon the standard of

service that you provide for them. They may never meet or deal with your boss but they will deal with people, such as you, who are employed to represent the organization and meet its customers' needs. Remember you are the organization in the eyes of your customers.

People Skills

Since the frontline employees represent the organization to the customers, it is important that tour guides and other employees with direct interaction with customers develop people skills. Here are a few practical tips you might consider to help you do this:

1. **Listen – truly listen to people.** Listen with your ears, eyes and heart. Pay attention to others' body language, even to their tone of voice, to the hidden emotions behind what they are saying to you, and to the context.
2. **Don't interrupt people.** Don't dismiss their concerns offhand. Don't rush to give advice. Don't change the subject. Allow people their moment.
3. **Tune in to non-verbal communication.** This is the way that people often communicate what they think or feel, even when their verbal communication says something quite different.
4. **Practice the 93% rule.** We know from a famous study by Professor Emeriti, Albert Mehrabian of UCLA, that words – the things we say – account for only 7% of the total message that people receive. The other 93% of the message that we communicate when we speak is contained in our tone of voice and body language. It's important, then, to spend some time to understand how we come across when we communicate with others. A simple thing like frowning or a raised eyebrow when someone is explaining their point of view can disconnect us from the speaker and make us appear as though we lack understanding.
5. **Use people's name.** Also remember the names of people's spouse and children so that you can refer to them by name.
6. **Be fully present when you are with people.** Don't check your email, look at your watch or take phone calls when a direct report drops into your office to talk to you. Put yourself in their shoes. How would you feel if your boss did that to you?

7. **Smile at people.**
8. **Encourage people**, particularly the quiet ones, when they speak up in meetings. A simple thing like an attentive nod can boost people's confidence.
9. **Give genuine recognition and praise.** Pay attention to what people are doing and catch them doing the right things. When you give praise, spend a little effort to make your genuine words memorable: "You are an asset to this team because..."; "This was pure genius"; "I would have missed this if you hadn't picked it up."
10. **Take a personal interest in people.** Show people that you care, and genuine curiosity about their lives. [Ask them questions](http://www.1000advices.com/guru/leadership_empathy_bm.html) about their hobbies, their challenges, their families, their aspirations. (Adapted from http://www.1000advices.com/guru/leadership_empathy_bm.html)

Much effort is being put in to developing customer service policies, procedures and training staff to put the policies into practice. This effort is wasted if you do not put the training into practice and do not provide the standard of service that the customers expect.

If you look after your customers well, they will not only think well of you but also of the organization and your country as a whole.

If you do not provide your customers with the standard of service that they expect they will get a poor impression of the organization because of your behaviour.

What do you think of the following examples?

- Customers perceive an organization with friendly and helpful staff as a friendly and helpful company.
- Customers believe that an organization, whose representatives are efficient, is an efficient organization.
- Customers suppose that an organization, whose employees don't seem to care about their customers' needs, is unlikely to be able to provide them with a good quality of service.
- Customers believe that employees, who don't take the trouble to come to work looking clean and smart, work for an organization that has inferior standards.

Now you can complete Assessment Activity 4:6:3



Assessment Activity 4:6:3

Make a list of four of your actions/behaviors that help you to give the right impression of your organization to your customers and a second list of four actions/behaviors that you must avoid doing because they would give a bad impression

Actions that give the right impression of your organization

- 1.
- 2.
- 3.
- 4.

Actions that would give a bad impression of your organization

As pointed out earlier, your customers will form impressions of your organization as a whole based upon their impression of you. This is because they have direct dealings with you. Thus you have a responsibility to create a good impression through the way that you look.

Uniform/dress code - Some organizations provide their employees with a uniform. Others may have a dress code or just make recommendations about what should be worn at work. It is appropriate and important that the tour guide look professional and leader of the tour group and not as part of the touring party.

Personal hygiene - Whatever we wear for work, if we come into face-to-face contact with our customers, it is important that we are clean, neat and tidy and that we pay attention to personal hygiene.

Different aspects of personal presentation together with things such as food hygiene and safety determine customer impression.

Attitude and behaviour - What about your attitude and behaviour? Your behaviour, in front of your customers, can be as important as your appearance when it comes to making an impression with your customers.

If you behave in a professional manner, your customers will see you as someone who will take care of their needs and provide them with the service that they require. Remember that cultural

impressions define or influence the customer's perception of what is "professional".

If your behaviour is not suitable, customers will quickly lose respect for you and be doubtful that you can meet their needs.

Let's look at some examples of behaviour that create a poor impression:

- Fooling around with workmates in front of customers;
- Using inappropriate language in front of customers;
- Looking tired and bored;
- Eating and drinking in front of customers;
- Ignoring customers, carrying on with other things, oblivious to their presence.

All these types of behaviour should be avoided when your customers are likely to be around. For attitudes to your customers and the way that you behave towards them are also important for customer service excellence.

First impressions

You present the first impression to your customers by your appearance. This can give them confidence in you and the organization.

We have examined how the way that we look and behave can be used to create a good impression. The first time we make personal contact with customers is important. First impression is very important because you never get a second chance to create it!

Greeting customers

If you work in an environment in which your customers visit your place of work the way that you make contact with your customers will usually come in the form of a greeting. For example,

- Good morning. How can I help you?
- Hello, do you need any assistance?

If you recognize the customer and know his or her name it is good to use it and maybe enter into a brief conversation about his/her health or the weather before offering assistance.

For example, Good afternoon Mrs. Pam, it is nice to see you again, how are you today? You look better!

Most customers will appreciate the fact that you remember their name and will feel that they are important to you.

If you make contact with your customers by telephone, there are two kinds of situations that you need to consider:

- Receiving calls from customers.
- Making calls to customers.

Do not underestimate courtesy and respect for customers.

Customers expect to be treated politely and with respect. Courtesy is about good manners, being polite and treating people with respect. Customers expect to be treated in these ways by those who are looking after their needs and in particular by those who they are paying for a service.

How do we demonstrate good manners towards customers? The following are meant to give you some indications.

- Acknowledging their presence with a
 - (i) Greeting if you are making contact,
 - (ii) Nod or a smile.
- Saying “please” and “thank you” at appropriate times.
- Making eye contact with them when you speak (*as appropriate to culture the service provider is in and that of tour group escorting*).
- Offering an apology when needed.
- Not interrupting what they have to say.
- Not pushing past them.

How do you demonstrate respect towards customers? The following are meant to give you some indications.

- Listening to them.
- Using their names when you know them.
- Keeping them informed by explaining what is going on.
- Not talking down to them.
- Treating them with the importance that they deserve.

Responding to different customer behaviour

Unfortunately, not all customers will treat you politely and with respect. That is not a reason for you to let your standards of courtesy fall. In fact, a customer with a rude attitude towards you may be surprised by your polite response and have a change of approach as a result.

When you are working with your customers, think carefully about the things that you say and do and how the customer will react to them. Your understanding of how you like to be treated when you are a customer will help you to do this. Complete Activity 4:6:4.

Demonstrate Confidence and Efficiency

It is important to act confidently and efficiently in your dealings with customers, so that they will have confidence in you and your ability to meet their needs. Customers are impressed with efficient behaviour. Have you heard people say “the person who dealt with my enquiry was very efficient?”



Activity 4:6:4

Here are some examples of communication with customers. On each occasion the words that were used will make the customer believe that they have been treated with a lack of courtesy.

Think about what was said in each instance and write a polite alternative, which shows respect to the customer, an *example* is provided to help you to get started.

What was said to the customer

Sit here until I find someone to deal with you.

Say all that again, I don't understand what you want me to do. .

You will have to wait because everyone is busy.

A polite alternative

If you would like to take a seat, I will find someone who will be able to help you.

Efficiency can be demonstrated by

- being well organized – your work space and documents;
- being knowledgeable - showing your customers that you are good at your job;
- exuding professionalism - behaving in a confident and capable manner.

If you appear to be hesitant and uncertain, customers are unlikely to believe that the information and advice you provide is correct.

Make an extra effort when necessary

Sometimes you may have to make an extra effort to meet the needs of a customer. This may be because

- the customer needs something sooner than you would normally be able to provide it; and/or
- you have to make a change to your usual ways of working in order to satisfy the customer's requirements.

It is useful to seek authority from someone with responsibility if necessary, before you do such things that are not normal practice. Customers will appreciate the extra effort that you have put in, especially if you let them know that you have gone out of your way to make sure that they got what they wanted when they needed it. Yet, do not be arrogant or demanding of thanks. This extra effort can delight them.

Complete Activity 4:6:5



Activity 4:6:5

Think about four occasions when you have communicated effectively with your customers by making good use of your interpersonal and communication skills. Describe the situations and the way that you used your skills.

| Describe the situations | The way that you used your interpersonal skills | The way that you used your communication skills |
|-------------------------|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

Quality of service

The way you care for your customers and the service that you provide to them will only be reliable if you never let standards slip.

There are days when you may not feel at your best. This may be because you:

- are tired;
- do not feel very well;
- are worried about a personal problem.

It is important that you

- do not allow the care of your customers to suffer on these days;
- try to leave your problems behind when you come to work;
- keep up to date with any change to the services that you provide your customers.

Establishing a Conducive Business Environment

The business or working environment involves the presentation of the work area, documents and equipment

Customers also judge the organization on the standards of presentation of the working environment. Clean, neat and tidy work places give customers the impression of a businesslike environment in which their needs will be taken care of. Customers don't expect high standards of service when the workplace is dirty or untidy.

We need to ensure that we have all the equipment and resources that we require and that equipment is in good order. This may be as simple as making sure that you have got a pen that works or it may involve ensuring that the vehicle that you use to visit or collect your customers has been regularly serviced.

The Accessibility/availability of the type of service provided

In order for your services to be accessible to your customers, they must be able to visit your premises without difficulty or contact you easily in other ways. Access problems can occur when:

- the opening hours of your business are not the times that your customers want;
- your premises cause difficulties for disabled customers;
- customers cannot park near to your premises;
- nobody answers the telephone;
- there is no proper signage to guide customers.

The availability of services is about being able to supply services at the times when customers require them. Availability problems occur customers have to wait for a long time for a service to be provided

If your services are not readily accessible or available it will be difficult for you to maintain a reliable service and customers will become frustrated with your organization.

Working under pressure

When you are very busy there is a danger that customer service standards may not be maintained. Whilst you may have to spend a little less time with each customer you must make sure that you continue to give your customers excellent service although you are working under pressure.

Very often people complain that they have too much to do. However, at busy times you should pay particular attention to the

following aspects of customer service, which must not be neglected because you have a lot to do:

- Greeting customers;
- Identifying and checking customers' needs;
- Courtesy and attitude towards customers.

Make sure that your body language does not suggest that you are trying to rush your customers or that other aspects of your job have become more important than them. In this way you will be able to maintain a consistent standard of service and get through the busy period without damaging your image with your customers.

Many of the topics that we have considered earlier in this course also have an effect on consistent and reliable customer service. Do you recall them? They include

- Staff attitude and behaviour – always being courteous and behaving in a professional manner;
- Staff personal presentation – always being clean, tidy and appropriately dressed when your customers are present;
- Timing (Speed of Service) – avoiding keeping your customers waiting, and apologizing when it cannot be helped;
- Cost / Value for Money – helping customers to feel that their money has been well spent.

You can help to make sure that customer service is consistent and reliable by:

- Confirming and meeting specific customer needs – making sure that you know exactly what your customers need and providing the service that meets those needs;
- Locating the information or services that your customers require;
- Checking that the services that you have done for your customers have met their needs and expectations;
- Dealing with problems when service is not consistent and taking appropriate action when problems occur.

Customer Satisfaction

The aim of delivering quality customer service is to satisfy customers. It is to instill confidence in you as a service provider. Let us recap these reasons.

Confidence in service - Consistent and reliable customer service will give your customers confidence in the service you provide because their experiences tell them that your standards are always high.

Exceeding expectations - A real positive impression on your customers helps them to decide that they

- like doing business with you and your organization;
- will come to you whenever they need the service that you provide;
- will recommend other people to use your services.

You have got to be the best at what you do. To be the best you will need to:

- understand and meet your customers' needs;
- exceed your customers' expectations;
- provide a reliable standard of customer service.

Exceptional customer service - Exceptional customer service not only meets the needs of customers, but also goes further and exceeds their expectations. Our customers will usually be satisfied that we have taken care of their needs and do what we have promised to do.

If we are going to provide exceptional customer service to our customers and service that leaves them delighted about the way they have been treated, then we need to go a step further and exceed their expectations. We need to go the extra mile!

Let's think again about what customers expect. Customers expect that we will provide

- the type of service that the organization is known for;
- services within an acceptable time-span;
- a good quality of service and treat them with courtesy.

From this list of expectations there are three that we can try to exceed. It is unlikely that you will have a lot of influence over the

type of service that your organization provides but timescales, quality and courtesy are all aspects of customer care and service that you, personally, can make an impact on. Isn't it?

To exceed customers' expectations about time you will need to do things more quickly than was expected.

This can be done in two ways – by making an extra effort to meet customers' needs quickly; and being sure that your estimates are realistic and achievable and then getting the job done within the estimated period.

This comes back to the promises that we make to our customers. It is sometimes tempting to try to impress our customers by telling them that things will not take long. We know that delays can occur and that if customers are prepared for them we can avoid causing disappointment. If we are able to do things sooner than expected the customers' expectations will have been exceeded. You can now complete Activity 4:6:6



Activity 4:6:6

A customer places an order for a souvenir handicraft item at one of the souvenir shops. Consider the three situations. Describe how you think the customer is likely to react to each.

| Example of a situation | Possible customer reaction |
|---|-----------------------------------|
| 1. The customer is told that the item will be ready in two days. After three days the item has still not arrived.. | |
| 2. The customer is told that the item will be ready in one week. Exactly one week later he/she receive a card telling him/her that the item is ready for collection | |
| 3. The customer is told that the item will be ready in two weeks. However, after only ten days he/she is told that the item can be collected. | |

To exceed customers' expectations about courtesy you will need to be more than just polite. This can be done by taking an interest in your customers and adopting a friendly approach towards them.

For example, on a previous occasion, one of Ahmad's customers wanted a service that he wasn't able to provide. He redirected him to the office where it might be obtained. The next time he met the customer he enquired about whether he had been able to get what he wanted. The customer appreciated that he was being treated more than just politely and that important details about him had been remembered.

Negative Effects of Poor Communication

However, customer service can be seriously damaged by poor communication. As service provider you may avoid passing information to your customers because you know that they will not be happy about what you have to tell them. But you will upset your customers even more when they eventually find out what is going on and it is too late to do anything about it.

Keeping customers informed about developments in the service you are providing for them ensures that they know what is going on. They do not get any unwanted surprises if things do not quite go to plan. This all adds to the package of customer service excellence, which leads to customer satisfaction.

You may now complete Assessment 4:6



Assessment for Unit 4:6

Identify four customers whom you have dealt with regularly during the last three months. These customers may be individuals -internal or external or organizations depending on the type of customers to whom you provide a service. For each of the customers, describe the actions that you have taken to make sure that the customer service you have provided has been consistent and reliable.

Customers

Action taken to ensure that customer service is consistent and reliable

- 1.
- 2.
- 3.
- 4.



**Summary for Unit
4:6**

In this Unit, we have looked at the different requirements for customer service excellence. These relate to the knowledge, skills, attitudes and the service delivery environment.

A sound knowledge of the organization, the services and the delivery procedure is critical. We also looked at the importance of effective communication skills and people skills in service excellence.

Effective communication skills along with interpersonal skills form the basic competencies for customer service excellence. The aim of which is customer satisfaction.

