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TOURISM GUIDE TRAINING
UNIVERSAL SKILLS
PROGRAM

PREPARED FOR

DEPARTMENT OF ECONOMIC
DEVELOPMENT AND TOURISM

YELLOWKNIFE, N.W.T.

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January 23, 1984



RESOURCES MANAGEMENT CONSULTANTS (N.W.T.) LTD.
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RESOURCES MANAGEMENT CONSULTANTS (N. **W.T.**) LTD.
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January 23, 1984

Alan Vaughan
Tourism and Parks
Department of Economic Development
and Tourism
Government of the Northwest Territories
Box 1320
Yellowknife, NWT

Dear Mr. Vaughan:

RMC Resources Management consultants (NWT) Ltd. and its
subconsultants Mike Freeland of Qaivvik Ltd, Kate Tompkins and
Jacques Van Pelt are pleased to present "The Tourism Guide
Training - Universal Skills Program".

Since much of the material presented in the training program is
new we would suggest that before it is made public it be field
tested to determine the effectiveness and quality of many of the
learning activities. The case studies and "role playing"
examples have been designed specifically for NWT resident
trainees and have not yet been tested outside of our training
group. A logical direction may be the formation of a "test pilot
evaluation team" comprised of a member of your department, the
"Steering Committee", Thebacha College and two members of our
study group. The "test pilot - evaluation team" would field test
the program in one region (ie. Baffin: Frobisher Bay, April 1984)
with interested trainees from a number of communities. Each team
member would be responsible for instructing a number of skill
units while other members as well as the trainees would evaluate
effectiveness. At that point required modifications could be
made to the program and a final, top quality product ready for
distribution.

We are excited by the program at this stage but want to ensure
the "quality" and effectiveness at the community level over a
number of years is maintained.

As noted in our first report, and discussed recently with Mr. Charlie Livingston, is a need for a slide/tape or film-video on the "Universal Skills Program". We are now suggesting that film covering all of the skills in the program be completed to compliment the attached text.

RMC's study team looks forward to discussing with you our universal skills program as presented as well as the concepts of pilot testing in the field and a companion training film.

Sincerely yours,



Robert W. Campbell
Associate



RESOURCES MANAGEMENT CONSULTANTS (N.W.T.) LTD.

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3. SKILLS PROFILE

A. KNOWLEDGE OF INDUSTRY

1. Describe the characteristics of a tourist.
2. Describe the tourism industry and the **guides** role within the industry.
3. Identify how a **community is** affected by tourism.
4. Identify tourist expectations.
5. Identify competition outside of **N.W.T.**
6. Identify competition **within** the **N.W.T.**
7. Identify all possible tourism resources **in** community and surrounding area.
8. Explain how the tourist dollar **is** spent.
9. Identify ways to give the client fair value for his money.
10. Explain how the tourism **operation** operates to make a profit.

6. LEADERSHIP AND COMMUNICATION

1. Explain the duties and requirements of the job.
2. Define leadership **requirements** of the job.
3. Be professional with customers.
4. Solve problems effectively.
5. Make decisions effectively.
6. Deal with conflict.
7. Use an interpreter effectively.

C. LIFESTYLE INTERPRETATION

1. Explain how the community lifestyle has developed.
2. Explain traditional activities and customs and their importance to the community.
3. Describe natural and manmade resources and their importance to tourism.
4. Predict outside focus which may determine lifestyle of community.

D. SAFETY AND FIRST AID

1. Recognize safety hazards to prevent accidents.
2. Recognize the need for first aid skills on the job.
3. Complete first aid course.

E. TOUR ADMINISTRATION

1. Plan and organize a tour.
2. Explain government regulations governing guiding in the N.W.T.
3. Develop an equipment checklist.
4. Explain proper sanitation, hygiene and **cleanliness** procedures to be followed.
5. Plan and prepare good quality meals.
6. Explain the importance of representing the tour operator in a professional and competent manner.
7. Explain the importance of promoting other tour packages, activities and services.
8. Operate standard photographic equipment.

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2. Sample Contract
3. Student Manual

1. INTRODUCTION

1.1 Background to the Development of Tourism Guide Training Program

For several years there has been a strong impression throughout the north that a need existed for the development of a training program for northern guides. In April of 1983 the Department of Economic Development and Tourism contracted RMC Resources Management Consultants (N.W.T.) Ltd. Mike Freeland of Qaiivvik Ltd., Kate Tompkins and Jacques Van Pelt to undertake the development of a Guide Training Program.

As outlined in the terms of reference the objectives of the study were to:

1. Identify the need for guiding skills and programs for the Northwest Territories.
2. Develop a skills profile and-performance objective for all of the guiding areas in the Northwest Territories.
3. Develop a curriculum for each guiding skill, and identify all required teaching aids and methods.
4. Identify the Capital and O & M costs associated with implementing the training program(s).

The consultants developed a three phase work plan. The phases included:

1. Training Needs Assessment and Program Scope
2. Program Design
3. Program Implementation

The primary objective of the whole project was, and is, to improve the level of participation by northerners in the tourism industry in order to ensure maximum benefits to both the employees and employers in the industry. In addition a positive spinoff of such a program will be the improvement in the quality of service provided to tourists coming to the NWT; to provide an opportunity for existing and potential practitioners to obtain knowledge and training; to provide a more permanent, career oriented approach to the tourism industry; provide for conservation and protection of the environment to ensure a lasting future for the industry; and enable resident northerners to have more participation and control of the industry.

Phase 1 of the project, Needs Assessment, found that there was strong support for the certification of guides but not for **licencing**. There was fairly clear indication that most operators did not want anymore regulation of their working and hiring practices.

The training priorities identified by the study survey clearly showed that the first priority area of training should be in the area of the so called universal tourist skills: namely human relations. These included:

- leadership and professional ethics
- guides roles and responsibilities
- historical and cultural interpretation
- communications and hospitality
- cross cultural dynamics

The need for second priority programs in each region were also established. These included: "Outfitting", "Big Game Guiding" and "Community Tour Hosting". These programs might best be developed after the Universal Skills Program is underway.

It was felt that most guides were technically competent to carry out their responsibilities but **were** lacking skills when it came to dealing directly with their clients. The training materials presented in this section represent Phase 2 of the project and address the area of universal tourist skills.

For the purpose of developing the learning materials five broad categories have been created:

1. Knowledge of the Industry
2. Leadership and Communication
3. Lifestyle Interpretation
4. Safety and First Aid
5. Tour Administration

1.2 Sections of the Tourism Industry

The following explanations will help the reader understand the most important sectors of the tourism industry.

GUIDE

One who hosts, guides and "takes care" of the tourist on a day to day basis. A guide is responsible for care and safety of the tourist as well as showing him what he wants to see in as hospitable manner as possible. A guide may own the minimum of equipment - pack, gun, spotting scope, maps, personal gear and possibly a boat and motor or skidoo, komatik and some camping equipment. His personal investment is usually minimal, and a **licence** may or may not be required depending on his particular type of guiding.

A guide may work for and be responsible to an outfitter, a lodge or camp owner, a hotel facility or a package tour wholesaler. The guide may be part of a large team of people including cooks, cleaners, carpenters, accountants and bookkeepers - all working for one operation hosting tourists. The guide may also be his own boss guiding individual tourists or small groups in his community on demand.

The guide may work for a number of employers from year to year - his job is likely very seasonal.

Examples:

1. Guide for a sports fishing lodge - Great Bear Lake.
2. A community guide for package tour groups visiting Eskimo Point.
3. An interpretive guide for hikers in Auyuittuk National Park - Pangnirtung.

OUTFITTER

Unlike a guide, an outfitter, is licensed to own and make available for rent equipment such as sleeping bags, boats, motors, skidoos, three wheeled bikes, tents, and canoes. In most cases outfitters are not allowed to set up a permanent facility

but can use temporary camp sites. Equipment is usually provided along with guiding services.

Tourists outfitting demands a special type of individual. Successful outfitters are hosts, employers and business executives. They must combine abilities as organizers, managers and technicians. Above all, they must be able to communicate with people from all walks of life. Although tourist outfitting is a seasonal business, the operating season involves long working hours, constant attention to problems and the making of prompt decisions. The off-season, although less demanding, still requires strict attention to business in preparation for the next year.

Examples:

1. High Arctic International Explorer Services - Resolute
2. **Aqvik - Pangnirtung**
3. **Beluga Tours - Inuvik**

TRAVEL AGENT

These agents are in business to offer airline tickets, hotel and rental cars, but also holiday packages such as cruise ships, bus tours or lodges.

Contact with guides is only, for example, through lodge owners or package tour representatives. -

Examples:

1. Mack Travel - Yellowknife
2. Komatik Travel - Rankin Inlet

LODGE OR CAMP OWNER

May be an individual, a partnership or limited company composed of a number of shareholders. Most established, successful (profitable) camps have been operating for many years. The lodge or camp owner may find his job a-year round occupation operating June to October and planning, ordering, and promoting the balance of the year. Many camp owners have to support or subsidize their lodge or camp income. A lodge or camp operation may take 4-6 years to become profitable. If debts are present at year end the owners would have to borrow additional money or put more of their own money into keeping the lodge operating the following year.

A great deal of time, money and commitment has to go into a successful operation. The larger the operation the more employees and the more problems to be encountered. A camp owner may do a lot of the required tasks himself or with his wife. A larger operation may employ many staff - as the attached chart indicates. The guide is one of the very important members of this lodge or camp "team".