Customer service excellence is more than the quality of the service. It has to do with the people providing the service and the way they treat the customers. A friendly and caring approach are what our customers look to.



**Terminology for
Unit 4:6**

In this unit the new terminology used included:
customer satisfaction

Unit 5 Tour Guiding

Unit Overview

In Unit 1 we established the importance of tourism to modern economies. In keeping with the history of tourism Eric Friedheim (1992) in the book *Travel Agents; From Caravans and Clippers to the Concorde* wrote that “guiding, counseling and harboring the traveler is among the world’s earliest vocations”.

Goeldner and Ritchie (2003) in *Tourism Principles, Practices, and Philosophies – 9th Edition* wrote that “there is no doubt that attractions are the main motivators of travel. Without attractions drawing tourists there would be little need for all other tourism services such as transportation, lodging, food, distribution and so on.”

The purpose of this core module is to investigate the job of the tour guide and the primary functions involved in this role. Reference is made to the process of tour conducting/managing but focus is on the aspect of tour guiding. Though there are similarities between these job titles, there are subtle differences in the job description; hence the focal area of tour guiding.

Some of the outcomes expected for this unit were based on a courses previewed at

<https://www.skillsonline.net.au/clearhse/Preview.do?no=7022E&type=M>



Outcomes

By the completion of this Unit, you will be able to:

- Explain the processes involved in tour guiding
- Discuss the barriers that exist for this profession
- Prepare commentaries to deliver to the customers for their enjoyment and learning
- Use a variety of medias and techniques to create customer-focused and informative experiences
- Develop techniques for interacting with customers during the presentations
- Appreciate the impact of this profession to the tourism industry

Unit 5:1 Understanding Tour Guiding

Unit Overview

It is always helpful to know the details of a job before you actually start. For the tour guide, understanding the fundamentals of tour guiding is crucial. It sets the framework of the job and it allows general knowledge of your work life.

Tourists come to a country to experience the destination. No matter the reason for the trip, inevitably the person is a visitor to the country and wants an authentic experience. Therefore there is the need for someone who is knowledgeable about the country or sight. The Adventure and outdoor recreation sector or the Attractions sector demands people to satisfy the demands of the paying client – the visitor.

Whether on an ecotourism trip to the Titicaca Lake in Peru, visiting Disneyland in Orlando or some activity other than gaming in Las Vegas, most travelers feel secure with and need a travel expert or a tour guide. The exceptions are those travelers who are termed as “drifters”.

The drifter role as described by Cohen (1972) notes that “all connections with the tourism industry are spurned and the trip attempts to get as far from home and familiarity as possible. With no fixed itinerary, the drifter lives with local people, paying his/her way and immersing him/herself in their culture.

Similarly, the explorer role is where the trip is organized independently (not part of the mass tourist group) and is looking to get off the beaten track. However comfortable accommodation and reliable transport are sought and, while the environment bubble is abandoned on occasion, it is there to step into if things get tough”. Cooper, Fletcher et al (1998) in *Tourism Principles and Practice – 2nd Edition*. Pearson Education Limited . England



**Objectives for Unit
5:1**

By the completion of this module, you will be able to:

- State three (3) reasons why people engage in tours
- State the difference between a tour guide and a tour manager, tour conducting and tour guiding
- Distinguish between the different types of guides – on-site guide, driver-guide, city-guide, step-on guide, cruise ship tour guide
- Discuss the job of a cruise ship tour guide
- Differentiate among tours – inter-modal, independent, and motor coach
- Explain two (2) reasons tour guiding as a career is appealing to many people

Why do people take tours?



Reflection Activity 5:1:1

What is your recollection of your favorite tour?

Write a summary if it to include the country, type of tour, qualities of the tour guide and features of the tour.

Why is this favorite tour?

People take tours for various reasons. If tours are taken as a group, there is the freedom from hassle, the desire to save money and time and the companionship of people with similar interests.

If individuals take tours, then the reasons are to have a feeling of security in a strange place, saving time to see most of the country, state or province and the getting accurate information from an experienced guide.

All in all the taking of tours is to get value for money, accurate information and having an organized trip. The purpose of touring is to have fun.

Definitions

To set the stage for this unit, let us begin with definitions:

Tour operator

- package and sell holidays which are offered in a brochure with a fixed price for accommodation, transport and ground arrangements. At times the service of a courier or representative is included in the package.

(Horner, Pauline (1999) *Travel Agency Practice*. Pearson Education Limited. England)

- is a person who owns a business which transports paying tourists on scheduled itineraries.

Tour Guide or Tourist Guide



- This is someone who takes people on sight-seeing excursions of limited duration.

(Mancini (2003))

- A person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area-specific qualification usually issued and/or recognised by the appropriate authority.

(En 13809 of the European Committee for Standardisation (CEN) Adopted by WFTGA at its Dunblane, Scotland Convention 2003)
<http://wftga.org/page.asp?id=15>

Tour Manager/Tour Escort/Tour Director

- This is someone who takes people on sight-seeing excursions of limited duration.
- This is a person who manages a group's movements over a multi-day tour. This person may also be called a tour conductor, tour courier, tour escort, tour director or tour leader.

(Mancini (2003))

- A person who manages an itinerary on behalf of the tour operator ensuring the programme is carried out as described in the tour operator's literature and sold to the traveller/consumer and who gives local practical information.

Tour managers may or may not be tourist guides as well. They are not trained or licensed to work in specific areas unless they have the proper requirements or legal right, depending on the region.

(En 13809 of the European Committee for Standardisation (CEN) Adopted by WFTGA at its Dunblane, Scotland Convention 2003)
<http://wftga.org/page.asp?id=15>

Tour Package

- This includes those elements in the holiday - transportation, accommodation and transfers- sold by a tour operator at an inclusive price.

One example of tour operators are local tour operators, who provide services to domestic clients for tours within a country. This person may also be called a tour packager.

Tour Conducting versus Tour Guiding

Tour Conducting is about managing tours, it involves traveling with groups while staying with groups, controlling and entertaining people dealing with problems and at times guiding tours. The tour conductor can be with that group, depending on the type of tour for two to three weeks.

Tour Guiding is usually for a shorter length of time. It refers to the specific activity at a sight or an attraction for a scheduled portion of time.

Types of Tour Operators

Due to the vast number of ways by which a person or group can take a tour, along with the different types of tour guides available there are many different categories of tour operators. Earlier mention was made of the inbound operator and outbound operator. There are also motor coach operators and intermodal operator. What makes the difference between these types?

There are **in-bound tour operators**, who provide services to foreign visitors. An example will be a Canadian tour operator who sells tours abroad through its branches or to other companies. The group arriving from the United Kingdom or Continental Europe coming into Canada is serviced by the inbound operator.

There are also **outbound tour operators** who provide services to local tourists who wish to visit destinations outside their country. This operator takes groups from the home country to other countries.

“Another way to slice the tour operator pie is into motor coach and intermodal companies. Motor coach operators create tours of usually a week’s duration that transport group members via motor coach to their destinations and back.

Intermodal operators combine several forms of transportation, such as plane, motor coach, ship and rail, to create a diversified and deficient tour package”.

Extract - Mancini, Marc, (2001), *Conducting Tours – 3rd Edition*, Delmar Thomson Learning Inc.

So where do tour operator fall within the chain of distributions for travel business. See the adapted diagram below from Yale (1995) in *The Business of Tour Operations* for the positioning.

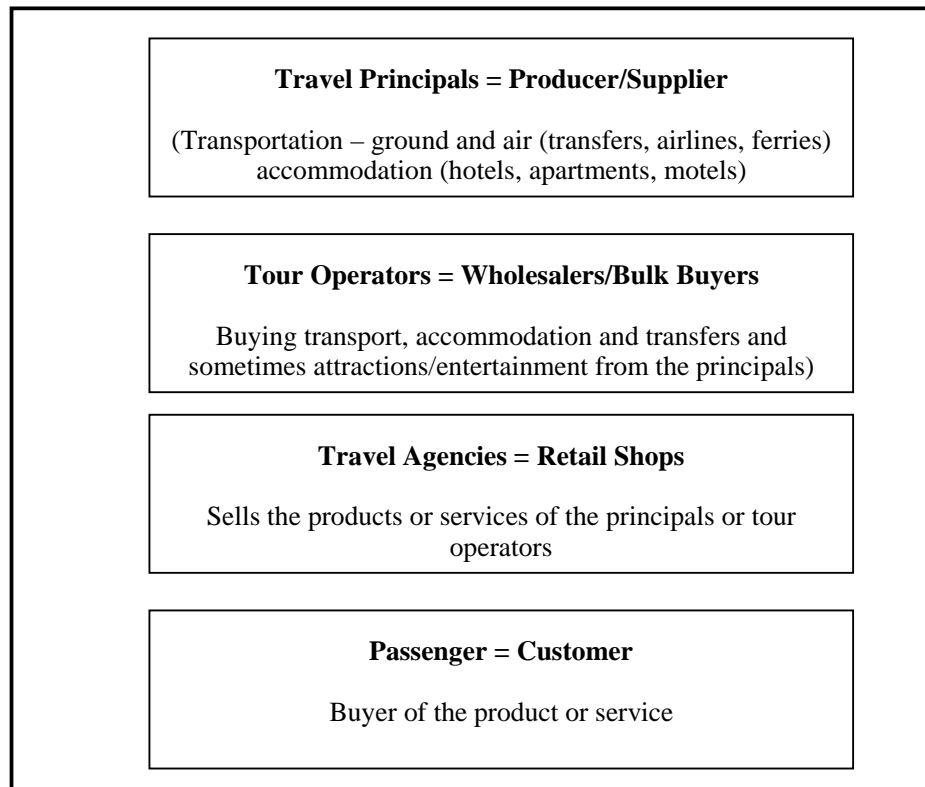


Figure 8 - Chain of Distribution in the travel business

Motor coach tour operators

These create the tour, usually for a week or more duration. The obvious reason for being called motor coach operators is the means

by which persons are transported to the destination and back. By aligning with a motor coach tour company a group or an individual can leave via different gateway cities as the starting point for the tour and travel for a long stretch of time to see other parts of the city, province or country. An example of a motor coach tour company is Gray Line.

Gray Line offers sightseeing tours in more than 150 destinations on six continents and is widely recognized as the world's leader in sightseeing tours, ground transportation, charter services, airport transfers and convention services. From **sightseeing** tours and overnight packages to adventure trips and unique behind the scenes experiences - we offer complete destination experiences all around the world. We look forward to welcoming you aboard a Gray Line **Sightseeing Tour** on your next vacation!
<http://www.grayline.com/Grayline/index.aspx>

It is usual to find with motor coach tours that groups will have a tour escort or who will also act as a guide, or at various point have step-on guides to share tour commentaries with the touring parties.



http://www.graylinealaska.com/gallery_enlarge.cfm?gallery_id=19

Intermodal operators

These operators combine more than one mode or form of transportation. The tour may have a combined element of motor coach, aeroplane, ship or rail. With this type of tour, there is greater diversity of the tour package.

Complete Reading Activity 5:1:2

**Reading
Activity 5:1:2**

Read about intermodal facilities at <http://www.buses.org/intermodalfacilities>

Kinds of Tour Guides

There is the generic definition of “tour guide” which was established earlier. Tour guides should be certified, and assist the visitor in seeing the place in an excellent, unique way. Mostly all tour guides should see the career as being an international tour guide. After all, the type of visitor to the attraction or sight may be local, regional or international. Let us investigate the many kinds of tour guide.

On-site Guides

- ❖ If you went to the Harrison’s Cave in Barbados, the person who takes you on tour of the sight is called an **on-site guide**. This guide conducts the tour of a specific building or a limited area. These tours can be taken by trams or walking. Usually in travel and tourism, these sights are called attractions.
- ❖ Another type of on-site guide working free of charge or volunteering may be called a **docent**. A docent specifically works at a museum. An example will be at the Kennedy Library in Boston.



Figure 9 - Tour Guide at work at Swaziland National

City Guides

For pleasure and discovery a traveller can take a tour of the city by motor coach, van, taxi or hop-on, hop-off bus, or as part of a walking tour. The person who points out and comments on the highlights of the city is called a **city guide**.



Figure 10- Hop-On, Hop-Off Tour Bus

- ❖ When the city guide doubles the duty by driving the vehicle, that person becomes the **driver-guide**.
- ❖ Another type of city guide is the **personal or private guide**. These are sometimes taxi drivers who uses their vehicles to conduct an exclusive tour or arrange the tour based on the client’s needs. In small island states, this may be known as an island-tour.

Complete Discussion Activity 5:1:3



**Discussion
Activity 5:1:3**

Read the interview of a bus tour guide and share / discuss it with a partner

http://www.jobmonkey.com/landtours/html/tour_guide_interview.html

Specialized Guides

- ❖ This category of guide has particular skills that are highly unique to match the client’s needs. These guides may conduct bike tours, white water rafting trips, hiking expeditions or on tours that are more physically demanding and unusual. This will be backpack hiking in the Grand Canyon National Park in Arizona in the United States of America.

Step-on Guides

- ❖ This kind of guide is a free-lanced guide. They are considered specialists who come on-board a motor coach or van to give informed overviews of the city being toured. This would usually be for tour groups that are taking in more than one state or province during the trip.

Shore excursions Guides, Land operators or Receptive Operators

- ❖ Guides that work for cruise ships can be classified as cruise ship tour guides or **shore excursion guides**.
- ❖ Guides that work for tour companies or ground operators may be called **land operators or receptive operators**. “A ground operator is a type of in-bound tour operator who specializes in servicing other tour companies’ arriving groups in a limited geographic area.” (Mancini 2001). These guides meet their clients and conduct tours for the various groups.

Cruise ship Tour Guides

Talk of cruise ships bring to mind not only a booming accommodation type that is not land-based, but an all-inclusive type of accommodation. Due to the good salaries earned from working on these vessels, many people are interested in getting employment on them. For this reason, a closer look will be given to the job of the cruise ship tour guide or shore excursion guide.

These shore excursion staff give information on the land-based tour to the clients and take comments and/or complaints related to the tour taken. Read about the jobs of such cruise ship jobs at http://www.cruisejobfinder.com/JobDescriptions/activity_entertainment_jobs.php#excursion

Shore Excursion Manager

Cruise companies offer and sell their passengers organized tours of the different areas they travel to. The Shore Excursion Manager is responsible for knowing how many tours are offered for each stop, promoting and selling shore excursion packages to their passengers. The Shore Excursion Manager is required to give presentations or informative talks onboard about the various excursions they offer prior to reaching port.

Shore Excursion Staff/ Assistant Shore Excursion Manager

The responsibilities of shore excursion staff are to assist with shore excursions and land tours. The position is comparable to that of a Junior Assistant Purser and, on some cruise lines; the actual title is Junior Assistant Purser, Shore Excursions. Office and administrative skills are required, but no previous experience in tourism is necessary. The Shore Excursion staff sometimes are referred to as Assistant Shore Excursion Managers and are responsible for staffing the shore excursion desk that includes guest services and tour sales. They also must politely deal with complaints from passengers. Many cruise staff and shore excursion personnel currently working in the industry got their start on land, then moved to the ships. Contracts vary and payment is salaried.

Benefits of a shore excursion

Shore excursions are worth it if you want to venture to attractions that are located far from the pier, learn more about an area through a guide or participate in physical activities where gear is required (biking, diving, golf). However, if all you want to do is walk around town, shop or visit the beach, it could be much cheaper and less time-consuming to get a map and go it on your own. For instance, in St. Thomas, the shops are a stone's throw from the ship, but beaches are a cab ride away. (Although it still might be less expensive to hail a taxi to the beach than to participate in a tour.).