Examples:

1. Old Squaw Lodge - Mackenzie Mountains
2. Hanging Ice Fishing Lodge - Fort Smith
3. Arctic Circle Lodge - Great Bear Lake

PACKAGE TOUR WHOLESALER

These are companies who put together package tours - primarily to a number of communities in one area (i.e. Manitoba and the Keewatin). They will work where possible with quality local businesses - such as hotels, taxis, outfitters, guides, lodges and craft centers.

A wholesaler has a large investment in promotional material and office facilities as well as actually putting on the tours.

A guide in a small community would be one of many people a package tour company would work with.

Examples:

1. De-West Tours - Vancouver, B.c.
2. Wildnistouren - Munich, Germany
3. Quester Tours and Travel - New York

HOTEL OR TRANSIENT CENTER

Based in towns and communities these provide accommodation and sometimes food services to the traveling public. In some communities hotels may hire guides to tour visitors around the community or to local points of interest.

Examples:

1. Yellowknife Inn - Yellowknife
2. Igloo Inn - Coppermine
3. Peyton Lodge - Pangnirtung

1.3 Profile of the Trainee

In developing the skills profile and subsequent learning activities a number of assumptions were made concerning the typical trainee who would be involved with the Guide Training Program.

While the background and abilities of those involved in northern guiding varies considerably, the following assumptions were made about a typical trainee who would be taking this program:

probably a native northerner (Inuit, Dene, Metis). A small percentage may be non-natives
an age spread of 15-65 years
limited educational background
may or may not be proficient in writing or speaking English
approximately 30% of trainees will not speak English at all
may have limited knowledge of the world outside their home community and region
may have excellent knowledge of the land
most will possess expert hunting, fishing, and survival skills
may not be totally familiar with the concept of wage employment
may be shy but friendly
may have limited knowledge of the tourism industry
may not be familiar with the concept of running a business to make a profit

1.4 Assumptions About Training Delivery, Administration, Monitoring and Evaluation

Wherever possible the training is to be delivered in the home community of the trainee. When this is impossible, bringing several trainees to a regional centre is appropriate. It is assumed that there will be a Training Manager whose main responsibility will be to provide overall administrative direction and control for the Guide Training Program. The Training Manager will ideally be a professional educator who possesses strong administrative skills. In addition, this individual will have some knowledge of the tourism industry and should be willing to travel throughout the north. The Training Manger could be involved with the actual hands on delivery of some of the training packages in workshops and seminars from time to time. As well he would work closely with those involved in the delivery of most of the materials. This individual should be located in Yellowknife or Fort Smith. In any event he should either be an employee of Thebacha College or closely affiliated with it.

Under ideal circumstances the Guide Training program would be delivered by the Training Manager. It is strongly recommended that if the Training Manager cannot deliver the program that outside professionals be brought to present the material through Thebacha College.

The guides employer should be able to deliver much of the material in the training package. He should be able to identify those skills that his guides need and present the training materials. Each skill is designed to stand alone or be part of a unit.

Anyone beside the above mentioned trainer would probably not have adequate teaching skills, commitment or knowledge of the industry to deliver a first rate training program.

Any individual called upon to instruct the Guide Training Program will be required to work closely with the Training Manager to ensure that proper standardization and continuity are occurring.

The learning package found here represents the first phase of a guide training program - the so-called universal tourist skills which the needs assessment identified as the first priority. Future training programs deemed to be necessary include Outfitting, Big Game Guiding and Community Tour Hosting. Since there is a need for a sense of continuity in the development of training for tourism guides, it is recommended that there be frequent updating and revision of these materials on the basis of a continuous monitoring of the program. This will keep the training materials current and useful. Monitoring will also help determine future training requirements.

Since training for tourism guides is a relatively new concept in the Northwest Territories, it is hoped that the experience of using the new materials will contribute to their continued development and improvement. Continuous monitoring as well as an ongoing evaluation by an agency such as Thebacha College should become an integral part of the delivery system. If this is done the program's credibility will be enhanced considerably throughout the tourism industry.

- Trainees should be given a certificate of completion when they finish the program. The back of the certificate could have a copy of the skills profile with the appropriate skills checked off as they have been completed by the trainee.

HOW TO USE THIS MANUAL

This manual is intended to help trainers, employers and **field** workers who are responsible for helping to prepare tourism guides for their jobs in the Northwest Territories.

The manual offers guidelines for planning and conducting a training program to supplement the learning each guide obtains on-the-job. The manual intends to offer one more tool for a trainer to use, not to completely replace job training which an employer has used successfully on his own. The manual focuses on the skills of dealing with people, not the practical "hands-on" skills of a guide's job. These "people" skills are ones that are important to any guide, whether the job entails leading hunting or fishing trips, hosting a community tour, or guiding tourists down a set of rapids.

Please note that for convenience only, the words he and his are often used for all guides, both men and women.

To use this manual most effectively, follow these guidelines:

1. First of all, we suggest reviewing "Training For Guides in the **N.W.T. Tourism Industry**" which preceded this manual then skim through this manual to get an overview of what's here.
2. Look carefully at the skills profile. This is a chart which lists all of the skills which are covered in this manual. The profile lays out most of the skills which a guide should be able to do as a professional in the "people business".
3. As the first step in planning the training courses, find out what experience the guides to be trained already have. Confer with the guides and their employers to determine what they can do now and what they need to learn. Of course, don't waste time trying to teach skills the guides have already mastered, or skills that are over their heads. Plan to start wherever they need to start, and choose only those **skills** really needed for their training program.
4. Note that there are some skills which should or must be learned before others are started. For example, "identifying the expectations of the tourist" (A 3) should be done before "Identifying Ways to Give the **Client** Value for His **Money**" (A 7). The skills are numbered **in** the order they should be learned, more or less. However, any single skill unit can be used by itself without using the others in its group. Each unit can stand alone. The numbers in brackets to the left of the Learning Activities refer to the Learning Objectives being covered by the activity.

5. A month or so ahead of time, look after the **administrative** details necessary to prepare for training. For example, book appropriate space; contact resource people to reserve their time; assemble all the teaching aids you'll need, such as films and projectors; make sure all the guides to participate will actually be available and look after travel arrangements, if that is necessary. When choosing guest speakers, keep in mind that those who will be most effective are likely professionals in their own right, such as successful lodge owners, outfitters or package tour operators. **Assistance** in obtaining the suggested firms and various resources may be suitable through the Regional Tourism Officer - Government of the NWT or the manager of the Regional Tourism Association.
6. Prepare yourself by reviewing the entire unit to be covered. Make sure you have all materials ready and close by. Anticipate any questions or problems the guides might have about the information or the learning activities. The activities suggested in the manual are just that - suggestions. You may of course substitute other activities. If you choose to use the **ones** suggested for the unit it is usually best to use all of them depending of course on the skill of the guide. The time allotments are also flexible. They are intended to give a general guidance but the actual timing will depend on your own situation. For more details on planning and carrying out training programs, look at the "On-the-job Training Manual for **Inservice** or Trades Trainers" available from the Manpower Development Officer in your area. Note that the numbers in brackets to the left of the suggested learning activities match the activities to the learning objectives they are-intended to teach.
7. Prepare the guides by reviewing the entire skills profile. Point out those bands and skill units which are to be studied and explain how they relate to the guides' jobs.
8. Start out by making sure the-guides all understand the learning objectives for the unit. (They are listed in their own packages, as well as at the beginning of the instructor's pages for the unit). Point out other skills they have already learned that lead up to or relate to this unit in some way. Point out possible occasions in their jobs when they may have to use the skills to be learned. Describe the learning activities which they will be participating in.

9. Keep in mind that most of the material in this manual has been prepared for oral presentation. Read the material aloud whenever possible. Do not make any assumptions about how well the guides may be able to read English. Make written materials provided in the manual or extra resources such as pamphlets or texts available as extras to those who wish to read them, but be sure that it is not absolutely necessary to be able to read anything as part of the activities.
10. Make sure instructions for exercises and activities are clear and understood by everyone. Encourage questions about what you would like the guides to do. Repeat using simpler words if necessary.

If it is necessary to speak through an interpreter, be sure to keep your language as simple as possible. Choose simple, familiar words and explain specific terms or unusual words ahead of time. Use short sentences and speak slowly. Pause often so that the interpreter can keep up. See Skill B. 7.

11. Be aware that providing a good demonstration or explanation, or leading people through an exercise such as a case study, requires some thought and preparation. The best way to prepare is simply to be very familiar with the information you want to get across. For further details on using these and other training methods successfully, consult the "On-the-Job Trainers Manual". Some learning activities suggest having guides work in small groups. About 3-6 people is the best size for a small group.
12. Keep in mind that the average attention span of an adult learner is about 20 minutes. Use a variety of learning activities and keep the pace-moving fairly quickly. Break up long sessions by doing something physical, or taking a break. For example, if the weather is good, move outside. Take a boat trip to a nearby island and carry on with the learning activities there. Stop and make tea when people get tired. Use **humour** to break up boredom and tiredness.
13. Participate along with the guides in the learning activities, unless you feel that it would take away from what they might learn on their own. **Watch** out for confusion. Watch out for some people dominating too much and others not participating at all and try to balance things out. Give them feedback about **how** well they are doing and encouragement to try out new ideas. Watch for how quickly guides are progressing with the activity. Be ready to go on to the next step or activity or to step in and help if things get bogged down. End the exercise if the guides are getting nowhere at all.