However, in big cities like Athens, Rome and Florence -- which are far from the port -- it may make more sense to spring for a tour. It is also wiser to take a shore excursion in any third world country or in foreign ports, where language and customs might prove to be barriers. For example, in Brunei, you would definitely want to take the guided tour to sights like the biggest mosque in Asia -- Omar Ali Saifuddin Mosque. You'd probably never find it on your own. And, without guidance, you may not realize the necessity to respect local customs by covering your body from head to toe in long pants, long skirts and long sleeves. (Don't laugh -- this happened on a recent visit. Luckily, the locals are used to this and have a few robes on-hand to loan visitors.) In Tunis, you might not wish to participate in the aggressive haggling, conducted by the taxi drivers at the pier. Opt, instead, for a ship-arranged tour to the souk or ancient Carthage.

However, remember that, while the cruise ship will wait for any late-returning, ship-sponsored tours, you run the risk of getting stranded in port if your independent tour gets stuck in traffic and is late returning to the pier.

<http://www.cruise critic.com/articles.cfm?ID=79>

Complete Note It Activity 5:1:4.



**Note It
Activity 5:1:4**

View the following websites and make notes on what is involved in being a cruise ship tour guide.

http://www.ehow.com/video_2275938_get-started-as-cruise-ship.html

http://www.ehow.com/video_2275936_get-hired-as-cruise-ship.html

http://www.jobmonkey.com/landtours/html/shore_guide.html

Earning of Tour Guides

Typically an on-site tour guide makes minimum wage or as a docent, may volunteer for work. Those tour guides that make fairly good salaries are those employed by the government (for example, park rangers) or those by corporations (for example, those giving a tour of a factory).

City guides, adventure guides (specialized tour guides) and personal guides are better paid than on-site guides. Of course salaries vary depending on place, company and situation.

View the Reading Activity 5:1:5



**Reading
Activity 5:1:5**

Examine the salary scale for tour guides and tour operators in Australia and for the travel and tourism industry:

<http://mycareer.com.au/jobs/-/hospitality-travel-tourism/tourguiding-tour-operators/>

<http://content.mycareer.com.au/salary-centre/hospitality-travel-tourism/>

OR for general earnings and benefits visit

http://www.jobmonkey.com/landtours/html/earnings_benefits.html

Tour Guiding Appeal

Since the pay of a tour guide may be less than desirable, the reason why persons choose to work in this profession must show that they are perks.

1. An opportunity to “shine” and develop personally.

Unlike the tour escort, the tour guide is not responsible for the group around the clock, but for a few hours at a time. The guide is the centre of attention for a limited time like a performer, and an ‘authority” on a particular place.

2. Meeting new people
3. Networking potential
4. Opportunity to travel to new and exciting places at little to no cost of your own. Tour guiding as a career has many advantages of which seeing the sight or attraction at no cost to yourself, as the workplace pays any entrance fees for the guides especially those that are free-lancing or independent as step-on guides.
5. Augmenting the salary with tips
6. Suitable for retired persons, students on vacation or as a part-time job.

Step-on guides who act as free-lancers for an arriving tour company have the advantage of working seasonally. Hence students or teachers or retirees can assume this job during prime or peak tourist seasons when they may be on leave. It is therefore a great way to supplement your income or allowance.

Complete Activity 5:1:6



Suggest one (1) reason for each quality as to why the abovementioned qualities are necessary for a tour guide.

Activity 5:1:6

Qualities required by a tour guide

As have been established there are different kinds of tour guides and operators. However, there are some characteristics or qualities that all international tour guides should have. These qualities will include being:

- trustworthy
- energetic
- patient
- organized

- adaptable or flexible
- ethical
- knowledgeable
- people-oriented



Activity 5:1:6

Examine the salary scale for tour guides and tour operators in Australia and for the travel and tourism industry:

<http://mycareer.com.au/jobs/-/hospitality-travel-tourism/tourguiding-tour-operators/>

<http://content.mycareer.com.au/salary-centre/hospitality-travel-tourism/>

OR for general earnings and benefits visit

http://www.jobmonkey.com/landtours/html/earnings_benefits.html

Training opportunities for a tour guide

As many governments see the importance of tourism to their economies, there is training opportunities for tour guides. The purpose of training is to ensure some form of standardization in this area of the travel and tourism industry. It allows the guides to be licensed, thus raising the bar of professionalism and international recognition in this arena.

Complete the following Reading Activity 5:1:8 to discover what some countries are doing in regards to training.



**Reading
Activity 5:1:8**

Visit the following websites to discover what is happening in some countries in regards to training of tourist guides.

<http://wftga.org/CW20060203044.pdf>

<http://wftga.org/page.asp?id=117>



Assessment for Unit 5:1

From the prescribed readings, evaluate your job as a tour guide **or** evaluate the job of the tour guide during a tour guiding experience you had.

What are/were some of the good points of this profession? What are some of the negatives? What qualities do you possess that would prepare or qualify you for this career? What would be needed to attract you to this career option?



Summary for Unit 5:1

In this unit you learned about the reasons that people, that is visitors, choose to engage in tours. Along with the definitions for tour guiding, other definitions for persons in tour guiding were specified.

It was acknowledged that there are different kinds of tour guides based on particular criteria. Highlight was placed on the cruise ship tour guide or the shore excursion guide

Attention was paid to the differentiating between the various types of tour operators such as the in-bound, out-bound intermodal, and motor coach.

Finally the appeal of tour guiding as a career was investigated along with the qualities that a tour guide should have.



Terminology for Unit 5:1

In this unit the new terminology used included:

- | | | |
|-------------------------|--------------------------|------------------------|
| city guide | cruise ship tour guide | driver-guide |
| docent | in-bound tour operator | intermodal operator |
| land operator | motor coach operator | on-site guide |
| out-bound tour operator | | personal/private guide |
| receptive guide | shore excursion guide | specialized guides |
| step-on guide | tour conducting | tour director |
| tour escort | tour guide/tourist guide | tour guiding |
| tour operator | tour manager | tour package |

Unit 5:2 Presentation Skills

Unit Overview

Presentation is the key to be heard and understood. It is not always the content that grabs the listener or user, but the “packaging”. It is about how the message is arranged and presented orally or in print.

Have you ever gone into a supermarket to purchase a loaf of bread and on inspection, you choose a particular loaf above another; why is that? It is not only the way the bread felt, or the way it looked but the way the bag may have appeared.

In this unit the focus will be on the presentation skills used by the tour guide as the presenter.



Objectives for Unit 5:2

By the completion of this module, you will be able to:

- State what is a presentation
- Discuss techniques in public speaking
- Explain the importance of a presentation
- Identify the qualities of a good presenter
- Identify what makes a poor presentation
- Describe the grooming habits necessary for a presenter
- Define the terms “tour commentary” and “paraphrasing”
- Discuss steps used in the delivery of tour commentary
- List ways for the tour guide to keep the commentary fresh

What is a presentation?

In tour guiding, a presentation would be introducing the place or the country in terms of its importance and history, politics, culture and fauna and flora to the participants of the tour.

This can be done as part of the motor coach ride or simply on-site. Professor Albert Mehrabian did a lot of research into how we assimilate information during a presentation. He concluded that 55% of the information we take is visual, 38% is in the vocal and only 7% is text.

For an on-site tour guide, the vocal delivery is important. Presentation in this aspect is also called a tour commentary, which is referred to as “guidespeak”.

The importance of a presentation

A presentation enables the tour guide to show himself as the leader and the one responsible for the group. A presentation helps the tour guide to ascertain control over his group, and enables the presenter to identify who is following and who is not. A presentation standardizes the information passed to all.

What makes a good presentation?

Guidespeak may be considered a form of public speaking. The characteristics of a good presentation are fundamental to the job of the tour guide. So, what are the characteristics of a presentation?

- ❖ Use of short, simple, clear words
- ❖ Simple phrases not convoluted meandering. The commentary should be succinct and clear.
- ❖ Focus is on the topic or sight. It must be authentic and stay on track.
- ❖ Not to be overlooked is appearance. According to George Torok at <http://www.toastmasters.org/ToastmastersMagazine/ToastmasterArchive/2007/December/Departments/FortheNovice.aspx> wrote that “the physical appearance is the strongest way to project power”.

Complete the Discussion Activity 5:2:1



Reading 5:3:1

After reading the following article, discuss it with a partner.

10 Tips for Public Speaking

Feeling some nervousness before giving a speech is natural and even beneficial, but too much nervousness can be detrimental.

Here are some proven tips on how to control your butterflies and give better presentations:

1. **Know your material.** Pick a topic you are interested in. Know more about it than you include in your speech. Use humor, personal stories and conversational language – that way you won't easily forget what to say.
2. **Practice. Practice. Practice!** Rehearse out loud with all equipment you plan on using. Revise as necessary. Work to control filler words; Practice, pause and breathe. Practice with a timer and allow time for the unexpected.
3. **Know the audience.** Greet some of the audience members as they arrive. It's easier to speak to a group of friends than to strangers.
4. **Know the room.** Arrive early, walk around the speaking area and practice using the microphone and any visual aids.
5. **Relax.** Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. ("One one-thousand, two one-thousand, three one-thousand. Pause. Begin.") Transform nervous energy into enthusiasm.
6. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear and confident. Visualize the audience clapping – it will boost your confidence.
7. **Realize that people want you to succeed.** Audiences want you to be interesting, stimulating, informative and entertaining. They're rooting for you.
8. **Don't apologize** for any nervousness or problem – the audience probably never noticed it.
9. **Concentrate on the message – not the medium.** Focus your attention away from your own anxieties and concentrate on your message and your audience.
10. **Gain experience.** Mainly, your speech should represent *you* — as an authority and as a person. Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need in a safe and friendly environment.

<http://www.toastmasters.org/MainMenuCategories/FreeResources/NeedHelpGivingaSpeech/TipsTechniques/10TipsforPublicSpeaking.aspx>

Identify the characteristics of a good presenter

Unless the commentary is through handheld audio devices with pre-recorded commentary, a good presentation is often linked to the qualities of the presenter. Therefore to evaluate a presentation, we will look at some of the qualities of the presenter, as they are not mutually-exclusive. A good presenter:

1. presents herself or himself first, at the start of the presentation
2. looks and smells good
3. is motivated
4. speaks for all to hear and understand
5. uses good language
6. uses his hands to show and guide
7. Is well synchronized with the layout of his material
8. keeps eye contact with his audience
9. rehearses his speech, but the speech is not memorized
10. is well informed
11. is able to answer questions and gives apologies for questions he cannot immediately answer
12. looks for answers he was unable to answer
13. knows when to talk and when to stop
14. is noise free, in terms of his/her appearance and the type of message he is delivering. There is no gaudy or "loud" clothing worn. The look is professional but not as if a member of the touring group.

Identify what makes a poor presentation

After reading the above statements, it stands to reason that a poor presentation is inextricably linked to the presenter. It is often the opposite of what makes a good presentation. A poor presenter:

1. does not present himself at the start of the presentation
2. speaks in a low voice, so all cannot hear and understand
3. gives wrong information, because he is misinformed through poor research.

4. does not cater for all the listeners; regarding the material presented
5. uses poor language
6. is not synchronized with the layout of his material
7. does not look and smell good
8. is not seen to be motivated in the verbal or non-verbal language
9. uses his hands overly to show and guide. The gestures are at the wrong time and ambiguous
10. does not maintain contact with his audience
11. does not prepare his speech beforehand
12. is not able to answer questions and apologies for questions he cannot answer
13. manufactures answers to questions he was unable to answer
14. does not know when to talk and when to stop
15. comes in gaudy colors, to present a talk on a tour of a solemn sight (example: Hindu Temples).

Complete Activity 5:2:2



Activity 5:2:2

Read the following case study and answer the following questions

A group of fourteen (14) consisting of travel agents and tour operators from England went on a familiarization trip (fam trip) to Mauritius. Since the purpose of the fam trip is to encourage the tour operators to sell Mauritius as an option in their country, it was important that the fourteen tourists (participants) “sample the product”. So they went to some of the local sights. One of the sights chosen was the Botanical Gardens at Pamplemousses, in the south of the country. An on-site tour guide was to meet the bus at the venue.

On arrival at the sight, the tourists disembarked from the tour bus. The tour guide approached the bus with a cigarette hanging from his mouth. Without a proper greeting, he launched into his commentary of the Botanical Gardens in his native tongue of Creole. When walking through the area, there were deer and a turtle farm, but the tour guide sped along without allowing the tourists time to take photographs.

At a stop, one of the tourists asked a question and the tour guide replied that he did not know the answer and it was not a relevant question anyway.

On returning to London, the travel agents and tour operators refused to

sell the package tour to Mauritius that included a visit to the Botanical Gardens. The representative from the Mauritian Tourism Promotion Authority that organized the fam trip wondered why this was a frequent occurrence with all the tour operators on that trip. Hence a follow-up call was made to the travel agents and tour operators on the trip. All the comments centered on the tour guide and his performance.

1. What are three (3) things that the tour operators might have said about the tour guide?
2. In about one hundred (100) words, write how you would correct the errors of the tour guide.

Grooming habits of a presenter

Hygiene is an important consideration for a presenter. It involves not only washing with clean water, brushing your teeth, having fresh breath, wearing deodorant and clean clothing; but the way the clothing fits your body.

Remember the tour guide is a representative of the organization and an ambassador of the country. Hence the way the tour guide looks or is presented, speaks for the country.

Tour Commentaries

Tour Commentaries are the narratives tour guides use to describe a sight and provide information about various aspects of a country to passengers while on a tour. This is generally referred to as “guidespeak”. Tour commentaries can include general information and local stories about attractions, events and personalities in the country, and in particular the attraction or sight.

The procedure for preparing tour commentaries includes establishing the needs and interests of the tour group, confirming the itinerary, accessing sources of information about sights to be visited, researching facts about the sights to be visited and preparing the text of the commentary based on these facts.

Delivery of tour commentary

Here are some steps in delivering a tour commentary.

- Confirm the interests and expectations of the tourists at the outset of the tour. This is preparatory work done before the tour.
- Start by introducing yourself and clearly state the purpose of the tour.

- En route to attractions as well as at the sights, present the commentary you have prepared beforehand. Conversational, not by memorization or rote.
- Make your commentary interesting, relevant, simple, and delivered in a logical sequence.
- Be sensitive to the interests of the group and deliver the guidespeak tailored to the group.
- Seek feedback throughout the tour to ensure that you are holding the tour visitors' attention.
- Respond to visitor enquiries as accurately and positively as you can. When you do not immediately have an answer, refer to field guides and other sources of information.
- Focus on what you know; be specific and express the information in terms of what the tourists can see.
- If you do not find the answer to a question the visitor needs, apologize and refer the enquiry to an alternative source of information.
- Be accommodating and flexible towards members of the group, allowing for different points of view and ways of doing things.
- Allow enough time at each stop, to permit each tourist to fully enjoy and gain information with private time at the stop.

Keeping tour commentary fresh

It is fundamental to enjoying the job and for the visitor taking the tour more than once, that the tour guide keep the commentary fresh. In this way the tour guide relieves some tedium from the narration and the performance continue to be top notch. Let us discover ways how the commentary may be kept lively:

- ❖ Keep up-to-date with what is new on the subject, or at the sight. This will give some measure of energy to the tour guide and consequently the narration.
- ❖ Strive for continuous improvement in the performance. Review your performance for the day, take an informal poll of the visitors and make amendments each tour time.
- ❖ Look at the sight or attraction product through the eyes of the visitor. Remember most may be seeing the sight(s) for the first time. Imagine what can be improved, what may be of interest and anticipate questions so the answers may be ready.