14. When the activities are finished, try to assess what the guides have learned. Do this by asking them to describe their own progress, or by watching how well they practice new skills, or by looking at something they have done during the activities. If you are confident they learned what they needed to from the unit, go on to the next **one**. If not, go back and discuss the problems with the guides, **or repeat an exercise, or think of some other way to learn whatever is needed before** going on to the next skill unit.

TOURISM GUIDE TRAINING UNIVERSAL SKILLS COMPETENCY PROFILE

KNOWLEDGE OF INDUSTRY	A	Describe the Characteristics of a tourist	A1	Describe the tourism industry and the guide roles within the industry.	A2	Identify how a community is affected by tourism	A3	Identify tourist expectations	A4	Identify competition outside of the N.W.T.	A5
	B	Identify Competition Within the NWT	A6	Identify tourism resources in community and surrounding area.	A7	Explain how the tourist dollar is spent	A8	Identify ways to give the client value for his	A9	Explain how the tourism operation operates to make a profit	A10
LEADERSHIP AND COMMUNICATION	B	Explain the duties and requirements of the Job	B1	Define the leadership requirements of the job	B2	Be professional in dealing with clients	B3	Solve problems effectively	B4	Make decisions effectively	B5
	C	Deal with conflict	B6	Use an interpreter effectively	B7	Describe natural and manmade resources and their importance to tourism	C3	Predict outside forces which may determine lifestyle	C4		
LIFESTYLE INTERPRETATION	C	Explain how the community lifestyle has developed	C1	Explain traditional customs and activities and their importance to the community	C2	Complete a first aid course	D3				
	D	Recognize safety hazards to prevent accidents	D1	Recognize the need for first aid skills on the job	D2	Develop an equipment checklist	E3	Explain sanitation hygiene procedures to be followed	E4	Plan and prepare good quality meals	E5
SAFETY AND FIRST AID	D	Plan and organize a tour	E1	Explain government regulations governing guiding in NWT	E2	Operate standard photographic	F0				
	E	Explain the importance of representing the tour operator in a professional manner.	E6	Explain the importance of promoting other tour packages, activities and services.	E7						

A. KNOWLEDGE OF INDUSTRY

The skills covered here are broadly called "Knowledge of Industry". The main purpose of this section is to introduce and familiarize the guide with the tourism industry. In addition, the skills try to show the guide that he is an integral part of the industry and that by providing good service everyone benefits including himself.

SKILL : DESCRIBE THE CHARACTERISTICS OF A TOURIST.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Define who a tourist is.
2. Discuss various types of tourists.
3. Describe the reasons why a tourist travels.

SUGGESTED LEARNING ACTIVITIES:

- [1,2]* 1. In a group, discuss each others impressions of what a tourist is. Everyone who travels away from home is a tourist at some time, i.e. Northerners visiting Coppermine, Yellowknife, spring camps, Greenland or a Southerner visiting the NWT.
- [2,3] 2. Describe and list why participants like to travel or have a holiday - whether it is out to the fish camp, down the coast or to visit friends in Fort Norman.

A. 1

List out all the reasons why anyone else would want to travel or have a holiday. These reasons might include:

- r e l a x a t i o n
- get away from noise
 - get away from people and traffic
 - fish or hunt for food and/or sport
 - a hobby - ie. convention of model car builders, stamp collecting, or ham radio people.
 - sports - cross country skiing, hockey, baseball
 - experiencing a different culture
 - visiting a man made attraction ie. Disneyland, Museums, Quebec City, National Arts Centre
 - experiencing an event, ie. Calgary Stampede, World's Fair, Formula 1 car racing, Iditarod 1000 mile dog race in Alaska
 - to learn - an educational experience
 - to photograph beautiful settings, landscapes, people
 - adventure

Refer back to # 2 to ensure you have included all the reasons why different types of tourist may travel.

[1, 2, 31

3. In a group setting discuss some of the types of tourist and what they are primarily interested in. (see attached: Some Types of Tourists and Their Interests and Typical Tourists to the N.W.T.)

After the participants have discussed the main categories of tourists try to come up with additional types of tourists.

* Note: the numbers in brackets refer to learning objectives.

- [1, 2, 31

4. Initiate the case study "Free Trip to Mexico". The purpose of the case study is to put the participants into the role of a tourist planning to visit a country distant from Northern Canada. See attached - Free Trip to Mexico.

RESOURCES NEEDED: Examples of 3 typical NWT tourists.
Types of tourist and their interests.
Case study "Free Trip to Mexico"
facilitator notes, atlas, tourist
information on Mexico.

TIME REQUIREMENTS: 2 1/2 - 3 1/2 hours.

THE FREE TRIP TO MEXICO

Congratulations! You have just won a free trip to Mexico! Your price includes:

- 1) Airfare for you and your wife or husband and your three children from your home community to Mexico City.
- 2) **One** night hotel accommodation upon **arrival** in Mexico City.
- 3) \$1000 spending money.

You have two months before leaving on this trip. You have never been to Mexico before, so you have a few questions about your upcoming trip -

1. List some questions you might have about Mexico?
How would you get more information on Mexico?
2. What type of activities would you want to participate in during your holiday?
3. What would be the advantages and disadvantages of
 - a) traveling alone?
 - b) taking an escorted tour?
4. What cultural differences would you expect and how would you prepare for them?
5. What could the people you **might** meet in Mexico do to help make your stay there more comfortable and enjoyable?

FACILITATOR'S LIST

THE FREE TRIP TO MEXICO

The purpose of this case study is to put the participants into the role of a tourist planning to visit a distant country. Suggestions for consideration when groups are answering the questions include:

1. Where is Mexico in relation to the NWT? (Refer to world map)
What is the climate like?
What should I take with me?
Where will I stay?
Should I take the kids?
How much spending money will I need?
Can I afford the trip even with \$1000 spending money?
What is there to do in Mexico?
What type of money do they use?
What type of food do they eat?
Do they speak English?
Do I need a Visa or Passport?
Do I need vaccinations?
What clothes should I take?
Is it safe in Mexico?

For information you could write to:
Mexican Embassy in Ottawa
Mexican Government Tourism Department
Mexico City Visitors' Bureau

Also, contact NWT Library Services for information on Mexico
Look up Mexico in an encyclopedia
Look at detailed map of Mexico in an atlas
Try to find out if anyone you know has been to Mexico and talk to them about their trip

2. "Mexican" activities - bull fights, music, dancing
Sight-seeing - Aztec/Mayan ruins, architecture
Fun in the sun!
Rural areas - interior, desert
Sea-side
Markets
Mexican food
3. Traveling alone - more independent - do what **you** want, when you want
not traveling like a typical tourist

more likely to see the "real" Mexico as opposed to what tour packagers want you to see
unpredictable adventures are more likely - could be great or not so great
can do things in line with your budget
- don't have to put up with a lot of other people

Escorted tour - can benefit from someone else's knowledge of the language and country
will only be going where tourists are welcome
- don't have to plan everything - pick the tour you want and let them hassle with arrangements and schedules
less likely to get ripped off or in unfriendly situations
- best to check with good travel agent for recommendations of reputable travel agents

4. Cultural differences:

- a) Language - Most Mexicans speak Spanish; but many also speak English, at least those dealing with tourists. However, maps, street signs, and newspapers, might cause a difficulty. Pick up a Phrase guide; ask local people for translation if you need it.
- b) Food - Mexican food is spicy and often hot - and very good! You will have to be careful about drinking water - to avoid "turista". There will be many American style restaurants in the cities and tourist resorts. Comparable NWT ailments - frostbites, mosquito bites!
- c) Culture - very old. Native indian groups and Spanish immigrants. Political situation is stable. Markets - bartering.
- d) Money - you will need to convert your Canadian dollars into Mexican currency and understand how to make conversions so you will know what things cost in Canadian dollars. Travelers' Cheques. Price of goods. Tipping.
- e) Climate - check on average temperatures for the time of year you will be arriving. Pack clothing accordingly. You will be able to buy suitable clothing in Mexico.

5. Hospitality - feeling welcome
comfortable
friendly people
helpful and cordial

TYPICAL TOURISTS TO THE NWT

- A. A 63 year old retired couple from St. Marys, Ontario (A **small** farming community) book with "Horizon Holiday **Tours**" of Toronto for a 2 week package tour trip with stops in Winnipeg, Dauphin and Churchill Manitoba, Eskimo **Point**, **Rankin Inlet and Repulse Bay in the NWT. He is a former G.M. assembly line worker and she is a housewife.** They have save \$4,000 over 2 years and now are on their "**big**" holiday. Their total yearly income before retirement was \$28,000. They have never travel led outside of Canada and this is their first trip to the NWT.
- B. A 42 year old German industrialist from Munich takes a hunting holiday 3 times a year. His yearly income between being Vice President of a large steel company and varied properties and investments is \$120,000. He is very demanding and expects everything to go like clockwork. He is unmarried and therefore devotes a lot of time and money to sport hunting as his main hobby. His previous 2 hunts this year have taken him to Mozambique in Africa for 21 species of wildlife and Nepal for **Argarli** sheep.
- C. A corn farmer from Tumbleweed, Iowa USA has arranged for a fishing trip to Trout Lake Indian Lodge in the NWT for this summer. He and 4-6 others try out a new "fishing hole" **every year.** Their average yearly income is about \$40-60,000 and most holiday or travel **dollars** are spent in Iowa. Their usual working day on the farm is from **6:30** am to **8:00** pm and longer during crop planting and harvest time. They expect a well planned, successful fishing trip with no problems. They want to fish, relax, drink and play cards.