- ❖ As a performer, draw on the group's energy-, the guide may feel renewed during the many tours. So look at visitor reactions, feel their enthusiasm then perk up those that may seem dull or distracted by asking open and probing questions. (Review Unit 4:3)

Paraphrasing

Paraphrasing is “the act in which a statement or remark is explained in other words or another way — as to clarify the meaning, or when a direct quotation is unavailable”.
<http://en.wikipedia.org/wiki/Paraphrasing>

In other words, **paraphrasing** is a tool used by the tour guide to express to tourists, information that was previously researched. It is a means of not boring your clients, but providing some shortened and **reworded version of the facts** the tourists need.

Example A group of tourists visiting Barbados is on a scenic island tour. On route, the bus passes through the west coast of the island in the parish of St. James, near the site of the landing of the British in 1635. The tour guide had previously read the following extract and wishes to paraphrase the facts to the group.

Holetown is one of the larger towns in Barbados, along with the city of Speightstown and the capital Bridgetown. Holetown is located in the parish of Saint James. Holetown is where the English landed for the first time in Barbados in 1635. This is commemorated by a plaque which erroneously records the date as 1605.

A paraphrase of the example can be:

Holetown is one of three (3) towns in Barbados It is situated in the parish of St. James (where we are now). The significance of Holetown is as the 1635 landing site of the British.

Complete Activity 5:2:4.



Activity 5:2:4

Write another paraphrased version of the highlighted material in the example above. Share the possible paraphrase, with emphasis on rewording factual information



Assessment for Unit 5:2

Take a tour of a local attraction. Explain that you are taking a tour guiding class and ask permission to tape the tour commentary. Ask the guide if you can evaluate the commentary and receive feedback from him or her.

- ❖ Review the taped commentary
- ❖ Paraphrase some portions of the tour commentary
- ❖ Research the sight(s) or attraction and add new elements to the taped narration.
- ❖ Share the newly revised commentary with the tour guide whose commentary you evaluated.



Summary for Unit 5:2

In this unit the focus was on the presentation and the presenter. The importance of a presentation and the identifying criteria of good and poor presentations were discussed along with the qualities and grooming habits required of a good presenter.

The techniques used in public speaking as used by Toastmasters International were clearly outlined and an activity designed to discuss understanding.

The terms “tour commentary” and “paraphrasing” were defined and the steps used in delivering tour commentary were outlined. At the end, it was acknowledged that tour guides can have a measure of tedium in repeating the same commentary for multiple tours. Hence, ways for keeping the tour commentary fresh were listed



Terminology for Unit 5:2

In this unit the new terminology used included:

| | | |
|--------------|---------------|-------------------|
| guidespeak | paraphrasing | tour commentaries |
| tour guiding | tour operator | |

Unit 5:3 Delivering methods for City and On - Site Guiding

Unit Overview

“The European Federation of Tourist Guide Associations (FEG) supports the EU efforts to facilitate free movement of provision of services within its member states, but also emphasizes the importance of area-specific tourist guides to high quality provision of tourism services. This can only be achieved by a common high standard of qualification for Tourist Guides in all European countries.

Tourist Guides are representatives of their cities, regions and countries. It depends largely on them if visitors feel welcome, want to stay longer or decide to come back. They therefore contribute considerably to the perception of the destination.

Tourist Guides help visitors to experience, understand and enjoy the places they are visiting. Their role is to interpret the area specific environment and to help visitors to see what they are looking at.

Consumers are best served by engaging a quality guiding services of high standard.” <http://www.feg-touristguides.org/tourist/index.html>

It is vital that the tour guide understands the contribution s/he makes to the narrative value of the visitors’ vacation. Hence, it is important that tour guides be assigned with tours groups in which the language of the group is known and spoken in the standard form.

Tour guides by nature of the job talk a greater deal of the time. For the tour guide of an English speaking group there should be a demonstration of clear and concise delivery of the tour commentary or guidespeak using Standard English. More on the aspect of public speaking will be presented in Unit 5:3.

In this module the focus will be on the delivery methods used by city and sight guides.



**Objectives for Unit
5:3**

By the completion of this module, you will be able to:

- Discuss trends that can have liabilities on tour guiding as a career
- Discuss tips for using the Public Address System
- Outline “guidespeak” peculiarities when giving a walking tour
- Summarize four (4) ways that a delivery of a bus tour commentary is unique.
- Identify tactics that may be useful to a tour guide for being heard by the group, and keep the group enthusiastic
- Discuss safety precautions that may be used by walking and city tour guides
- Outline general logistical matters for guides

Trends that have liabilities on tour guiding as a career

Over time there has developed some liabilities to the tour guiding career. In the last unit, the appeal of tour guiding was considered, but what are some of the liabilities?

Some liabilities of tour guiding are:

- **Boredom.** There is a high degree of boredom for on-site or city guides. Why? The same information or narration is often repeated and the questions asked by visitors are frequently predictable and the same.
- **Technology** is threatening the job security of the tour guide by replacing the need for the actual tour guide.

For the on-site guide

Use of pre-recorded narratives sounded through rented portable audio players to earphones or cell phone-like handsets gives the visitor more autonomy and leisure time to stop and listen at a particular sight or stroll the attraction sight.

The use of automatically tripped devices when persons enter a room such as taped audio narrative with or without video monitors reduces the need for the quantity of on-site guides

For the city guide

Again the technology threatens to replace city guides, with drivers pushing a button to activate a cassette or CD player of the pre-recorded commentary. Even some motor coaches have individualized LCD (monitor) and CD radio system which allow the client to activate them for commentary.

The human element of asking a question to a tape recorder is not yet, so city or sight tour guides need to make use of this weakness to personalize the visit and stand out from technology. Though the threat is real, yet the possibility of de-humanization of this industry will not be complete.

Though the job of the tour guide may soon be an endangered one, there will always be some need (even though limited) for the human element. The face to face tour commentaries that are offered and the personal touch cannot be underestimated.

Tips for using P.A. Systems

For these “talkers” in this travel and tourism industry, there is need for equipment to facilitate the efficient execution of the job. One such piece of equipment is the public address (P.A.) system.

As mentioned in Unit 3:2, use of P.A. Systems, and in particular the microphone while on the tour is a task that city guides on hop-on, hop-off buses or guides on motor coaches must become knowledgeable of. Though used in presentations, in-depth look at P.A. systems will be done here as its use impacts more intimately the job of the city and on-site guide.

Here are some tips from Mancini (2003) for getting the technology to work for you.



Figure 11 - Radio with P.A System

- It is recommended that the microphone (“mic” or mike) should be one foot away from the face as holding the PA system too close to the mouth is definitely not feasible
- Keep the “mic” close to the mouth but do not speak loudly
- Be sensitive to your voice level and adjust the volume control accordingly
- Beware of feedback, that irritating whine when the microphone is directly over the loudspeaker. Some tour guides may therefore choose to purchase their own quality “mic” but should ensure it is compatible with the motor coach or tour bus PA outlet. Or the choice of a clip-on “mic” or head set maybe preferable; even the choice of a wireless tour guide PA System.



Figure 12 - Wireless Tour Guide P.A. System

The documentation for the figure above is as follows:

“This multi-purpose portable wireless tour guide system provides one-way, private communication just to the people in your tour group. Your tour guide or interpreter wears a compact body-pack transmitter w/ headset microphone. Listeners use portable belt pack receivers and lightweight headphones to hear every word clearly and easily.

Ideal for use in: Guided Tours - Factories - Museums/Tourist Attractions - Language Translation - Classrooms/Workshops”

<http://www.kintronics.com/anchor/assistedlistening.html>

Walking Tours

A walking tour may be organized through a tour company, or association where a fee is charged as with Greenwich Tour Guides Association Tours of Greenwich. Or, it may be a service offered free of charge by a tourist bureau in some countries like those offered in the City of Bath. It may be self-guided using a printed map with information or it may be guided through an attraction sight by an on-site guide. The guided walking tour is what the focus will be on in this unit.

Walking tour guides may be volunteers (students or retirees) that have an interest in the development of the area for touristic reasons. It may be retirees who have some time and want to give back to the community. These guides must be fit and knowledgeable of the area being walked.

The purpose of opting for a walking tour varies from visitor to visitor. Some reasons may be because it is a free tour (by a tourist bureau) or, it is a delightful way to see the city or a site. Other reasons may be that the time available to see the province. City or area is shorter than that allowed for a coach, bus or tram.

Whatever the reason the walking tour can present peculiarities in the guidespeak for the on-site guide that may not occur with a bus commentary. Here are some considerations when delivering a walking tour:

🦋 **As the on-site guide moves from place to place with the group, pacing of the walk is important.**

In moving from place to place, the guide must always be in the front, leading. Avoid aligning yourself with one or more persons in the group that others feel left out.

In a walking group there will be a mix of visitors. Some will be elderly, young, or have physically disabilities.

The advantage of a walking tour is that the degree of boredom or lethargy is diminished as with another mode. Yet, fatigue may be a factor both for the guide and the group. Therefore, the guide must be observant to the physical capacity of the group and keep the pace within reason – not too fast or too slow.

Leisurely guiding the group even at a reasonable pace also allows the inevitable stragglers to catch up.

🦋 **The actual sights, buildings are dramatic visual aids that enhance the “guidespeak”**

Just like the docent at the museum, the on-site tour guide has aids that add to the tour. The impact of the environment to corroborate the guidespeak should be strongly tapped into.

So as not to compete with the historical buildings, artifacts or objets d’arts the tour guide may choose a step or rock from which to speak.

🦋 **Projection of the voice by the guide is fundamental to this tour**

This is more so if there are no portable public address systems available. The speaking ability of the walking tour guide is tested during these tours. The projection of the voice so all group members can hear is critical to visitor satisfaction. The guide must speak from the diaphragm as do orators.

🦋 **Repetition of questions asked before answering is necessary.**

Since the group may be large, it is important that questions asked by other group members be repeated before the answer is given. Else, there will be constant queries to repeat, or the same question asked multiple times.

A tip may be at staged stops, to keep the group in a semi-circle configuration before answering questions or giving a narration.

👉 Detailed notes and memorization of the commentary must be avoided

The facts and history should be memorized but not the spiel. If absolutely necessary (at the beginning stage), brief notes or reminders will be acceptable. However, the walking tour should have a conversational quality about the activity. Visitors should be transported by the word pictures painted by the guide.

In using prepared notes as the walk goes on, the guide may lose the place and the effect of professionalism will be undermined.

Complete Activity 5:3:1



Activity 5:3:1

Go to the website below and take a self-guided walking tour of Philadelphia

<http://www.theconstitutional.com/selfguided/index.php>

Write down three (3) differences you think will be present in a guided tour?

Delivery of a bus tour commentary

The bus tour is another mode that may be used to sight see. The group may be on a coach or on the hop-on, hop-off tour buses. Either way the delivery of a bus tour commentary is unique for the step-on guide, city guides or on-site guides using the buses or trams.

Here are some tips and considerations for these city or on-site guides:



Position is the key.

Find the most well positioned place to stand or sit that is not illegal, according to traffic laws or that would obstruct the driver's view of the road or side mirrors.

For the tour guide, sitting at the front of the bus allows communication with the driver at times on relevant matters. It also offsets public speaking fears as the guide is backing the visitors and

there is no face to face contact. However this positioning may cause the loss of attention from listening to a disembodied voice. So the guide may have to occasionally stand up and speak to the group while facing them and backing the road or standing off to a side.



Be mindful that passing attractions dictate delivery and pacing

It will be useful at the start of the tour that the guide informs the visitors what is meant by left and right. Is it the guide's left or the visitor's left?

Remember line of sight difficulties so use specific directional terms – look to the left or right. This is because due to the seating plan of the vehicle some visitors cannot see straight ahead or the sight if it is close to the vehicle. So do not use such an indication, as “over there” or “up there”.

Practice timing the delivery of the comments – “coming up on the right...” This is so that as the vehicle approaches the sight, alerts the guests as to this fact and where to look. Use a circular routing plan that doubles back along certain important sight streets. This will allow visitors on both sides of the vehicle a better viewing opportunity.



Pace the commentary according to the speed of the vehicle movements or traffic flow

Stretch the commentary as needed. At times there may be nothing of real interest is in view so add anecdotes or general information on the cultural uniqueness of the area.

Guides must be story tellers and conjure up images by their word pictures and narrations. At times add personal comments if you live in the area being toured; nothing too personal and in keeping with a site about to be seen or passed previously..



Guides do not have to speak continuously.

Mancini (2003) mentioned speaking about eighty to ninety percent (80% - 90%) of the time is best. This is because the listeners tune out half way through. Also remember that if the visitor is part of a group they may want to share with their partner or simply enjoy the view.



Do not write notes on index cards for memorization.

As previously noted with on-site walking tours, information on cards or notes may be dropped or the place reading lost and this

affects the quality of the guide's performance and look of professionalism.

Now complete Activity 5:3:2



**Group
Activity 5:3:2**

- Take a guided bus tour as a group.
- So each person enjoys the trip, the group is divided into teams to observe certain aspects of the tour for timed portions of the trip:
 - the tour commentary
 - the appropriate use of directional terms to match the commentary
 - timing of the vehicle and commentary
 - ease of following commentary and enjoying the sights
- On the return to class, share with the class your team's observations for the assigned aspect and portion of time.

Tactics to keeping the group enthusiastic

Duration of the tour affects the amount of work and energy the guide needs to use. The idea is to have a group happy and enthused throughout the tour. Remember that there are some trends that are threatening your career so make the tour guide as indispensable as possible.

Tactics to keep the group enthusiastic:

- 1 *Keep the commentary light.* People travel for enjoyment so present the facts in a witty and humorous way. However do not be a stand-up comedian always. Modulate the voice for variation and emphasis.
- 2 *Keep the narrations positive.* Each country or province has problems do not dwell on them and constantly highlight them.
- 3 *Personalize the information.* Groups are curious about the guide's personal and professional life. Turn this curiosity to an advantage and weave some personal information into the commentary. Be aware that your life does not become the tour
- 4 *Know your audience and involve them.* Tailor the information to each particular group. If the group is farmers or accountants,

point out sites that they might find most interesting. Schedule and allow many photo opportunities as the tour will allow.

- 5 *Be accurate and specific.* Present information in a scholarly manner that is accurate and specific. Quiz the visitors on the commentary to add some entertainment and interest.

Safety Precautions

Whether guiding a walking tour or bus tour of a city there are certain measures that should be implemented and remembered. These will include:

- ▲ Directing clients away from traffic. Sometimes in the pleasure of the trip, the visitor may be unconscious of how close to traffic they are.
- ▲ Point out possible dangers or guard passengers as they embark or exit the motor coach/bus.
- ▲ Do not permit standing in the aisle while the vehicle is in motion. Perhaps a standup and stretch will be allowed but not for extended periods of time.
- ▲ For persons with disabilities (PWD) hydraulic lifts for the vehicle will be necessary. Do not allow persons to utilize the designated area for this particular group.

Logistical Management

Logistic may be defined as “**Planning, execution, and control** of the **procurement, movement,** and stationing of **personnel, material,** and other **resources** to **achieve** the **objectives** of a **campaign, plan, project,** or **strategy**. It may be defined as the **'management of inventory in motion** and at rest.”

<http://www.businessdictionary.com/definition/logistics.html>

Logistics management is then defined as “application of **management principles** to **logistics operations** for efficient and **cost effective** movement of goods and **personnel**”.

<http://www.businessdictionary.com/definition/logistics-management.html>

For the guide, there are common logistical matters for tour guides such as:

- ▲ Before clients arrive check the vehicle for trash, seating, temperature
- ▲ Memorize the vehicle number and teach it through repetition to the visitors
- ▲ Always conduct a head count of the group at the beginning of the tour and at selected points during the tour.
- ▲ Counsel passengers to take their possession with them when leaving the bus or after a stop on the tour.