Some Types of Tourists and Their Interests

These are a summary of some but not **all** types of tourist and what they are primarily interested in. Tourists may be part of 2-3 or more categories with numerous interests. for example, a naturalist may be a photographer and a history buff. Many, however, may have a very limited interest, for example a canoeist or a big game trophy hunter.

<u>Tourist</u>	<u>What they are primarily interest in</u>
Photographer	People, communities, culture, wildlife (animals and birds) historical or archeological sites, customs, art.
Sports Fisherman	Trophy lake trout, arctic char, grayling , pickeral , northern pike.
Big Game Sports Hunters	Trophy polar bear, muskox, walrus, caribou, seal
"Package Tour" Person	General interest but mostly in community life and surrounding area generally.
Naturalist	Wildlife (bird animal and mammals), flowers, trees, lichens , berries.
History buffs	Historical buildings, tent rings, archeology
Adventurer	One or more of mountain climbing, hiking, ballooning, downhill and cross country skiing, dog sledding and trapline touring, trekking.
Canoeist, rafter	Wild or remote rivers or rivers and lakes for travel and challenge.

SKILL: DESCRIBE THE TOURISM INDUSTRY AND THE GUIDE'S ROLE IN TOURISM.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Define, with appropriate examples, the four major **components** of tourism.
2. State the role of the guide in the tourism industry.

SUGGESTED LEARNING ACTIVITIES: -

- [1,21] 1. Show film on major components of tourism.
2. In a group discussion review the major components of tourism and the guides role in tourism. Some of the following points should be emphasized: the four components of tourism are:
- [1,21] - transportation
- accommodation
- food services
- tourism activities and attractions
-

A. 2

The guides role includes the following:

- provide visitors with prompt, courteous, efficient services
- to provide correct and detailed information when requested
- to promote other packages for repeat business
- to act as a goodwill ambassador for your employer, your region, the NWT and to ensure the safety, comfort and enjoyment.

RESOURCES NEEDED: "Reach Out a Friendly Hand", Source: Tourism Canada and "Smile-The Importance of Hospitality", Source: Travel Industry Association of Canada.

TIME REQUIREMENTS: 1 to 1 1/2 hours

SKILL: IDENTIFY HOW A COMMUNITY IS AFFECTED BY TOURISM.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Describe the economic benefits of tourism to the community as a whole.
2. Explain the direct effects of tourism on employment within the community.
3. Identify jobs in the community which benefit from dollars spent by tourists.
4. List benefits of tourism for the community.
5. List the negative impacts of tourism on a community.
6. State the long term prospects for the tourism industry in the N.W.T. and the local community.

SUGGESTED LEARNING ACTIVITIES:

- [1,4] 1. Invite a guest speaker from-Travel Arctic to discuss economic benefits of tourism. Ask the guides to describe benefits of tourism they have seen in their community.
 - [21] 2. Have guides list the various people in the community who are involved in tourism - include:
 - guides
 - tour operators
 - airlines
 - hotels,motels
 - restaurants
 - stores
 - arts and crafts co-ops
 - [31] 3. Have guides trace how a dollar spent at their operation passes through the community. Where does it go? How many hands does it pass through before it leaves the community? Where does it go when it leaves the community?
-

A. 3

4. In small groups have guides list positive and negative aspects of tourism on the community.

[1, 2, 3, 4] Positive aspects could include:

Economic benefits - can be shared among a number of people in the community - jobs and income.

Multiplier effect of economic benefits - spin-off benefits

Incentive to retain traditional skills can increase pride in culture and environment.

A 2-way learning experience - visitors learn from you, you learn from them.

Control of tourism development increases local expertise in planning and operating various types of tours, etc.

Possibility for training (guide, hotel staff, etc.) and increased local employment.

[51 5. Negative aspects could include:

Poor planning can result in unhappy customers and frustrated hosts.

Too many tourists can have a bad effect on the community and be too much to handle for hosts.

Abuse of local culture-and hospitality - taking photos of people without their permission - invasion of privacy. Lack of information and understanding.

Most tourism development would be seasonal - spring and summer.

Communities may be taken advantage of by outside tourism operators who offer little economic development to the community.

Disruption of community life and local lifestyles.

Not everyone may want to have Outside visitors in the community or out on the land.

Community subject to such negative influences as drugs, alcohol.

- [61 6. Brain storm for ideas on what new facilities, attractions, and services could be developed within the community to improve tourism.

RESOURCES NEEDED:

Guest speaker from Government Tourism Agencies, Chamber of Commerce or Tourism Associations.

TIME REQUIRED : 1 1/2 to 2 hours.

SKILL : IDENTIFY TOURIST EXPECTATIONS .

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify some of the needs and expectations that clients may have.
2. Make a list of questions most commonly asked by clients.
3. Explain the importance of being able to answer clients enquiries.

SUGGESTED LEARNING ACTIVITIES:

[1 ,2,3,4]

-

1. Case study.
2. With the assistance of the guides, construct a list of the most commonly asked questions by tourists. For example:

Where are the: --

[2,31

- eating facilities, location, costs, etc.
- local attractions, locations, costs, transportation
- local transportation and costs - eg. taxi
- sources of entertainment -
- medical facilities
- police
- shopping
- directions
- airline connections
- hunting and fishing regulations
- sources of visitor information - eg. tourist information
- churches

A. 4

Discuss with the guides the importance of being able to answer client questions. Points to be brought out might include:

will promote confidence and dependability of the guide
will enhance guides own knowledge

3. Ask guides what do tourists expect from their holiday.

Include such points as:

[31

- friendly and alert
- prompt courteous service
- a knowledgeable guide
- proper safety procedures
- cleanliness
- good food
- accommodation suitable to the activity
- a fulfillment of contract
- ability to read weather
- practice safety on the job

CASE STUDY

Use the following case study or one similar to it and ask trainees to criticize the guides behavior.

A group of five tourists has arrived in the community of Cambridge Bay to take part in a polar bear hunt; they are from New York City. Their plane has arrived on schedule. It is almost one hour before Danny O., the guide arrives to meet them. He takes them to the local hotel and drops them off saying he will be back the next day at 8:00 AM to begin the hunt. One tourist ask "Does the hotel take American Express?" Danny says he is not sure. "Can I telephone home?" asks another. Again Danny is not sure.

Danny drives away leaving the clients standing in front of the hotel. The next morning the clients are waiting in the lobby at 8:00 AM. Danny does not make an appearance until 9:15 AM. The clients are very upset.

Sample questions for case study:

1. What did Danny do wrong?
2. What should he have **done**?
3. Would the tourists think he was a good guide?

RESOURCES NEEDED:

TIME REQUIREMENTS: 1 - 1 1/2 hours.

SKILL : IDENTIFY COMPETITION OUTSIDE OF N . W. T.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List competitors outside of the N.W.T.
2. Explain differences and similarities of services offered by outside competitors.
3. Explain advantages and disadvantages of N.W.T. operations in comparison to outside competitors.

SUGGESTED LEARNING ACTIVITIES:

[1, 2, 3]

1. Show films or slide shows available from travel agencies showing tourist attractions available outside the N.W.T. Use a travel agent to present this material if possible.

[21

2. Discuss with guides the factors that make outside tourist operations very attractive. Points to emphasize include:

- much cheaper
- climate warmer
- much more variety to choose from
- most locations are easier to get to

-

[31

3. Invite an operator to discuss competition outside of NWT. Some of the following points should be emphasized:

- hunting and fishing operations in Yukon, Alaska and the provinces
- various holiday options available in Canada and the U.S.A.
- tour packages available throughout the world for comparable costs. For example, a \$5000 package can include such areas as Europe, Asia or Australia for a period of six weeks all inclusive.

A. 5

[3] 4. Ask guides why more tourists do not come to the N.W.T.

- high travel and accommodation costs
- remote locations which are difficult to reach
- severe cold

[3] 5. Brain storm for ideas and concepts that make a tourist experience in the N.W.T. very unique:

Examples:

- culture
- arts and crafts
- food
- weather
- scenery
- wilderness
- sparse population
- vast distances

RESOURCES NEEDED: Films, promotional materials available from competitors and government agencies. Guest speaker (optional).

TIME REQUIRED: 2 hours

SKILL: IDENTIFY COMPETITION WITHIN N.W.T.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List competitors within the N.W.T.
2. Explain differences and similarities of services offered by competitors.
3. List factors that will enable an employer's operation to remain competitive in the N.W.T. market.

SUGGESTED LEARNING ACTIVITIES:

Show the film "Travel Arctic Show"

This topic should be presented by a successful operator.

- [11] 1. List with the guides the various operations available in the N.W.T. These could be categorized under hunting, fishing and other activities.
- [21] 2. Review features, services and activities that attract clients to one operation as opposed to another. Examples include:
- good service
 - price
 - good accommodation
 - food services
 - good fishing, hunting, etc.