**Assessment for Unit
5:3**

(A)

Choose a notable building or other attraction in your locale. Pretend that you are a tour guide (if you are not currently one) and give groups an introductory talk of about five (5) minutes. Research choice, and then outline the presentation citing one research source. Be prepared for questions.

(B)

Write short answers to the following:

- 1 What are two (2) liabilities that a tour guide faces to their career?
- 2 What three (3) tactics can help an on-site guide be heard by his or her group?
- 3 Discuss the physical positioning that a city guide on a bus tour should assume when guiding a tour. What are the advantages of such a position?



Summary for Unit 5:3

In this unit trends that can have liabilities on tour guiding as a career were discussed and possible solutions that may be used by the tour guide.

Tips for using the Public Address System, delivery methods for walking tours and bus tour commentary were presented. Highlights of peculiarities when giving these types of tours were outlined.

Tactics that may be useful to a tour guide for being heard by the group, and keep the group enthusiastic along with safety precautions that may be used by walking and city tour guides. Finally general logistical matters for guides were summarized.



Terminology for Unit 5:3

In this unit the new terminology used included:

logistics logistics management public address system
walking tour

Unit 6 **Health, Safety and Security Procedures**

Unit Overview

The intention of this unit is to assist the tour guide in following the basics principles involved in the health, safety and security procedures of tour guiding. This is for personal benefit as well as professional reasons.

It must be noted that the tour guide interacts with many people on a daily basis. After the hours of work are completed s/he will go home to interact with family and friends. As disease is passed sometimes through casual contact, it is important that the tour guide pays special attention to her/his health.

In this short unit the importance of health procedures at work for the tour guide and the client will be studied.



Outcomes for Unit 6

By the end of this unit, you should be able to:

- Discuss the procedures established for tour guiding in regards to the health, safety and security of clients
- Discuss the implications of disregarding the procedures
- Realize the impact of health, safety and security on the hospitality industry

Unit 6:1 Health Requirements at work

When we speak of health requirements at work there are certain parameters that need to first be determined. The success of your business depends on the good practice of health and safety.

Another reason for looking at health requirements in tour guiding is because the tour guide will be attached to a company. Therefore, there are certain requirements for employees that need to be effectively instituted in the organization and honored.

In this unit, these two parallels will be discussed – the aspect of the employee and the work environment.



Objectives for Unit 6:1

By the completion of this module, you will be able to:

- Outline the general procedures for health, safety and security for workers
- Explain methods for dealing with emergency situations

Definitions

Health

- [wellness](#) (a healthy state of wellbeing free from disease)
- the general condition of body and mind

<http://wordnetweb.princeton.edu/perl/webwn?s=health>

- Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. (1948)
<http://www.who.int/about/definition/en/print.html>

Safety

- the condition of being safe; freedom from danger, risk, or injury. <http://www.answers.com/topic/safety>

In insurance, the term “safety” looks at means of preventing accidents or injuries, where company safety programs are taken into account.

Security

- Any measures taken to insure the safety of facilities, property or personnel.
<http://www.hometravelagency.com/dictionary/security.html>

Therefore during our discussion we will be considering safety and security as one concept. That is they both refer to keeping free from danger, risk or injury the people (workers and clients), facilities and property involved in the tourism/hospitality industry.

Workplace safety

The use of workplace safety will be used interchangeably with the term occupational health and safety.

- In the United States of America through the governing body of Occupational Safety and Health Administration (OSHA), “workplace safety refers to the working environment at a company and encompasses all factors that impact the safety, health, and well-being of employees. This can include environmental hazards, unsafe working conditions or processes, drug and alcohol abuse, and workplace violence”.

<http://www.workcover.nsw.gov.au/OHS/ManagingSafetyRisks/Pages/default.aspx>

Procedures for health, safety and security

In literature, the first block in looking at safety procedures to set up a safety officer or have an external party conduct a safety analysis of the workplace. This is encouraging, however, it is important that each worker does their part to practise and ensure workplace safety.

What is involved in workplace safety?

For each organization or country, there will be some minor differences to what is involved in workplace or occupational health and safety.

The following are some of the points for workplace safety according to the statutory authority of **New South Wales** – WorkCover:

As an employer, ensure your workers' safety by providing:

- a workplace that is without risk to health, safety and welfare
- safe and adequate machinery, equipment and substances
- appropriate plans, procedures, work methods
- suitable instruction, information, training and supervision
- adequate resources, including qualified personnel.

<http://www.workcover.nsw.gov.au/Employers/Hidden/Pages/howdoikeepworkerssafe.aspx>

In **Australia**, under the Occupational Health and Safety (OH&S) legislation you are obliged to provide:

- safe premises
- safe machinery and materials
- safe systems of work
- information, instruction, training and supervision
- a suitable working environment and facilities.

If you don't comply with these legal requirements you can be prosecuted and fined.

Please note that legal obligations of employers vary according to circumstances. You may wish to seek independent legal advice on what is applicable to your situation.

<http://www.business.gov.au/Business+Entry+Point/Business+Topics/Occupational+health+and+safety/Your+OH+and+S+obligations.htm>

As referred there is a legal requirement to instituting and maintaining health procedures in the workplace. In Unit 7 we will look more at the legal issues.

So as noted by http://en.wikipedia.org/wiki/Workplace_safety, “**workplace safety** is a category of [management](#) responsibility in places of employment.

To ensure the safety and health of workers, managers establish a focus on safety that can include elements such as:

- management leadership and commitment
- employee engagement
- accountability
- ensuring all task are carried out safely and efficiently
- safety programs, policies, and plans
- safety processes, procedures, and practices
- safety goals and objectives
- safety inspections for workplace hazards
- safety program audits
- safety tracking & metrics
- [hazard](#) identification and control
- safety committees to promote employee involvement
- safety education and training
- safety communications to maintain a high level of awareness on safety .”

So overall, we can concur that workplace safety though stimulated by management must be followed by the workers. Despite country or affiliation, the measures to effective safety in the workplace depend on policies being in place, programs, systems, information, training and supervision.

Complete Activity 6:1:1



Activity 6:1:1

Speak with your manager to find out what are the health and safety procedures for your particular organization.

Write down these procedures. Were you aware of them? Do you practice them? What changes if any, do you have to make to come up to standard in the practice of these procedures?

Dealing with emergency situations

However well-planned, there will inevitably arise situations of breach of security. There will be need therefore to handle occurrences that require safety and health programs to be initiated and more than on paper.

For our discussion the emergency situations relating to health will be limited to:

- if someone falls ill and requires more than first aid
- heat stroke

Within your organization, each definition of and response to an emergency situation will differ. **It is important that each worker knows and follows her/his company's/organization's procedures for dealing with emergency situations.**

More than First Aid

The knee jerk reaction when a visitor falls ill is to administer first aid. This should however be done only if you are a certified first aider. This precaution is because there are legal ramifications that can follow afterwards if you are not qualified and the situation becomes terminal or leads to death.

The following list is not exhaustible, or in any sequential order. Add to it as you like.

So what happens when the situation requires more than first aid:

- ⌚ remain calm
- ⌚ remember that time is critical; use it wisely and efficiently

- ⌚ try to discover what the cause of the illness, the symptoms experiencing. Have another visitor write them down as the person speaks to you
- ⌚ Enlist other group members for crowd control, to call the ambulance, to direct the medical personnel where the sick is
- ⌚ note the time of day and the attraction or sight you are at.
- ⌚ verify if the visitor is traveling alone or with a companion, this is if the person is not a part of a organized group tour
- ⌚ check for medications and visible medical bracelets or identification. Look also for written medical information/history. Some religions and cultures have peculiar regulations for health – abide by them.
- ⌚ if at an attraction with medical facilities then use them
- ⌚ seek medical assistance promptly – go to the public or private hospital in your area
- ⌚ practice safe hygiene. Do not engage in risky behaviour if the cause of the illness is unknown – that is if there is blood involved and you have a cut or abrasion use gloves. Protect your health first.
- ⌚ protect personal belonging and valuables
- ⌚ check for medical insurance coverage
- ⌚ contact your organization management- they should not be ambushed. This individual will assign someone to stay with the free independent traveler (FIT). A FIT refers to an individual or small group of no more than five (5) persons.
- ⌚ notify next of kin of the situation
- ⌚ contact the nearest embassies or consuls.

Heat Stroke

Many visitors are from temperate countries and cannot handle the seasonal weather in some destinations. At times they become so absorbed in the vacationing activity of sunbathing outwearing summery clothes that they can become sunburn or have a heat stroke.

Look at the following article from http://www.emedicinehealth.com/heat_exhaustion_and_heat_stroke/article_em.htm that looks at this illness.

Heat exhaustion: This condition often occurs when people exercise (work or play) in a hot, humid place and body fluids are lost through [sweating](#), causing the body to overheat. The person's temperature may be elevated, but not above 104°F.

Heat stroke: This medical condition is life-threatening. The person's cooling system, which is controlled by the [brain](#), stops working and the internal body temperature rises to the point where brain damage or damage to other internal organs may result (temperature may reach 105+°F).

Causes

Heat exhaustion is typically caused when people who are not well adjusted to heat exercise in a hot, humid environment.

At high temperatures, the body cools itself largely through evaporation of [sweat](#). When it is very humid, this mechanism does not work properly. The body loses a combination of fluids and salts ([electrolytes](#)). When this is accompanied by an inadequate replacement of fluids; disturbances in the [circulation](#) may result that are similar to a mild form of [shock](#).

Heat stroke may often develop rapidly.

Medical conditions or medications that impair the body's ability to sweat may [predispose](#) people to this problem. Heat stroke happens in the following two ways:

- The classic form occurs in people whose cooling mechanisms are impaired.
- The exertional form occurs in previously healthy people who are undergoing strenuous activity in a hot environment.

Infants and the elderly are more likely to have this problem, as are those who are taking [antihistamines](#) and certain types of medication for [high blood pressure](#) or [depression](#).

So what should the tour guide do if during a walking tour, the visitor (client) suffers a heat stroke or heat exhaustion?

- ⤴ If it is heat exhaustion this is a simple matter that can be treated as if at home.
- ⤴ Heatstroke however is a medical condition and required professional medical treatment.

The following are suggestions for treatment from the Centers for Disease Control and Prevention (<http://www.bt.cdc.gov/disasters/extremeheat/faq.asp>)

Heat Exhaustion and Heat Stroke Treatment

Self-Care at Home

For mild cases of heat exhaustion

- ⤴ Rest in a cool, shaded area.
- ⤴ Give cool fluids such as water or sports drinks (that will replace the salt that has been lost). Salty snacks are appropriate as tolerated.
- ⤴ Loosen or remove clothing.
- ⤴ Apply cool water to skin.
- ⤴ Do not use an alcohol rub.
- ⤴ Do not give any beverages containing alcohol or [caffeine](#).

Heat stroke

(Do not attempt to treat a case of heat stroke at home, but you can help while waiting for medical assistance to arrive.)

- ⤴ **Call 911 immediately**
- ⤴ Move the person to a cooler environment, or place him or her in a cool bath of water (as long as he or she is conscious and can be attended continuously).
- ⤴ Alternatively, moisten the skin with lukewarm water and use a fan to blow cool air across the skin.

- ▲ Give cool beverages by mouth only if the person has a normal mental state and can tolerate it.

Complete Activity 6:1:2 and Activity 6:1:3



Activity 6:1:2

1. Identify an emergency situation that you encountered at work.
2. Describe briefly (in less than half (½) of an 8 ½ *11 size sheet) how you handled the matter.
3. Refer to your company's policy in dealing with that matter, were you correct or not? What were the steps you did right? What steps you leave out?



Activity 6:1:3

Research more on heat exhaustion and heat stroke – treatment and warning signs. Suggestion are the following websites.

<http://www.bt.cdc.gov/disasters/extremeheat/faq.asp>

http://www.emedicinehealth.com/heat_exhaustion_and_heat_stroke/article_em.htm



**Assessment for Unit
6:1**

Peruse your organization's procedural document is it up-to-date to deal with issues that you are confronted with. What needs to be included? Make suggestions to your management to facilitate this improvement.



**Summary for Unit
6:1**

In this unit you learned definitions for health, safety, security and workplace safety. What is involved in workplace safety was discussed with reference to particular countries.

General suggestions on how to deal with emergencies were given. In addition dealing with heat exhaustion and heat strokes were referred.



**Terminology for
Unit 6:1**

In this unit the new terminology used included:

| | | | |
|-----------------|------------------|--------|--------|
| heat exhaustion | heat stroke | health | safety |
| security | workplace safety | | |

Unit 6:2 Health and Tour Guiding

Unit Overview

In this highly contact dependent job, the transfer of emotions to others that may impact the social being cannot be discounted. Since one of the push factors motivating travel may be relaxation or health rejuvenation it is important that the tour guide understands the force of each client. This is to provide maximum satisfaction with the intangible “product” called service.

Health, safety and security go to the heart of hospitality for it embraces the notion of care for the individual. Though a food handlers certificate may not be required as in other hospitality sectors, there are still health requirements in this sector and career choice.

In this unit, the focus will be on the tour guide and the host community or attraction or sight visited.



Objectives for Unit 6:2

By the completion of this module, you will be able to:

- Outline the general concerns for health for tour guides
- Discuss health, safety and security concerns for the community or sight visited

Health Concerns

One of the characteristics of tourism as noted in Unit 1 was that it is simultaneous consumption and production. Consequently there will be involvement of people at the time of delivery of the service. For tour guides, the direct interaction is unavoidable, these are front line workers. So, in relation to health, exposure to pandemics and epidemics can be frighteningly a part of the job.

Before we even look at pandemics, simple or common complaints or illnesses endemic to a region can disrupt the tour guide's livelihood and availability for work. Issues related to the voice (tool for the trade) and stress is quite prevalent concerns. Having enough insurance coverage can also be a matter of interest. However, health concerns related to insurance should be tangled from corporate levels as different packages exist.

Health concerns are varied; therefore, the matter we will look at will be the common cold and influenza a.k.a. the flu. Complete Activity 6:2:1



Go to the following web addresses – only read the first (#1) one, but complete the activity for #2 :

#1 http://www.osha.gov/Publications/influenza_pandemic.html#difference

Activity 6:2:1

#2)

http://www.osha.gov/Publications/influenza_pandemic.html#high_exposure_risk

Read the second (2nd) article, and then evaluate what aspects, if any can be used in the tourism industry in your field of work. What are the advantages and disadvantages of implementing these controls mentioned?

Definitions - For Your Information

Endemic: a disease that exists permanently in a particular region or population. Malaria is a constant worry in parts of Africa

Epidemic: An outbreak of disease that attacks many peoples at about the same time and may spread through one or several communities.

Pandemic: when an epidemic spread throughout the world.

<http://www.mansfieldct.org/schools/mms/staff/hand/immnotes.htm>

Surviving the Common Cold or Flu

Common Cold

The common cold is a group of [symptoms](#) in the upper respiratory tract caused by a large number of different viruses. Although more than 200 viruses can cause the common cold, the perpetrator is usually the rhinovirus, which is to blame for causing 10% to 40% of colds. Also, the corona viruses cause about 20% of colds and the respiratory syncytial virus (RSV) causes 10% of colds.

The rhinovirus (or other cold virus) enters your body through your nose or mouth and is easily spread when you touch someone or touch common objects (the computer keyboard or mouse, the telephone receiver, a doorknob, or eating utensils). If you aren't cautious about hand washing, you can spread the common cold to family, friends, co-workers, and people you've never met at a restaurant or the supermarket.

What Causes a Common Cold?

While getting chilled or wet is not a cause of common colds, there are factors that make you more susceptible to catching a cold virus. For example, you are more likely to catch a common cold if you are excessively fatigued, have emotional distress, or have [allergies](#) with nose and throat symptoms.

<http://www.webmd.com/cold-and-flu/cold-guide/understanding-common-cold-basics>

Treatment of the Common Cold

Starve a cold, feed a fever? Or is it the opposite? Here are the latest recommendations. Now you can know how to care for your cold

from the first sneeze. Also, learn when to stay home — and when to work — when you catch a cold.

Diet:

[Starve a Cold, Feed a Fever?](#)

When you eat right — you feel right! Learn what you must eat to “feed a cold” so your body can heal itself naturally.

[Chicken Soup, Tea, and Other Cold-Soothing Recipes](#)

There’s nothing like grandma’s chicken soup to soothe your congested nose. What about hot ginger cinnamon tea to ease that scratchy throat? Try our favorite recipes to help remedy your cold.

Exercise:

[Exercise When You Have a Cold](#)

Can exercise help your cold — or make it worse? Before you lace up your running shoes, find out the truth about exercising when you have a cold.

Well-Being:

[Too Sick to Work?](#)

You can’t run from a cold, but you can use common sense before you expose others at work. Here’s helpful information you need at the first signs of a cold.

[Keeping Catchy Infections Contained](#)

If you're caring for someone with a cold, it's important to take some precautions so the virus doesn't spread throughout your family. Read our tips on how to care for someone without getting sick yourself.

<http://www.webmd.com/cold-and-flu/cold-guide/cold-living-managing>

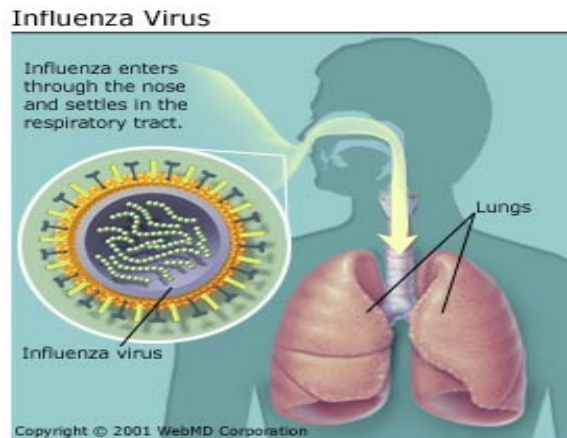
Influenza

What is flu?

Influenza, commonly shortened to "flu," is an extremely contagious respiratory illness caused by influenza A or B viruses. Flu appears most frequently in winter and early spring. The flu virus attacks the body by spreading through the upper and/or lower respiratory tract.

<http://www.webmd.com/cold-and-flu/flu-guide/what-is-flu>

What types of viruses cause flu?



The flu is actually very different from a cold. While more than 100 different viruses can cause a cold, only influenza virus types A, B, and C cause the flu.

Type A and B viruses are responsible for the large flu epidemics. Type C flu virus is more stable and usually causes milder respiratory symptoms. While the [flu vaccine](#) can help protect you from type A and B flu viruses, there is no immunization or flu shot for type C virus.

Type A flu virus is divided into different subtypes based on the chemical structure of the virus. Type B flu virus is not divided into subtypes. Both type A and type B flu viruses are responsible for the seasonal outbreaks of flu.

Type A flu viruses are found in many different animals, including ducks, chickens, pigs, whales, horses, and seals. Influenza B viruses circulate widely only among humans.

How is flu spread?

The flu virus is spread from person to person through respiratory secretions and typically sweeps through large groups of people who spend time in close contact, such as in [daycare](#) facilities, school classrooms, college dormitories, military barracks, offices, and nursing homes.

Flu is spread when you inhale droplets in the air that contain the flu virus, make direct contact with respiratory secretions through sharing drinks or utensils, or handle items contaminated by an infected person. In the latter case, the flu virus on your [skin](#) infects you when you touch or rub your eyes, nose, or mouth. That's why frequent and thorough hand washing is a key way to limit the spread of influenza. Flu symptoms start to develop from one to four days after infection with the virus.

<http://www.webmd.com/cold-and-flu/flu-guide/what-causes-flu-viruses>

Treatment of Influenza

Get plenty of Zzzzz

Studies show that sleep deprivation can make you more susceptible to illness by reducing the number of cells in your body dedicated to fighting things like microbes. The average adult needs about 6-8 hours of sleep. A newborn may need up to 18 hours a day, toddlers require 12 to 13 hours, and preschoolers need about 10 hours. If your child doesn't nap, try putting him or her to bed earlier.

Bust a family move

Exercising increases your sickness-fighting cells. Get the whole family in the habit of exercising together to improve your health and to enjoy some quality time together. Try walking, hiking, biking, yoga, or just crank up some fun music and have a dance-off.

Engage in germ warfare



- Make sure everyone [washes their hands](#) often with soap. Ditch the antibacterials because research shows plain soap is just as effective. Sing the ABC's while vigorously lathering palms, between fingers, around nail beds, and the backs of hands. Pay particular attention to hand hygiene before and after each meal, after playing outside, using the bathroom, handling pets, blowing noses, and after being anywhere in public.
- When you're out and about, carry non-toxic wipes or hand sanitizer with you for quick cleanups. Check out CleanWell's plant-based, biodegradable products, All Terrain Hand Sanz Fragrance Free Antiseptic Hand Sanitizer, or EO Hand Sanitizer.
- If someone in the family gets sick, keep his toothbrush separate from everyone else's. Give it a good soak in boiling water or run it through the dishwasher after the illness isn't contagious anymore to get rid of any lingering germs or viruses.
- Wash your hand towels in hot water every three or four days during cold and flu season.
- Sneeze and cough into your arm or a tissue. Coughing into your hands puts the germs right where you can spread them to any object (or person) you touch.

Drink up

You have probably heard how important it is to drink plenty of fluids when you are ill, but it's just as important for preventing illness. Adequate hydration keeps the tissues of the respiratory system moist, which prevents microbes from settling in. Hydration also helps the immune system work properly. Opt for fresh, filtered water.

Air out

Open a window or two in your home just a crack for a few minutes each day. You'll let out indoor air pollutants that may be stressing your immune systems as well as chase away germs.

Keep it cool

An overheated home promotes dry air, the perfect environment for viruses to thrive. And when your mucous membranes (i.e., nose, mouth, and tonsils) dry out, they can't trap those germs very well. Lowering the heat in your house 5 degrees and using a room humidifier helps maintain a healthier level of humidity in the winter. Buy a hygrometer to measure humidity and keep your home at around 50 percent.

Relax

Declare a family time out each day. During these few minutes have everyone close their eyes, breathe deep, and think happy. Meditation reduces stress. Reduced stress means less susceptibility to illness.

Pump up with produce

Carrots, kiwis, raisins, green beans, oranges, strawberries: they all contain such immunity-boosting phytonutrients as vitamin C and carotenoids. Cruciferous vegetables including broccoli, brussel sprouts, cabbage, cauliflower, are good sources of beta carotene and help protect against free-radical damage. They also contain vitamin C and calcium. Try to get your child to eat five servings of fruits and veggies a day. Eat at least half of them raw and when you do cook them, be careful not to overcook. Overcooking destroys the immune enhancing properties. [Learn more about feeding your immune system.](#)

Go easy on the sweets

Sugar makes the body acidic, just the way pathogens like it (they thrive on sugar). So especially during cold and flu season, reduce sugar intake (that includes corn syrup and HFCS, as well).

Take a supplement

According to [Dr. Alan Greene](#), "most kids today do NOT get the micronutrients they need from what they eat. Not by a long shot. By some estimates, only 2% of kids regularly eat the recommended number of servings of different food groups. A daily multivitamin/mineral is more than just a safety net for occasional nutritional shortages, it is an important tool to support healthy growth and a healthy life for your child." Talk to your physician about your child's specific nutritional needs and check out Dr. Greene's Nutritional Supplements.

<http://blogs.webmd.com/health-ehome/2009/10/cold-and-flu-season-survival-guide-10.html>



Activity
6:2:2

What natural remedies do you know or practice for treatment of the common cold or sore throat?

How do you view influenza as a serious but unrealized health concern for tour guides?

What's the difference between a cold and flu?

The common cold and flu are both contagious viral infections of the respiratory tract. Although the symptoms can be similar, flu is much worse. A cold may drag you down a bit, but the flu can make you shudder at the very thought of getting out of bed.

Congestion, [sore throat](#), and sneezing are common with colds. Both cold and flu bring coughing, headache, and chest discomfort. With the flu, though, you are likely to run a [high fever](#) for several days and have headache, myalgia, fatigue, and weakness. Usually, complications from colds are relatively minor, but a severe case of flu can lead to a life-threatening illness such as [pneumonia](#).

More than 100 types of cold viruses are known, and new strains of flu evolve every few years. Since both diseases are viral, antibiotics cannot conquer cold or flu. Remember: *Antibiotics only treat bacterial infections.*

A few antiviral [medications](#) are available to treat flu. But there are no medications that specifically defeat the common cold. Antibiotics may be helpful if there is a secondary bacterial infection. For in-depth information, see WebMD's [Flu Treatment](#).

<http://www.webmd.com/cold-and-flu/flu-guide/what-is-flu>

In addition to the cold or flu, the tour guide as dependent on the voice, should seek to hydrate and find ways to keep this organ in good health condition.

Complete Activity 6:2:2

Workplace Stress/Occupational Stress

Workplace stress is the harmful physical and emotional response that occurs when there is a poor match between job demands and the capabilities, resources, or needs of the worker.

Stress-related disorders encompass a broad array of conditions, including [psychological disorders](#) (e.g., [depression](#), [anxiety](#), [post-traumatic stress disorder](#)) and other types of emotional strain (e.g., dissatisfaction, [fatigue](#), [tension](#), etc.), maladaptive behaviors (e.g., [aggression](#), [substance abuse](#)), and cognitive impairment (e.g., concentration and memory problems). In turn, these conditions may lead to poor work performance or even [injury](#). Job stress is also associated with various biological reactions that may lead ultimately to compromised health, such as [cardiovascular disease](#),¹ or in extreme cases, [death](#).
http://en.wikipedia.org/wiki/Workplace_stress

However as noted by Rebecca Maxon, the United Nations International Labor Organization (UNILO) defined occupational stress as a “global epidemic”. She further stated that along with the physical effects, it also has economic impacts as it lowers productivity, causes staff turnover, absenteeism. Therefore workplace stress affects medical insurance and causes other stress-related expenses.

According to Robert Ostermann, professor of psychology at FDU's Teaneck-Hackensack Campus, "No one reaches peak performance without being stressed, whether an athlete, an office worker or a manager." The natural pattern of human behavior is to experience a stress-causing event or situation, react to it with increased tension and then return to a normal, relaxed state. The problem occurs when stress is so overwhelming or constant that this pattern is broken.

Though referring primarily to the American society some points of interest to other societies by Ostermann were:

- Occupational stress is not related only to what goes on at work. Conflicts between the demands of the workplace and of home life are increasingly common.
- There is less stress in developing countries than in developed countries. This may be due in part to increased consumerism and the growing influence of advertisers who "try to convince the consuming public that a want is a need.

The sense of values also is different in many of the developing countries. In developed nations, there often is an emphasis on what is possessed or how much money is earned.

<http://www.fdu.edu/newspubs/magazine/99su/stress.html>

So ultimately in and of itself, stress is not bad; it is a normal part everyday life. What is important is how we handle it. Some ways will be exercise; improve communication skills; take care of yourself – pamper yourself, schedule breaks in your work day; drink alcohol in moderation and smoke less; prioritize and organize your day – look at your time management; and break bad habits–think positively.

Complete Activity 6:2:3



Make short notes from the following website on how to manage your stress.

http://helpguide.org/mental/work_stress_management.htm

Activity 6:2:3

Health, Safety and Security Concerns for the Community or Sight

Depending on the type of tour guide you are – docent, step-on or the type of tourism you are involved – eco-tourism or heritage tourism, there are certain issues that will be common to the worker and community.

As usual, to not limit the sphere of discussion or inadvertently imply standards, the common matters will be raised in this study.

Common safety and security concerns relate to loss of culture and theft of artifacts of historical significance by visitors. It is true that we cannot assume each visitor is a thief, neither can we assume that they are not. That is why this issue has no border of race, culture or creed.

Contraction of diseases

An age old concern with reference to tourism is the contraction of modern or social diseases that are not common to the community. Measures to prevent fear of contraction of diseases such as

HIV/AIDS and other sexually transmitted diseases (STDs) relate to choices made by individuals. If the primary rules of engagement relevant to health and sexual behaviour are followed then there can be no spreading of infectious or chronic diseases.

Complete Activity 6:2:4.



Activity 6:2:4

Read the views of expansion of tourism in Cuba (a case study) and some of the concerns raised.

Psycho-social impacts

Issues related to psycho-social impacts of **tourism** were raised more frequently than other impacts in the focus groups in both communities. Interestingly, addictions and obesity were consistently reported less emphatically than changing values, disparity and dysfunctional families.

One participant expressed that **tourism** ‘allowed us to grow as individuals.’ However, concern was expressed by others that ‘the mentality of the community is changing’, possibly due to the real or perceived inequality in comparison with affluent tourists. In fact, a risk factor **for** mental **health** stress was attributed to the ‘prominent [economic] difference between the workers in **tourism** and the rest of the community.’ As a result, ‘all young people [now claim] they want to work in **tourism**.’ It was reported that precisely this type of ‘mental stress’ explained the unwelcome behavior of ‘harassment to tourists’ by some young people. No less important were the remarks about family tensions resulting from a perceived reversal of gender roles in families where women have a higher income than men. Finally, perhaps a deeper psycho-social impact of **tourism** may be reflected in statements such as ‘[now] there is lack of communication between [**tourism**] workers and others, [including] family and the rest of society’ and ‘[previously] normal families [are becoming] dysfunctional families.’

Societal impacts

Corruption and other unlawful activities, and prostitution were reported by decision-makers and community participants in Cárdenas. The community focus groups in both communities specifically highlighted their **concerns** regarding societal impacts of **tourism**. Prostitution was acknowledged to be a general problem of **tourism** by focus group participants in Cárdenas, whereas ‘in Caibarién there is no prostitution like in other places.’ Harassment of tourists in the **form** of youngsters approaching visitors to ask **for** a gift or money was considered to be a problematic nuisance in both communities.

Environmental impacts

Pressure on waste management and beaches from contamination was noted to threaten environmental well being of Caibarién and Cárdenas. People reported increased volumes of waste as a result of **tourism** development and large number of visitors concentrated in a small area. This was noted to create ‘garbage collection problems.’

<http://heapro.oxfordjournals.org/cgi/content/full/23/1/60>

Theft

In the exuberance of visiting the host community or attraction sight, some visitors wish to have a memento to take back home. Sometimes it is not regarded as an artifact to be paid for, but something of value yet free.

Ways to counteract

There are solutions to every problem – sometime it calls for ingenuity or referring to tried ways. In all the solutions, there must be a commitment by all stakeholders to be involved and do the utmost they can.

Some possible ways to counteract health, safety and security concerns are:

- ❖ vigilance on the part of the tour guide or sales person is necessary.
- ❖ Information to the visitor as knowledge is power.
- ❖ Maintain health and cultural good practices
- ❖ Make wise choices



**Assessment for Unit
6:2**

Evaluate the health related concerns that relates to your country. How does tourism impact – positively or negatively these concerns. What are the solutions for tackling these negative concerns/issues?