A. 6

[31 3. Ask guides to list factors that will enable the employers operations to remain competitive within the north. The list would include everything in number 2. plus the following:

- good management
- good promotion information
- hospitable staff

RESOURCES NEEDED: Invite an operator to speak. Various promotional materials used by tour operators and government agencies throughout the N.W.T., "Travel Arctic Show"
Source: Travel Arctic.

TIME REQUIRED: 1 hour 15 minutes.

SKILL : IDENTIFY ALL POSSIBLE TOURISM RESOURCES AVAILABLE IN HOME COMMUNITY AND SURROUNDING AREA.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List all tourist facilities and services in community.
2. Identify geographical and climatic features unique to the community.
3. Identify scenic sites in community and surrounding area.
4. Identify historical sites in-home community and surrounding area.

SUGGESTED LEARNING ACTIVITIES:

[1,4] 1. **Discuss** the various facilities, services and attractions that could be of interest to the client. Have guides list these.

[1,4] 2. Have guides draw a map of their home community showing hotels, restaurants, shops, laundries, historical sites, geographic features, scenic areas. This map can be very basic and simple.

[1,4] 3. **Obtain** a copy of and review Big River Tourist Association's "Know It All" program.

RESOURCES NEEDED Maps, brochures.
"Know It All" program, Source: Big River
Tourist Association, Hay River, N.W.T.

TIME REQUIREMENTS: 1 - 1 1/2 hours.

SKILL : EXPLAIN HOW THE TOURIST DOLLAR IS SPENT.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Describe what the tourist spends his money on.
2. Explain what the operator may spend the tourist dollar on.

SUGGESTED LEARNING ACTIVITIES:

[1 ,2,3]

1. Using the attached illustration "tourist dollar expenditures" as a reference demonstrate how the tourist dollar is spent from the time a tourist leaves home on his holiday until he returns. If available, invite an operator to explain how he spends his money.
2. View the Tourism Canada film "Reach Out A Friendly Hand".

[1,2,3]

After the film ask:

How else does income from tourism affect your community?

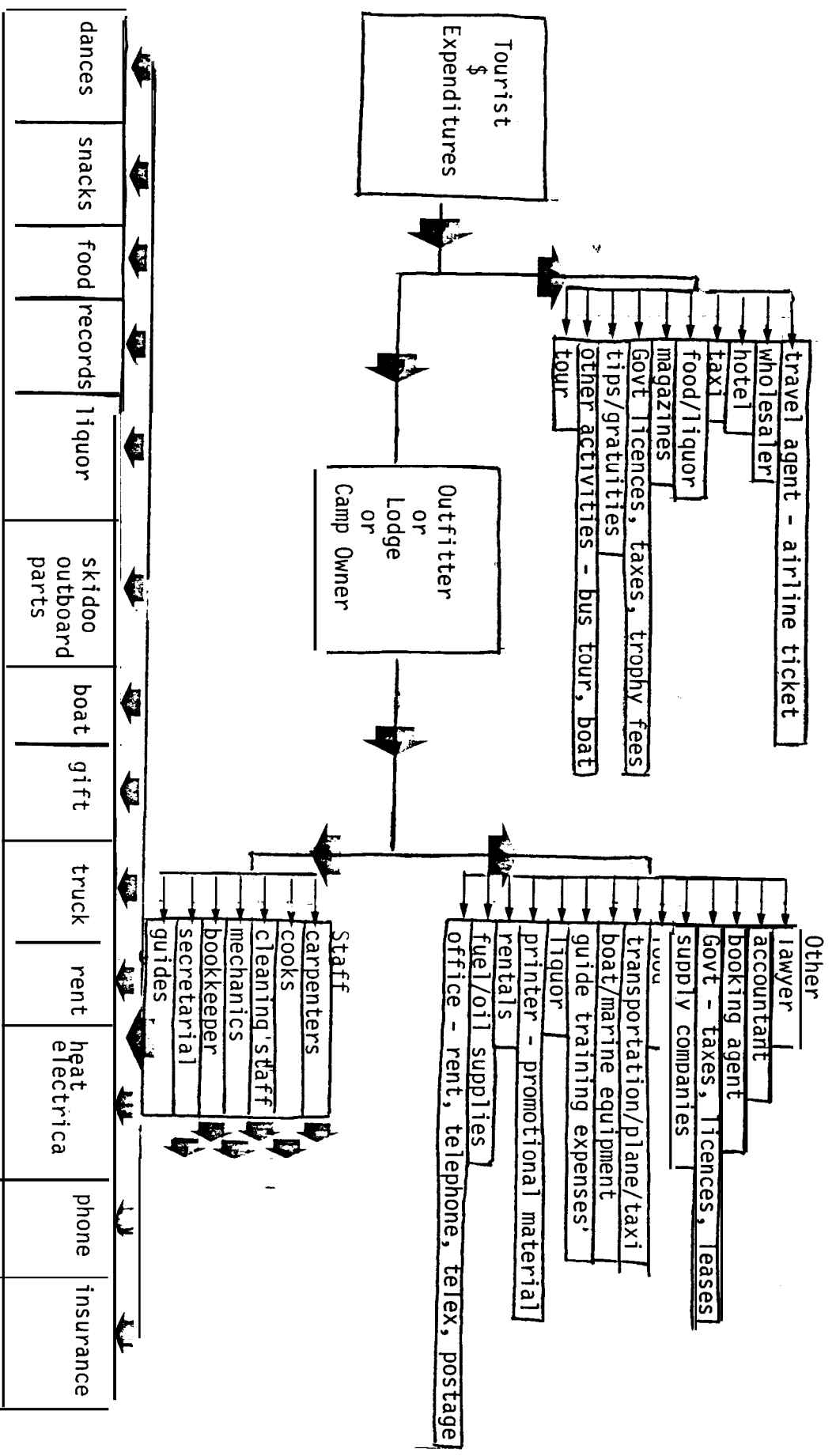
How does the tourism dollar affect you personally?

RESOURCES NEEDED: "Reach Out-A Friendly Hand", Source: Tourism Canada.

Guest speaker - operator to discuss where his dollars are spent.

Attached charts, "Tourist Dollar Expenditures".

TIME REQUIREMENTS: 1 - 1 1/2 hours.



SKILL : IDENTIFY WAYS TO GIVE CLIENTS FAIR VALUE FOR THEIR MONEY.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain what is meant by the phrase "fair **value** for money spent".
2. List reasons why satisfied clients are the best advertising the guide and the operator can have.

SUGGESTED LEARNING ACTIVITIES:

- [1] 1. Ask guides what fair value for money means.
2. Ask why "fair **value**" for money spent is important for the guide. Some of the following are suggested points to make:
- [2]
- by giving good service to the client, the **employer, the** guide, and the community-benefit.
 - good service will promote the guides professional abilities within the guiding industry.
 - by charging fair market **value** for services clients will be more likely to return in future.
 - by giving good service the guide increases his chances of further employment.

RESOURCES NEEDED: None

TIME REQUIREMENTS : 1/2 - 1 hour.

SKILL : EXPLAIN HOW TOURISM BUSINESS MUST OPERATE FOR PROFIT.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain what is involved in a small tourism business, who may be involved and how it operates generally.
2. Explain the terms revenues, and expenses, profit and loss.
3. Explain why a business needs to make a profit.
4. Explain how to develop a basic business plan.

SUGGESTED LEARNING ACTIVITIES:

- [11] 1. Guest speakers from 2-3 local small tourism businesses to act as a panel to discuss_ such points as:
- how to get started in **business** (their experience)
 - dedication, time, skills, knowledge required
 - the "business plan" short and long term
 - role and importance of guides in their operation
 - reasons for being involved-in the business
 - role and importance of others and how they will work as a team to be successful
 - utilization of existing grants, **loans**, subsidies
- [21] 2. Guest speakers from small businesses to also explain and discuss:
- Revenue - it may include items such a price of the fishing package, sale of clothing, sale of arts and crafts, hotel, taxi, exchange (if product is sold in US dollars)
 - commissions, **cancelled** deposits etc.

Expenses - may include such items as wages for cooks, guides, manager and cleaning staff; air charters, supplies, building materials, promotion (marketing), equipment rental, insurance, **licences**, food, depreciation, office supplies, secretarial, office rent or land lease, taxes, professional fees, employee benefits, bookkeeping, vehicle expense, repairs, telephone, telex and xerox, interest and bank charges, bad debts, dues and memberships, travel, miscellaneous.

Profit - to discuss the figure (hopefully) left over at year end after all expenses and depreciation are paid.

Loss - to discuss the figure remaining if expenses incurred exceed revenue and the consequences of carrying a loss forward, the possible need for further financing and re-adjustment of a business plan. Ask guides why it is important to make a profit and what happens if there is a loss?

* We suggest if guides taking the course are working for a fishing lodge that the owner of that, or a similar lodge, be available to discuss the above.

- [3] 3. In a workshop setting, with-guest speakers - (business, Chamber of Commerce and government) outline a business plan for a business in which most of the participants are interested. This may be for example, an outfitting business with a very limited amount of equipment who will hire, on demand 3-4 guides to show tourists around the community and points of interest in the surrounding area. All points of **concern** in # 1 and # 2 above will be an integral part of this-section.

RESOURCES NEEDED: Guest speakers from local small tourism businesses. Two to three for one hour each approximately is advisable - giving their view points on "business for profit". Guest speakers from the Government Dept. of Economic Development and Tourism, Chamber of Commerce, or local Bank could also be used.