**Summary for Unit
6:2**

In this unit you about the common cold and influenza and workplace stress, two diseases that can pose serious concerns for the tour guide. We also discussed the health, safety and security concerns raised by communities, with the Caribbean island of Cuba as a case study; and attraction sights



**Terminology for
Unit 6:2**

In this unit the new terminology used included:

common cold influenza workplace stress

Unit 7 **Legal and Ethical Issues in Tour Guiding**

Unit Overview

Everything in life has some ethical and legal obligations attached.

The purpose of this module is to provide general information related to legal and ethical situations in this business. It is not intended to represent a comprehensive statement of law as it applies to particular individuals or situations; neither is it a substitute for legal advice.

You will agree with me that in every profession, a professional is guided by a code of conduct or ethics. The professional is also expected to meet certain legal requirements in his profession. Let us take the Law and medicine professions as examples. A Law or medicine professional has to strictly adhere to a code of ethics or failure to do so will make the professional to be dismissed from the profession.

We will begin the Unit by looking at registration and other important legal requirements in tour guiding. You will be given practical tasks to find information on how to register your tour guiding business. You will then explore other legal aspects of your business such as contracts and insurance. By the time you complete the Unit, you will be well rounded in legal aspects pertaining your profession. In that way, you will be able to ensure that you render quality service to tourists and will be more likely to maintain tour guiding standards.

Caveat

As noted by other institutions, and as in any other business, “learners need to be aware that if they have a criminal record involving violence or abuse there may be limitations to their practical and workplace activities and opportunities, and to their career options, in areas involving contact with vulnerable persons.

They also need to be aware that there are legislative requirements when working with children, vulnerable people and the environment, which is supported by Occupational Health and Safety (OH&S) policy guidelines.

<https://www.skillsonline.net.au/clearhse/Preview.do?no=6694E&type=M>



Outcomes for Unit 7

By the end of this unit, you should be able to:

- Discuss the legal requirements to work established for tour guiding in regards to the health, safety and security of clients
- Discuss the legal and ethical implications of tour guiding
- Enhance the views of community members to their involvement in tour guiding
- State in broad terms the roles and responsibilities of different types of guides

Unit 7:1 Legal Requirements in Tour Guiding

In this Unit, we deal with legal issues in tour guiding. Do you think a tour guide needs to be aware of legal issues which relate to tour guiding? You will realize that you need to be aware of legislation guiding your profession.

To establish a Tour guiding business, you need to follow legislation just like when setting up any other business. To begin with, it is necessary to identify the type of tour guiding business you wish to set up. For example, if you wish to set up a tour operating business, you need to meet certain legal requirements. Therefore, as a tour guide, you need to find out whether or not you have to register your business. You also need to find information on how to register.

When the subject of legal obligations arises the investigation and application of Acts of Parliament are usually the source to consider. Decisions of cases are determined by laws and how one case is decided forms a basis or precedent for other cases. Laws are binding and remain



Objectives for Unit 7:1

By the end of this module, you should be able to:

- Identify the different types of elements involved in law
- Explain the law of torts
- Outline the legal requirements in tour guiding

According to Yale (1995) tour operators are affected by law in broad areas; these will include:

- Law concerned with organization of businesses
- Contract law
- Consumer law
- Employment law
- Fair trading law
- Property law
- Insurance law
- Law of agency

For our study we will be considering and applying certain aspects of these laws for tour guiding services though they may pertain to tour operators in particular.

Contract Law

A contract is defined as an agreement between two or more parties and is intended to be legally binding. There are three (3) elements to contracts:

1. An offer and acceptance – one party makes an offer or “invitation to treat”. An example would be when the tour operator or tour guiding operator sends out a brochure or designs an advertisement seeking to invite a potential customer to book or buy the proffered service.
2. An intention to create a legal relationship, which is usually done in writing
3. A consideration or the exchange of something of value, more often for money in business.

If there is failure to meet the contract then there is a breach of contract, which is an offence against civil law. There will be need for compensation, or damages for reasonable costs. The case will be assessed by a court of law or privately between the company and the customer.

Employment Law

Companies depending on the business (limited liability, sole traders or partnerships) hire people to represent and work for them, they are listed as employers. Therefore there are certain legislations for them to adhere to. Some of the legislation affecting employment include: employment contracts, redundancy, wrongful or unfair

dismissal, health and safety and equal opportunities. Some of these are considered further in this unit.

Noted in the British and European Union legislation is **the Health and Safety at Work Act**. This Act of 1974 “requires employers to provide a high standard of health and safety conditions in the workplace, and to produce a written statement of their policy on health and safety.” Yale further notes that “**the Occupiers’ Liability Act of 1957** says occupiers of buildings owe a ‘common duty of care’ to anyone coming into them, extending the employer’s liability beyond its employees to people visiting its premises as well.

Consumer Law

Due to the nature of trade some people in business look to make a profit. In this section let us look at the Misrepresentation Act 1967 and the Trade Descriptions Act 1968 and 1972. Hence the tour operator or tour guiding services owner must look at the brochure and advertisements made quite closely.

Firstly let us define “consumer”. Yale (1995) says that “**The Fair Trading Act** of 1973 defined a consumer as a person to whom goods and services are supplied, or sought to be supplied in the course of a business carried on by the supplier; and one who does not receive or seek to receive them in the course of a business carried on by him.

The Misrepresentation Act 1967 enables consumers to take out a civil case against a business for any loss suffered as a result of false statements of fact made by the seller or provider of goods and services.” All that is done by the provider must be fair and reasonable in the circumstances.

“**The Trade Descriptions Acts of 1968 and 1972** make it an offence to:

- apply false trade descriptions to goods
- supply goods to which a false trade description has been applied
- make a false statement knowingly or recklessly as to the provision of service, accommodation or facilities.

An example would be that of that Airtours in 1994 when the company escaped conviction over a hotel description in a winter sun brochure which included mention of a non-existent indoor swimming pool. When the guest arrived there was no

swimming pool. The hotel admitted misrepresentation but said the action was not “recklessly” done, Hence the company found a loophole to avoid prosecution.

Key to the legal obligation is the Sale of Goods Act 1979 that states that there are a number of implied conditions in a contract of sale. Some of the features are that:

- the seller has the right to sell goods
- the goods are free from any charge or encumbrance not disclosed or known to the buyer before or at the time of a sale
- the goods sold shall correspond with any description given them

These various Acts are of vital importance to the provider of the services and must be remembered that they are legally binding. These give comfort and reassurance to the customer or buyer and some limits and protection to the seller.

Complete Activity 7:1:1



Activity 7:1:1

Read more on Contract Law from the following website:

<http://en.wikipedia.org/wiki/Contract>

The Law of Torts

This law is based on civil wrongs that may have been committed. So if a customer books a tour the company has a duty of care to that individual. Further, if an accident occurs due to no fault of the customer, though no formal contract may have been signed, yet the company has a responsibility to compensate or ensure that damages are paid to the injured customer.

Definition

“Tort n. French for wrong, a civil wrong, or wrongful act, whether intentional or accidental, from which injury occurs to another. Torts include all negligence cases as well as intentional wrongs which result in harm. Therefore tort law is one of the major areas of law (along with contract, real property and criminal law), and results in more civil litigation than any other category. Some intentional torts may also be crimes such as assault, battery, wrongful death, fraud, conversion (a euphemism for theft), and trespass on property and form the basis for a lawsuit for damages by the injured party. Defamation, including intentionally telling harmful untruths about another, either by print or broadcast (libel) or orally (slander), is a tort and used to be a crime as well.”

<http://legal-dictionary.thefreedictionary.com/Law+of+torts>

The tort of negligence has developed this century largely as a result of the judgement in the case of *Donoghue v Stevenson*.

On the evening of August 26 1928, May Donoghue of Glasgow, a single mother of modest means but much determination, travelled from her tenement home in downtown Glasgow to a small teashop in the adjoining town of Paisley, a journey that would take her to the centre stage of legal history.



May Donoghue was with a friend, it was this friend who placed the short order that would change the course of legal history around the world, the Scotsman ice-cream float.

The café owner is said to have brought the ice cream tumbler and to have poured on it some ginger beer from a brown opaque bottle bearing the name "D Stevenson, Glen Lane Paisley". After May Donoghue had taken a drink, and while her friend was refilling her glass, May saw floating out of the bottle, what she believed to be the partly decomposed remains of a snail. She said she was made ill by what she had consumed and what she thought she saw, and had to have treatment both from her doctor and at the Glasgow Royal Infirmary. Bearing in mind that the Welfare State was not in existence at this time so Mrs. Donoghue must fund treatment through her own purse.

Mrs. Donoghue sued Stevenson's, the makers of ginger beer, for damages. She argued that it was their duty to make sure snails didn't get into the bottles of ginger beer they produced.

The judges decided that Mrs. Donoghue was right. One of them, Lord Atkin, said that people had a duty in law not to do anything which they should realise might cause injury to other people.

The judges decided that Stevenson's owed Mrs Donoghue a duty of care, which they had broken. She could be awarded damages (compensation) to make up for her suffering.

Now put yourself in the position of a judge and try to decide whether any of these cases are affected by the judgment in Mrs. Donoghue's case. In other words do you believe the injuries were a result of a broken duty of care?

<http://sixthsense.osfc.ac.uk/law/negligence.asp>

When we talk of torts, we refer to issues of negligence that may occur within a tour. So what is “negligence” according to the law?

“In general terms, negligence is "the failure to use ordinary care" through either an act or omission. That is, negligence occurs when:

- somebody does not exercise the amount of care that a reasonably careful person would use under the circumstances; or
- somebody does something that a reasonably careful person would not do under the circumstances.

Negligence is often claimed in personal injury lawsuits. For example, a personal injury lawsuit arising out of an [automobile accident case](#) or [premises liability action](#) is frequently based on the theory that the defendant was negligent. Please note that negligence law varies between jurisdictions, sometimes significantly, and you should check with a local legal professional if you wish to know the specific negligence laws of your jurisdiction.”

http://www.expertlaw.com/library/personal_injury/negligence.html

What are the legal requirements in tour guiding?

For the discussion on the legal requirements in tour guiding the general parameters of persons in the business of offering guiding services will be the focus. It will not be to the job title of tour guide only. Hence the tour operator will be included in this focal point.

The legal requirements to tour companies and tour operators will vary from country to country. However, the following are the general legal requirements that may be found:

1. Registration

To be a tour operator, one usually needs to be a registered tour guide. You will first need to send an application to the relevant government office to register as a tour guide.

2. Road Transportation Permit

You will also need a Road Transportation permit. It is a legal requirement that any vehicle that carries passengers for reward shall have a Road Transportation Permit. You have to apply to the Road Transportation Board.

3. Public Driving Permit

A tour operator needs a Public Driving Permit, which allows one to paying passengers on public roads. You need to hold a valid driving license for the size of vehicle you will drive. You obtain such a permit from the Road Traffic Inspector.

All in all the legal requirements though with some peculiarities to tour guiding remain the same for any business. That is the operator or representative of an organization has a duty of care to the paying customer. Just as the organization has a responsibility to look after and supply the health and employment rights of the employee.

Case Studies

(1) Let us look at the general legal requirements for tour guides and operators in Australia:

“The *Tourism Services Act 2003* (the Act) protects Queensland's tourism industry by ensuring all inbound tour operators and tour guides operate in an ethical and professional way, and in the best interests of clients.

It works to eliminate unfair practices such as:

- controlled shopping, including:
 - restricting the choice of shopping venues
 - taking control of tourists' passports and wallets
 - guarding hotel and shop doorways
 - making defamatory remarks about retailers who do not pay a fee or commission for bringing tourists to their shop
- misrepresentation
- overcharging for goods and services
- unconscionable conduct.

Definitions

Inbound tour operator - a person who, alone or with others, sells travel packages for people visiting or travelling in Queensland to overseas wholesalers, retailers or corporate buyers for an inclusive price.

Tour guide (is) a person who, for reward, personally supplies guiding services to tourists travelling with tours in Queensland. The reward may include payment, accommodation, flights or food. You can still be a tour guide if you are not paid in any way but do the work to gain work experience as a tour guide. Guiding services

include accompanying tourists, doing something else for them (such as translating), giving tourists information or advice, or coordinating or leading their activities.

Travel packages - pre-arranged combinations of at least two of the following:

- accommodation, with or without food
- guiding services
- food other than that provided with accommodation
- tourism activities
- translation and interpretation services
- transport to, from or within Queensland
- visits or introductions to retailers at a travel destination
- visits to tourist attractions at a travel destination including entry
- other activities, goods or services.

Key features

If you are an inbound tour operator in Queensland who sells travel packages overseas, you must register your business. You do not need to register if you also sell within Australia and the packages you sold overseas within the previous 12 months did not exceed 20 per cent of the total travel packages you sold.

You must also adhere to an enforceable Code of Conduct.

The Act prohibits inbound tour operators and tour guides engaging in unconscionable conduct, such as charging for access to free attractions and forcing tourists to shop only at stores that pay the operators and guides excessive commissions.

The Act does not apply if you provide services to tourists on a not-for-profit basis or apply any net proceeds for a community purpose, such as a charity.

The regulation

The *Tourism Services Regulation 2003* requires you to keep records and other documents, including accounting records for seven years.

You must keep all itineraries, quotes and travel package promotion documents for two years.

<http://www.fairtrading.qld.gov.au/inbound-tour-operator-legal-requirements.htm>

(2) Now the case study of Southern Africa:

As stated by the Southern Africa Tourism Services Association there are certain requirements to become a tour operator (the tour guide is included in this arrangement).

“REQUIREMENTS TO BECOME A TOUR OPERATOR
(October 2003)

Tourism is a growth industry in South Africa & is considered an excellent potential source of income & employment. This can indeed be the case provided that one has the personality, determination & knowledge to succeed.

Essentially, a tour operator (or broker) makes arrangements for tourists. These normally involve the following...

1. Quote for the work (either to an overseas agent or direct to the potential tourist). Be careful not to under-quote & operate the tour at a loss. It is generally considered unacceptable to quote & subsequently attempt to increase the agreed price.
2. Agree the cost of services with your client as well as details & terms of payment.
3. Make all the necessary bookings & reservations (hotels, transport, sightseeing etc).
4. Operate the tour i.e. provide the necessary accommodation, transport, tourist guide(s) etc.

Some tour operators perform only a selection of the above services, e.g. provide the transport & guide. This is often the case with operators who do regular day-tours of tourist areas. Such operators obtain many of their clients from other operators, tour brokers, hotels etc.

LEGAL REQUIREMENTS (as set out by the Operating Licence Board)

There are 4 major requirements for a tour operator...

- 1 In order to carry fare-paying passengers (i.e. tourists), a vehicle must be registered with the Operating Licence Board which will issue an **Operating licence**. Applicants are normally required to specify that they will be carrying tourists & also to specify the intended routes. Application should be made to the local Operating Licence Board for the

licence. You can prepare the application yourself or use the services of a lawyer specialising in these licences. There is a cost implication for the licence application.

- ALL enquiries regarding licence applications should be directed to your local Operating Licence Board.
 - *Refer to “Operating Licence Board Contact Details”*
- 2 A driver of tourists must have a **Professional Driving Permit (PrDP)**. This is issued by the Traffic department based on a normal driving license & the applicant is subject to a medical examination & a check for any criminal convictions. There is a cost for a PrDP.
 - 3 Any operator providing a guided tour is required to use a **Tourist Guide who is qualified & DEAT/ FGASA accredited**. It is illegal to guide a tour without the necessary qualification.
 - Tourists who self-drive do not require a qualified Tourist Guide
 - 4 **Passenger Liability Insurance cover** (SATSA recommend a minimum of R5 million for a vehicle carrying 5 – 7 passengers) should be in place.
 - The policy should be in the name of the company – and the cover is applicable to each vehicle
 - Recommended cover for vehicles carrying more than 7 passengers (calculate the cover based on ± R1 million per passenger)

RECOMMENDED REQUIREMENTS

Apart from the legal requirements which are compulsory, it helps an operator’s credibility in the market to join industry associations relevant to the business. Apart from airlines, car rental companies, hotels, game lodges & various other categories of membership, SATSA (Southern Africa Tourism Services Association) has several hundred tour operators as members. All members agree to a code of ethics & certain minimum requirements in terms of guarantees, insurances etc, thereby assuring our industry of international recognition & credibility. SATSA also fulfils the role of industry spokesman in order to lobby government & other parties on matters affecting tourism.