TIME REQUIRED : 4 hours. -

B. LEADERSHIP AND COMMUNICATION

The purpose of this Section is to help the guide develop a confident, professional attitude to his job. The case studies and exercises will help the guide to build confidence in his own leadership abilities. He will develop a useful approach to making decisions, solving problems and dealing with conflict.

This Section focuses on the principle that communication is the backbone of the tourism industry.

B. 1

SKILL : EXPLAIN THE DUTIES AND REQUIREMENTS OF THE JOB

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List all the duties and responsibilities of his job.
2. Appraise his own level of skill for each job duty.
3. Discuss his job relationship with his employer and his customers.
4. Explain the meaning of contract.

SUGGESTED ACTIVITIES :

- [1] 1. Working in pairs, have guides outline the major areas of job duties they are responsible for, then list all of the individual tasks that are necessary to complete each major job duty. If possible, have each guide work with his employer or an experienced co-worker who knows what his job requires. Have guides use their job contracts or job descriptions, if they have one as a reference.
- [2] 2. Have each guide appraise his own skill level by checking off those jobs he can do well now, those he can do okay but need to improve on, and those he can't do at all. Have the guide's employer check to be sure he agrees.
- [3] 3. In small groups, have guides discuss the questions about their job duties and responsibilities. (See attached).
4. Ask the guide what a contract is. See Appendix 2.

RESOURCES NEEDED: Employers, experienced co-workers or someone else who knows the job well.
Sample job contract or job descriptions.

TIME REQUIRED: 1-2 hours.

QUESTIONS ABOUT JOB DUTIES AND RESPONSIBILITIES

1. How is your job different from your boss's job? What is your boss responsible for that you don't have to worry about? What jobs do your fellow workers have?
2. Who pays you? What do you have to do to earn your pay? Do you have a job contract that calls for certain things? Does your boss expect anything from you that might not be called a job duty?
3. Who is responsible for making sure that you do your job well - you, or your boss? Does your boss have the right to criticize you if you **don't** do your job well?
4. Because it is you who works most closely with the customers, your boss probably expects you to represent the feelings, style and goals he has for the business. Which of your job duties must require you to keep your boss's ideas in mind?
5. Are there any particular policies your boss expects you to follow? Is your role in making sure company policies are followed any different from your boss's role?
6. Your customers will have expectations about what your job should be. If their ideas are different from yours or your boss's, how would you explain to them what your job really is and is not? Do you think you should accept suggestions or do things differently to please your customers? How can you offer suggestions to your employer?
7. What steps do you need to take now to make sure that you can do all your job duties well, to be a professional at your job?

SKILL : DEFINE LEADERSHIP REQUIREMENTS OF THE JOB

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify qualities and styles of leadership of his community leaders.
2. Identify the leadership requirements of his job.
3. Describe approaches to leadership which are most appropriate in different job situations.

SUGGESTED LEARNING ACTIVITIES :

- [1] 1. Ask Guides to describe leaders they know in their communities or elsewhere. Have them discuss the questions about leadership.
- [2] 2. In small groups, have guides discuss the case studies and the questions following them. (Some of the questions are optional. They will challenge more experienced guides.)
- [3] 3. Have guides list all of the situations in their jobs in which leadership is required and **describe** what styles or approaches **to** leadership would be most appropriate in each situation.

RESOURCES NEEDED : Case studies
Questions about leadership

TIME REQUIRED : 2 - 2 1/2 hours.

QUESTIONS ABOUT LEADERSHIP

1. Think of leaders you know: What qualities do they have? How do they act to influence other people?
2. How did those people come to be leaders? Were they chosen for their abilities or did they inherit their positions? Did their leadership evolve or develop over a long period of time or did some particular event or situation require their leadership immediately?
3. How would you describe their style of leadership? For example, do they leave other people alone pretty much to make their own decisions? Do they try to have everyone share the responsibility of making decisions? Do they keep a firm hand on everything and try to direct and control what other people do?

CASE STUDIES

1. You are leading two hunters who are anxious to make a kill. They have not seen any game for quite a while, when suddenly one of the hunters spots an animal. You can see right away that the animal is too small to be legal but the hunter insists that he is going to shoot and starts **to** aim his gun. What would you do?
2. You are out on a boating trip several miles from home when you notice that the weather is going to change. You are worried about getting home before the weather is bad and you feel it is time to go. Your tourists are enjoying themselves and don't notice what you see about the weather. As far as they are concerned, the weather is beautiful and they want to stay right where they are. What is the best course of action for you to follow?
3. You are flying from your hotel or lodge to an outcamp with a group of tourists when your plane goes down. You have no idea how long it will be before help comes to your rescue. The weather is not too good. You have basic survival gear with you, but no provisions or supplies for a long stay in comfort. What steps should you take? In a survival situation such as this one, there are lots of problems that can cause people's attitude or frame **of** mind to reduce their chances of survival. What steps can you take to prevent this kind of danger?
- 4* You are leading a group of tourists on a dog sled trip. You stop to camp out overnight. One or two of your guests don't want to do any work, but there are lots of things that must be done so that everyone **will** be comfortable, safe and happy. What are your **responsibilities**? What is the best way to get all the jobs done?
5. You are hiking with several tourists when a woman slips on loose gravel and loses her balance. She is near the top of a hill and becomes quite frightened. She refuses to go any further, but when she looks around, she sees that the way she has come is just as bad. She is too frightened to move. The rest of the group is fine and want to continue with their walk. What should you do?

SUGGESTED BEST ANSWERS TO CASE STUDIES

1. Firmly but politely explain to the hunter why he cannot shoot the animal. Point out that the hunter risks having not only his game and his firearm taken away by the local Wildlife Officer, but also a stiff fine. The guide and the outfitter would also be in trouble and probably would not welcome the hunter for another trip.
2. Firmly, but politely explain that you are in charge and that you are the one who knows the weather best. **Explain** that for the tourists' own safety you must go home now and apologize for the disappointment.
3. Make sure everyone stays with the plane.
Look after basic needs like shelter, warmth, food.
Care for the needs of the injured.
Arrange some way to signal rescuers for help.
Maintain a positive optimistic attitude.
Keep people busy and active.
Try to make use of everyone's different talents in the best way possible.
Stress the importance of working together as a team.
4. Your responsibilities are: (1) make sure that **everyone is safe, warm and as comfortable as possible, and (2) to fulfill the conditions of the tour package agreement about the clients' responsibilities** for work during the trip. If the agreement stated that the tourist would be expected to do nothing except enjoy himself, then his expectations will be that the guides will do all the work. If the tourist paid for a "working holiday" in which he would participate in everything, then he will be expecting to be involved in the work of setting up camp. -
To get the necessary jobs done, be flexible about the involvement of the tourists. If possible, delegate some of the jobs to them. Get a tent up and tea on before finishing camp set-up. Do the work yourself if tourists are unable or unwilling to help.
5. Take a break and prepare a snack, tea or lunch.
Keep the mood relaxed and light. Be firm, but friendly about explaining why it is necessary to move on or return home.
Consider involving all members of the group in deciding how to proceed.

QUESTIONS ABOUT THE CASE STUDIES ON LEADERSHIP*

1. What style of leadership would be most useful for handling each of the situations described? Could different types of leadership be helpful in any of the situations?
2. In most of these situations, you as leader would have to take charge right away, because you are the guide. If you are not used to being a leader, you may feel uneasy or uncomfortable about taking leadership. What could you do to overcome your shy feelings?

* These questions are optional. They will challenge more experienced guides.

SKILL : BE PROFESSIONAL WITH CUSTOMERS

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Describe several important ways to be a professional in relating to clients.
2. Explain the importance of communication in his job.
3. Explain the importance of being firm, but polite and friendly in his job.

SUGGESTED LEARNING ACTIVITIES:

[1, 2, 3]

1. In small groups have guides discuss the case studies and the questions-following them. Be prepared to offer assistance with role playing in case study # 2. The case studies may be appropriate for more experienced guides.

[11

2. Have guides add to the list of professional qualities in the third exercise and decide which qualities are most important in his job.

RESOURCES NEEDED: Case studies and exercise
Instructions for leading role playing

TIME REQUIRED: 1 - 1 1/2 hours.

CASE STUDY # 1

A guide took three men out on a fishing trip. They packed a lunch and set out in the boat to a spot several miles away. The weather was good and the three men were all in good spirits.

The guide noticed that two of the men liked to talk a lot. He wasn't too sure what they were talking about much of the time so he just let them talk while he paid attention to the boat and the river. For a while he concentrated on fixing the motor, which **wasn't** running as well as it should have been. The third fisherman was much quieter than the other two. He seemed more interested in fishing than the other two men because he paid more attention to what he was doing. The guide liked him better than the two talkers and he showed the quiet fisherman his favourite lure. For the most part though, the guide just sat back quietly and let the men fish. When he felt it was time to go back to the lodge, he started the motor and headed home.

The next day, the guide's boss called him in and said the fishermen complained about their guide. They said he ignored them, he didn't care about their comfort and he was rude. The guide's boss said he had better shape up because his customers expected better treatment than that and that being a good host was the most important part of his job. The guide was very upset and walked out of his boss's office, determined to quit his job and go back home.

1. What went wrong? What did the guide do to make the fishermen think he was rude and ignored them?
2. What could the fishermen have meant when they said the guide didn't care about their comfort?
3. What could the guide have done differently to make the fishing trip more enjoyable for everyone?
4. What should the guide have done when his boss told him about the fishermen's complaints?
5. What did the guide's boss mean by saying that "being a good host was the most important part of his job"?