<http://www.satsa.com/Downloads/Requirements%20to%20become%20a%20Tour%20Operator.doc>

So in summary the requirements are very similar: registration or operating licence, to have a transportation permit, to have a code of conduct for doing business, and insurance.

Of course, the tour guide if working in a self-employed capacity as a step-on guide or docent, s/he would have less of these legal requirements. However, qualification as a guide will be of utmost importance. Companies seeking to hire on the services of such persons will demand this certification, then include these contract workers under their insurance coverage.

Complete Activity 7:1:2.



Activity 7:1:2

Ask your Manager or research the legal requirements of your organization?

Are they being met? What if any are lacking and needs improving?



Assessment for Unit 7:1

Write a letter to ⁽ⁱ⁾ the Ministry of Transport and ⁽ⁱⁱ⁾ Minister of Tourism stating your view on the legal requirements enforced on the tourism industry and in your particular field. Include thoughts on what should be removed and what acts or legislation should be included.



Summary for Unit 7:1

In this short unit, our focus was on giving a definition and explanation of the law of torts and on outlining the legal requirements in tour guiding in broad terms.



Terminology for Unit 7:1

In this unit the new terminology used included:

| | | |
|------------|--------------------|--------------|
| contract | breach of contract | duty of care |
| negligence | tort | |

Unit 7:2 Legal Obligations – Customers and the Law

Unit Overview

You will recall the legal requirements we looked at in Unit 4:2. There are many pieces of legislation to protect your customers and provide you with guidance about the way that you should take care of their needs.

These laws cover a wide range of issues from health and safety to confidentiality; from consumer protection to restrictions on the age.



Objectives for Unit 7:2

By the completion of this module, you should be able to:

- Outline the purpose for legislation
- Discuss the legal obligations of the tour guide to the client and to the broad community

What is the purpose of legislations?

Laws are meant to control the way that the best interests of customers are served by those whom they rely upon for services. The purpose of legislation is to protect not only the client but the tour guide or operator as well.

Examples of legislation include

- Laws about Occupational Health and Safety (OH&S) and Welfare help to reduce the chance of customers coming to any physical harm, when they visit your premises (Seen in Unit 6)
- Laws about confidentiality protect customers' personal information from abuse
- Consumer protection laws help to ensure that customers are treated fairly
- Laws to avoid any form of discrimination of customers
- Laws to avoid favoritism, abuse of power and authority to the internal customer.

These laws give customers the assurance that they will be treated fairly. If that does not happen, customers are able to use the law to get things put right.

There is both civil and criminal law affecting your dealings with customers:

- When civil law is broken, damages may have to be paid as compensation.
- When criminal law is broken the result can be a fine, a criminal record or even a prison sentence.

The Importance of Understanding Customer Legislation

Don't worry too much! It is not essential for you to be able to quote the law and understand all the details. It is important, however, that you

- know which laws are fundamental to the provision of services to your customers and protect them; and
- understand, recognize and put them into practice.

Without this understanding you may do things that are illegal and will cause problems for yourself and your organization as well as your customers. Remember that breach of the law could result in

damages being paid to the customer or a disciplinary action for you or your organization.

If you do not know the basics of the law you may be misled into taking inappropriate action. You may believe you have a legal duty to do things that are not required. Complete Activity 7:2:1.



Talk to your supervisor about the laws that apply to your services. Find out the names of two of these laws, the rights that they give to your customers and the actions that you have to take to ensure that you work within the law. Make a note of the details.

Activity 7:2:1

| The Law | Your Customer rights (provided by the law) | Your actions (to work within the law) |
|---------|---|--|
| 1. | | |
| 2. | | |
| 3. | | |

Contractual Agreement with Customers

When you agree to provide goods or services to a customer you are entering into a contract with that customer. On some occasions your organization and your customers may sign written contracts. These identify the way in which the goods or services will be provided. On other occasions the agreement may be verbal or implied as part of a transaction.

No matter what form the contract with a customer takes it can be legally binding. Therefore it must be adhered to. It is also good customer service to provide goods and services to your customers in the way that you have agreed to do.

Ensuring the health and safety of customers

As a tour guide, you must have realized that you have a legal responsibility concerning the health and safety of your customers. You must take reasonable care for your own health and safety and that of others who may be affected by what you do or do not do.

You have legal duties regarding your safety and the safety of others.

This means that you must work in a way that ensures a safe and healthy environment for your customers when they visit your place of work and when are on a tour. Moreover you need to be constantly looking out for hazards and risks.

The word hazard is used to describe something that can cause harm, something that is dangerous or is potentially harmful. Examples of hazards

- fire;
- noise;
- electricity and
- dangerous chemicals.

The word risk is used to describe:

- the chance or probability that someone will be harmed by a hazard;
- the likelihood that a hazard will lead to personal injury and the severity of that injury.

You must not do things that may create risks for your customers. For example,

- Do not forget to warn customers about hazards.
- Do not fail to carry out the safety checks that are part of your job.

Now complete Activity 7:2:2.



Activity 7:2:2

List five (5) actions/steps you do to take care of the health and safety of your customers.

Fire regulations

Health and safety training should ensure that you know what to do

- to prevent fire;

- in the event of a fire.

To prevent fire you will need to know

- your organization's procedures for avoiding fires;
- how to stop the spread of fire by keeping fire doors closed.
- Procedures for proper disposal of flammable materials

In the event of a fire you will need to know

- what you must do if you discover a fire;
- in what circumstances and how you should use fire fighting equipment;
- what you must do if the fire alarm is sounded;
- how to leave the building and help your customers to evacuate the premises;
- where you should assemble once you have evacuated

Data Protection

As mentioned earlier in Unit 4:4, the Data Protection Act gives customers rights

- to have access to information that is held about them;
- to have inaccurate information changed or destroyed;
- that information will not be used for purposes other than those for which it was provided;
- to claim compensation for the misuse of information.

The need for confidentiality

When your customers give you information, they expect that you will

- not share it with others without their permission; and
- only use it for the purposes for which you have obtained it.

Now let's turn to the following example:

Mr. Sen has joined a two day swimming training course. He had to fill in an application form on which he gave personal information about himself and his address.

He was happy to provide this information so that the training provider knows who he is and how to contact him. However, he became furious when his personal details were communicated to a private company selling swimming clothes and equipment. That private company contacted Mr. Sen using the information he had provided to the swimming coach, to sell its goods and services.

Some departments providing services have access to personal information about their customers' health or private lives, which is of a highly confidential nature.

Other service providers have access to information that affects the security of their customers and their property.

Equal Opportunities

All your customers (external and internal) should be treated equally and fairly, irrespective of their race; gender; age; religion; cultural background; mental or physical ability and sexual orientation.

There are laws and conventions that protect people from discrimination and victimization, because of who they are.

Do you have any law that makes it an offence for women and men to be treated differently when they are provided with facilities and services? As long as you treat all people equally you will not need to worry too much about the law because you can be confident that you are not discriminating against anyone.

Disability awareness and discrimination

If you practice customer care and service excellence you will always

- want to make sure that you are aware of the disabilities of your customers;
- avoid discrimination against any customer who has a disability.

In addition, you know that disabled people are protected from unfair treatment by law. This is seen in the American with Disabilities Act and the list of the essential functions for any worker who has a disability.



**Assessment for
Unit 7:2**

Write a letter to ⁽ⁱ⁾ the Ministry of Transport and ⁽ⁱⁱ⁾ Minister of Tourism stating your view on the legal requirements enforced on the tourism industry and in your particular field. Include thoughts on what should be removed and what acts or legislation should be included.



**Summary for
Unit 7:2**

In this short unit, our focus was on outlining the purpose for legislation. The purpose of legislation and the legal obligations of the tour guide to the client and to the broad community were reviewed. Reference was made to the Data Protection Act and Equal Opportunities for the external and internal customer.



**Terminology for
Unit 7:2**

In this unit the new terminology used included:

legislation Data Protection Equal Opportunities

Unit 7:3 Ethical Obligations of Tour Guides

Unit Overview

To consider ethical issues, it is first relevant to establish a definition for our discussion. So what are “ethics” and what does ethical mean, then, in a tour guiding situation?

As a member of the travel trade, you as a **tour guide** must have a code of ethics which will guide you and ensure that you contribute to mutual understanding and respect between people and societies.

In this unit the focus will be on defining the terms and using examples from two (2) countries to explain the concepts.



Objectives for Unit 7:3

By the end of this module, you should be able to:

- Describe the terms “code of ethics” and “code of practice”
- Use the code of ethics for tour guides as seen in “The Legend of Puerto Rico” as a case study
- State reasons why having a code of ethics is important

Ethics

As seen in Unit 7:1 under the Tourism Services Act (2003) in Australia it is recommended that tour operators adhere to a code of conduct. Therefore, ethics will be important.

Definition of ethics

So what is the definition for “ethics” as noted by <http://dictionary.reference.com/browse/ethics>

1. *(used with a singular or plural verb)* a system of moral principles: *the ethics of a culture.*
2. the rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, etc.: *medical ethics; Christian ethics.*
3. moral principles, as of an individual: *His ethics forbade betrayal of a confidence.*
4. *(usually used with a singular verb)* that branch of philosophy dealing with values relating to human conduct, with respect to the rightness and wrongness of certain actions and to the goodness and badness of the motives and ends of such actions.

Ethics have to do with principles – the basis for what is right or wrong. These are based on the individual’s value system and are the guiding sense of conduct in an organization (workplace). Look at the definition for code of conduct below.

Business Definition for: Code of Conduct

“a statement and description of required behaviors, responsibilities, and actions expected of employees of an organization or of members of a professional body. A code of conduct usually focuses on ethical and socially responsible issues and applies to individuals, providing guidance on how to act in cases of doubt or confusion.”

<http://dictionary.bnet.com/definition/code+of+conduct.html>

Codes of conduct have no legal standing but failure to comply usually results in reprimand or termination of membership by the body to which the offending member belongs. For example, a travel agent that is a member of the Association of British Travel Agents in failing to comply to a particular Code of Conduct as an agreed standard can be reprimanded or the membership terminated.

Code of Ethics

Refer to Unit 4:2 for information on the Code of Ethics.

The code of ethics for tour guides can go a long way in highlighting the need for displaying honesty and integrity, selflessness and objectivity in their dealings with tourists or customers.

According to BusinessDictionary.com, a **code of ethics** is defined as

“written [guidelines](#) issued by an [organization](#) to its [workers](#) and [management](#), to help them [conduct](#) their [actions](#) in accordance with the its [primary values](#) and [ethical standards](#).”

<http://www.businessdictionary.com/definition/code-of-ethics.html>

A code of ethics makes it clear that courtesy and regard for the customers are the fundamental duties of tour guides. You need to treat tourists "as customers who are entitled to receive the highest standards of service".

An example of the code of ethics in Puerto Rico is seen in an article written by a corporation for tour guides. Complete Activity 7:3:1.



Activity 7:3:1

1. Read the Code of Ethics developed by “The Legends of Puerto Rico” at <http://www.legendsofpr.com/codeofethics.htm> .

Write a summary of the article.

2. Research the Code of Ethics for your country.

Reasons for a code of ethics in the workplace

As a tour guide the customer is buying a service. Not only is there a legal responsibility when taking someone’s money, but there are principles for protection from liable by providing what is promised. This is the fundamental of being ethical. So what are some reasons for having a code?

When we think of the workplace, it is important to consider the stakeholders. Yes, the employee is obvious, but what of the customer.

Employee: for this group of workers, the code

- helps to eliminate unfair practices and protects the reputation of the company
- instils some measure of control of the employee by the employer
- prevents misrepresentation of “guidespeak” and information on the community
- prevents unfair practices in dealing with those engaging the services of the tour guide, colleagues or competitors.
- prevents unconscionable conduct to customers.

Customers: for these the code

- offers a safeguard from unfair practices from suppliers
- protects overcharging for goods and services beyond what is printed on the brochure
- prevents unconscionable conduct from suppliers

Code of Practice

According to BusinessDictionary.com, a **code of practice** is defined as:

“written [guidelines](#) issued by an [official](#) body or a [professional association](#) to its [members](#) to help them [comply](#) with its [ethical standards](#).”

<http://www.businessdictionary.com/definition/code-of-practice.html>

Codes of practice in Australia

“Industry codes of practice provide practical guidance and advice on how to achieve the standard required by the Act and regulation. Codes of practice are developed through consultation with representatives from industry, workers and employers, special interest groups and government agencies.

Codes of practice are made under the *Occupational Health and Safety Act 2000* and must be approved by the Minister for Commerce before they come into effect.

A code of practice is not law, but it should be followed unless there is an alternative course of action that achieves the same or better standards.

Employers, workers, designers, manufacturers and suppliers should use the code of practice in conjunction with the Act and regulation.

Evidence of failure to observe an industry code of practice may be used as evidence in proceedings for an offence under the Act. However, a person is not liable simply because of a failure to observe the code.

To correct an alleged breach of the Act or regulation, a person or organization must follow the advice and information provided in the code of practice if directed by a Workcover inspector.”

<http://www.workcover.nsw.gov.au/LawAndPolicy/CodesOfPractice/Pages/default.aspx>

The Code of Guiding Practice



The code of guiding practice is about the assurance of a high level of professionalism

Adherence to the WFTGA Code of Guiding Practice provides an assurance of the high level of professionalism and a value-added service offered by the individual guides to their clients. Tourist Guide Associations which belong to the World Federation of Tourist Guide Associations accept on behalf of their members WFTGA's principles and aims:

- To provide a professional service to visitors, professional in care and commitment, and professional in providing an objective understanding of the place visited, free from prejudice or propaganda.

- To ensure that as far as possible what is presented as fact is true, and that a clear distinction is made between this truth and stories, legends, traditions, or opinions.
- To act fairly and reasonable in all dealings with all those who engage the services of guides and with colleagues working in all aspects of tourism.
- To protect the reputation of tourism in our country by making every endeavour to ensure that guided groups treat with respect the environment, wildlife, sights and monuments, and also local customs and sensitivities.
- As representatives of the host country to welcome visitors and act in such a way as to bring credit to the country visited and promotes it as a tourist destination.

<http://wftga.org/page.asp?id=16>

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In summary the correlation between the code of ethics and the code of practice is that both are written guidelines one by an organization to its workers and the other by an official body to its members. Both refer to ethical standards that direct action that should be complied with by those involved.



**Assessment for
Unit 7:3**

1. Research the Codes of Conduct and Practice and/or Code of Guiding Practice for your country.
2. Write a Code of Conduct for your organization.



**Summary for
Unit 7:3**

In this short unit, the focus was on the ethical obligations of tour guides, with the stress on definitions of ethics, code of conduct and code of practice. This is all in consideration for the working environment. An example of a code of ethics in Puerto Rico is used. At the end of the unit, reasons for having a code of ethics from the perspective of the employee and customer were synopsized.



**Terminology for
Unit 7:3**

In this unit the new terminology used included:

| | | |
|--------------------------|------------------|--------|
| Code of Conduct | Code of Ethics | |
| Code of Guiding Practice | Code of Practice | ethics |