Suggested Best Answers to Case Study # 1

1. The guide appeared to show favorites by showing his favourite lure to only one of the fishermen. The other two likely felt left out.

The guide did not explain to the fishermen why he was working on the motor instead of paying attention to them. The fishermen likely felt that the guide was ignoring them.
2. The guide did not ask the fishermen if they were warm enough, comfortable or perhaps hungry. There was no lunch served. He did not ask them when they wanted to leave, he made the decision himself. The fishermen probably felt he didn't care about their comfort.
3. Try to be friendly to all of the fishermen. Don't appear to choose favorites. Try to communicate with them, even if only with smiles and eyes. Ask them how they are feeling, if they are comfortable. Have a lunch ready. Explain what is happening if he has to work on the motor for a while. Ask them if they are ready to leave instead of just making the decision alone.
4. Keep cool and calm and don't just walk out in anger.

Try to be clear about exactly what the problem was. Ask the boss to explain what he did to make the fishermen angry. Explain to his boss how he saw the situation and apologize. Find the fishermen and apologize to them.
5. The customer is a guest who expects to be treated well. It is important to look after the customer's needs so that he will be satisfied and enjoy himself. A satisfied customer is most likely to come back **another** time.

CASE STUDY # 2

You are taking a group of four tourists on a boating trip to see some of the historical sites near the community and look for wildlife. One of the tourists does not want to wear his life jacket and boasts that he is a good swimmer, and he used to be a swimming champion when he was younger. The tourists enjoy themselves on their trip and ask lots of questions about the things they see. They are very excited when they spot a whale and one of the tourists stands up to take a picture. You notice that the weather is going to change and you want to head back before the water gets too rough. Your tourists **don't** notice what you do about the weather and are in no **hurry** to go back. While you are discussing the weather, one of the tourists flips an empty cigarette package into the water then strikes a match on the engine cover to light a new cigarette. How would you deal with your tourists so that they continued to enjoy themselves and so that you are satisfied that all is as it should be?

1. With one person playing the part of the guide, and a few other people playing the parts of the tourists, act **out the scene**. Try to imagine what the person you are playing would think about and would act like in this sort of situation, and give a good picture of that person.
2. What approaches did the "guide" in the role play find worked best? What did the "guide" do that the "tourist" felt most comfortable with?
3. A guide should be assertive, or firm but polite and friendly, to handle guests in problem situations such as the ones described. What other situations in your job might come up when you would have to be **assertive**?

INSTRUCTIONS FOR LEADING ROLE PLAYING

1. Set the Atmosphere:

- **plan to do role plays a few days into a training course**, after people know each other a bit and are relaxed, and there is some feeling of trust in the group.
- keep the feeling relaxed and fun.

choose a place that is quiet and private, and where there will be no interruptions from outside.

2. Prepare:

explain the purpose of the role play

- make sure everyone knows the learning objectives of the exercise

ask for volunteers to play the roles. If people are very shy, the leader may play one role, if there is to be more than one role play.

- give players a minute or two to prepare. Tell them to imagine:

- where the situation is taking place,

- what their character is doing, how he or she would act in the situation,

- what the character is thinking and feeling, and how this would show on the outside.

Tell the players to put themselves in their character's shoes and be that person for awhile.

- place the players physically in the room as appropriate.

- suggest a starting point in the action to begin at and tell the observers not to interrupt at any time during the role play.

3. Role Play

- while the players are acting, do not allow any interruption from observers

- if the players bog down , the leader may suggest things to try, to say or do to resume action.

end the role play when it appears finished or when the important points of the exercise are made.

4. Review

- give the role players the first chance to comment on how it went, how they felt, and what they learned, without any comment yet from the observers.
- then let the others comment on what they observed. Keep the atmosphere relaxed, constructive, and not critical. It is not the players' acting ability which is important, but what is learned from the exercise.
- summarize what was learned and how it ties in with the rest of the training course.

EXERCISE

The following is a list of some qualities that describe a guide who is professional in the way he deals with his customers. What else could be added to the list? Which ones are most **important** in your job?

finds out a bit about what his customer's life at home is like

always dressed neatly and cleanly

arrives on time

confident that he knows what **he's** doing well

firm but polite and friendly in problem situations

takes charge when necessary

shares friendliness with everyone instead of picking favorites

encourages tourists to ask questions

listens to new ideas and suggestions from customers

talks to customers

shows an interest in customers

listens to the tourist's stories

answers questions politely

checks with customer often ~~to~~-make sure he is happy and comfortable

open and willing to talk about himself and his community a bit

tells only the real facts in answer to a question

admits it when he does not know something

manages to make his customers feel confident if they are afraid of something

cheerfully looks for the positive in a situation instead of worrying about the negative

B. 4

SKILL : SOLVE PROBLEMS EFFECTIVELY

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify 5 basic steps to effective problem solving.
2. Use the basic steps to solve typical job problems in case studies and to suggest solutions to a real job problem encountered by one guide in the group.

SUGGESTED LEARNING ACTIVITIES:

- [1] 1. In small groups, have guides review the case studies and answer the questions following them. (Case Study # 3 is optional. It will challenge more experienced guides). Encourage guides to be creative when brainstorming possible solutions to the problems. Encourage them to come up with any idea at all, no matter how silly or stupid it may seem. Do not evaluate any idea until the list is finished. Record all ideas as they come on a flip chart. Keep the mood fun.
- [11] 2* Point out that problem solving can be either creative (as shown in Case Study # 1) or methodical, (as in Case Studies # 2 and 3). Review steps followed in Case # 2. Refer to the summary for a check.
- [2] 3. Ask guides to think of some problem they have or might have in their jobs, and choose one which seems to be solvable. Have the guides use the steps- demonstrated in Case Study # 2 to come up with a solution. =

RESOURCES NEEDED:

- Case studies and questions. -

Summary of steps to effective problem solving.

Flip chart and pens.

TIME REQUIRED: 1 1/2 - 2 hours.

For further reference:

"Band Economic Development Training Program, Vol. 2: Problem Solving and Communication". Printed by Training Research and Development Section, Manpower and Immigration, 1974.

CASE STUDY # 1

A tourist has made a stop over at the hotel before flying out to your **outcamp** where he will spend a week fishing. The weather is bad and the flight has been delayed until tomorrow. No particular plans have been made for the tourist this evening. He has spent an hour walking around the community and complains that he has seen everything, there's **nothing to do**. He is pacing around being irritable. The owner is away and it is up to you to make the guest feel satisfied.

1. How would you approach this problem?

How many ways can you think of to entertain the guest? (try to think of as many as possible, even things that seem silly or stupid).

2. What information would help you come up with the best solution?

CASE STUDY # 2

A guide is out in a 16 foot boat on a large lake with two hunters looking for caribou. One of the hunters shoots a large animal at about 3:00 in the afternoon. About an hour before dark, a hunter spots another caribou, about 3/4 of a mile in from shore. The buck is a good trophy animal and the hunter shoots it, without first telling the guide. A wind is coming up and the water is quickly becoming dangerous.

1. What was the main problem? To sort it out, ask:

Who had the problem?

What was the problem?

When did the problem happen?

Where did the problem happen?

Why did the problem happen?

Was there more than one problem?

2. How did the problem likely develop? What caused the problem?
3. What is the most urgent problem, or which part of the problem needs attention right away?
4. The guide will have an idea in mind of how things should be once the problem has been solved. What goals must be met? What would be nice to have happen that is not as important?
5. What possible solutions can you think of to the problem? (try to come up with as many ideas as possible, even ones that seem silly or stupid).
6. Which solution do you think will work best?
7. What does the guide need to do to put his solution into action? What could he do to avoid any risks with his solution? What can he do if those things he is worried about actually happen?
8. What could the guide have done to prevent the problem from happening in the first place?

CASE STUDY # 3

A guide is leading four hunters from Texas on a walk to look for game. **They** have been out every day **for three days without spotting anything**. This is their last day and everyone is anxious to see some animals.

One hunter is a man in his 60's who is constantly bragging about what a great hunter he is. He talks constantly about the huge trophy he plans to take home with him and about the admiration **all** his friends will have for him when he returns as the mighty hunter. It seems to be very important for him to shoot a trophy animal.

Another man in his 60's is a doctor, who is quiet and rarely says much. His wife is a photographer. She chats quite a lot with the other guests and speaks often of this once-in-a-lifetime chance she has to get great photos of wild animals. She carries her camera carefully with her all the time but so far is disappointed that she has not gotten the photos she wants. The day is warm and she is wearing a light jacket over her shirt.

The fourth hunter is a man in his mid-40's who is somewhat overweight. He is always cheerful, constantly making bad jokes.

The group sets off in good spirits. The guide is aware of how anxious the group is to see **game**, so he leads them to a valley further away than he usually goes in the hopes of finding some animals. Some other hunters in another group have reported seeing a herd from some distance near the valley and everyone is excited about the possibilities.

The route the guide chooses takes the group over some rough terrain. They do lots of scrambling over rocks and creeks, across valleys and ridges, but **still** there is no sign of any game. Late in the day, the wind picks up and the temperature drops. It is taking much **longer** to get back to camp than the guide had expected and the daylight starts to fade. The overweight man starts to puff a lot and to lag behind the others, but he remains cheerful and full of humour. The doctor just quietly walks along not saying much. His wife has become quiet now too and walks with her head down much of the time. The man who thinks he is a great hunter has started to get irritable and to pick fights with the joker, complaining about his bad company. The overweight man makes a bad joke about being lost outside in the dark, as he flops down on a rock and refuses to move. The doctor's wife begins to cry and the proud hunter stomps off in a rage to sit on another rock some distance away. The guide is confused at this turn of events and starts feeling worried and wonders what to do.

1. What clues should have told the **guide** that there was a problem?

2* What was the main problem? To sort it out, ask:

Who had the problem?

What was the problem?

When did the problem happen?

Where did the problem happen?

Why did the problem happen?

Was there more than one problem?

3. How did the problem likely develop? **What** caused the problem?

4. **What is the most urgent problem, or which part of the problem needs attention right away?**

5. The guide will have an idea in mind of how things should be once the problem has been solved. What goals **must be met?** What would be nice to have happen that is not as important?

6. What possible solutions can you think of to the problem? (try to come up with as many ideas as possible, even ones that seem silly or stupid).

7. Which solution do you think will work best?

8. What does the guide need to **do** to put his solution into action? What could he do to avoid any risks with his solution? What can he do if those things he is worried about actually happen?

9. What could the guide have done to prevent the problem from happening in the first place?

SUMMARY : STEPS TO EFFECTIVE PROBLEM SOLVING

1. Define the main problem clearly. Use the "5Ws" (Who? What? Where? When? Why?) fact finding question to decide what needs attention most. Identify the likely causes of the problem.
2. Decide what you want things to be like when the problem is solved. Decide what must happen and what you would like to have happen.
3. Brainstorm possible solutions without evaluating any of them.
4. Think about which solutions are most likely to work, and what risks might go along with them. Choose the best solution.
5. Make an action plan to carry out the solution. Think about what to do to avoid the risks and what you can do if the risks happen.

B. 5

SKILL: MAKE DECISIONS EFFECTIVELY

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify the five basic steps in making an effective decision.
2. Use the basic steps to make decisions about job problems in case studies and to make a decision he may face in his own job.

SUGGESTED LEARNING ACTIVITIES:

- [1] 1. In small groups, have guides review the case studies and answer the questions following them.
- [1] 2. Ask guides to list the steps in making an effective decision, as practiced in the two case studies. Refer to the summary for a check.
- [2] 3. Ask guides in pairs to think of some decision each might face in his own job and together to apply the basic steps to think out the best decision. Ask guides to briefly describe their decisions to the other guides.

RESOURCES NEEDED:

Case studies and questions. -
Summary of steps to making effective decisions.

TIME REQUIRED: 1 1/2 - 2 hours.

For further reference:

"Band Economic Development Training Program, Vol. 2: Problem Solving and Communication". Printed by Training, Research and Development Section, Manpower and Immigration, 1974.

CASE STUDY # 1

You are guiding a group of tourists on a boating trip. You have been out all day and everyone has had a good time. It is now late afternoon. There are two different routes home: one route, through a group of small islands would take about an hour. It is a very scenic route which would give the tourists a beautiful view of the sunset. The other route goes straight across the open bay to home, a trip of about 30 minutes.

1. What is the decision which needs to be made?
2. What goals might the guide have in mind? What goals might the tourists be interested in? Do any of these goals conflict with each other?
3. What might have to be taken into consideration before a decision is made? (Think of as many things as possible).
4. Are there likely to be any conditions that must be met by whatever decision is made?
5. Can you think of any possible alternatives to consider, besides the obvious choice between two routes?
6. Would any of the conditions you thought of in Question 4. be likely to rule out any of the alternatives?
7. Can you think of any steps or plans the guide might need to make to put the best decision into action?

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CASE STUDY # 2

You are flying a group of hunters out to an outcamp when your plane goes down. No one is seriously hurt but the plane needs extensive repairs before it can fly again. The radio is damaged in the crash. The pilot estimates that you are about 15 miles from your base camp. The route back would likely take you over a set of hills and down a river valley. You have basic survival gear with you, but no provisions for an extended stay in comfort. You are not sure how long it will be before help comes. Daylight is fading quickly and the temperature is dropping. One of the tourists is very frightened and anxious to return to base camp as soon as possible. Two men are arguing over whether to build a shelter first or to find firewood first.

1. What is the decision that needs to be made? Is there more than one decision to be made? Are there any smaller decisions leading up to the main decision?
2. What different goals are the different people in the group likely to have? What goals will you as the guide have?
3. What has to be taken into consideration before a decision is made? What conditions must be met by whatever decision is made?
4. What are all your **possible courses** of action?
5. Are any of these possible alternatives ruled out by the conditions which must be met?
6. Can you order your possible alternatives by preference? **Which** one is the best one? Which the worst?
7. What needs to be done to go ahead with your chosen plan? In what order should you do things?
8. What possible problems can you predict that would get in the way of accomplishing your **plan**? What do you predict will be the end result?
9. Does your prediction go along with your goals?

SUMMARY : STEPS TO MAKING AN EFFECTIVE DECISION

1. Explain the situation clearly. Sort out the **goals**. Clearly state the decision to be made.
2. Set conditions which **must be met**.
3. Think of all the possible choices or alternatives.
4. Check the alternatives against the conditions and put the choices in order of preference.
5. Plan a course of action to carry out the best decision.

B. 6

SKILL : DEAL WITH CONFLICT

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify steps in mediating a conflict.
2. Identify approaches to handling belligerent people.
3. Practice these steps and approaches in role plays about job conflicts.

SUGGESTED LEARNING ACTIVITIES:

- [1,3] 1. Use the Instructions for Leading Role Playing to conduct role play # 1. If possible, ask for 3 more volunteers to try the scene again, trying a different approach. Give the role playing "guide" feedback on how well he did.
- [1] 2. Review the Summary of Steps in Mediating a Conflict. Point out how the "guides" in the role plays used some or all of these steps.
- [1, 3] 3. Try role play # 2, using new volunteers if possible, to practice the steps in mediating a conflict. Give the role playing "guide" feedback on how well he did.
- [2, 3] 4. Have 2 volunteers try role play # 3. Ask for suggestions from observers for other approaches to handling the situation. Review the Summary of Guidelines for Handling Belligerent People. Point out how the "guide" in the role play used some or all of these steps.
- [2,3] 5. Try role play # 4, using new volunteers, if possible, to practice the steps in dealing with belligerent people. Give the role playing "guide" feedback on how well he did.

RESOURCES NEEDED:

Role play scenes
Instructions for Leading Role Playing
Steps in Mediating a Conflict
Guidelines for Handling Belligerent People

TIME REQUIRED: 45-60 minutes

ROLE PLAY # 1

PEOPLE: A guide
Two tourists

SITUATION:

One tourist is watching while another is cooking over a campfire. The person who is in charge of cooking supper spills the pot into the fire, which sputters and almost goes out. The supper is ruined. The second tourist who was watching starts shouting at the other, saying he is useless, calling him names, and saying he should go hungry for being so stupid. The first person shouts back that he was doing his best and that the other guy should do his share of the work for a change. The argument gets worse. The guide steps in as a mediator.

ROLE PLAY # 2

PEOPLE: a guide
two tourists, a man and wife

SITUATION :

A group of people is touring the community. Among them are a couple who seem to pick fights with each other often. The rest of the group is getting uncomfortable with this because it is **spoiling their good time.** The woman is changing the lenses on her camera when her husband bumps into her. She drops one of the lenses, which breaks. She immediately begins shouting at him for being so clumsy and he shouts back that she is stupid and can't be trusted. The argument gets worse and the guide steps in as mediator.

ROLE PLAY # 3

PEOPLE: a guide
a tourist

SITUATION:

The tourist is usually friendly and cooperative and relatively easy to get along with, except that he has a short temper. Tonight however, he has opened a bottle of whiskey which he brought in with him and he is a little drunk. He is walking down a path when he sees the guide. There is no one else around. The man demands that the guide come and have a drink with him. The guide quietly resists but the man becomes more and more insistent. The guide is afraid the tourist might try to hit him.

ROLE PLAY # 4

PEOPLE : a guide
 a tourist

SITUATION :

The tourist is constantly complaining or criticizing about something. The first day he arrived, he complained that the toilets stink and his bed is uncomfortable. He is constantly looking for an excuse to pick a fight with the guide. The two happen to meet on the dock. There is no one else around at the time. The tourist starts to complain that there are no fish in this lake or that at least the guide won't take him to where the fish are. The tourist begins to shout and swear. He calls the guide arrogant, says he doesn't like whites. He calls the guide names, including "ignorant drunken savage". He says he doesn't know why he came here and is going to go and complain to the lodge owner about the guide and will certainly never come back again.

INSTRUCTIONS FOR GUIDING ROLE PLAYS

1. Set the Atmosphere:

- plan to do role plays a few days into a training course, after people know each other a bit and are relaxed, and there is some feeling of trust in the group.
- keep the feeling relaxed and fun.
- choose a place that is quiet and private, and where there will be no interruptions from outside.

2. Prepare:

- explain the purpose of the role play
- make sure everyone knows the learning objectives of the exercise
- ask for volunteers to play the roles. If people are very shy, the leader may play one role, if there is to be more than one role play.
- give players a minute or two to prepare. Tell them to imagine:
 - where the situation is taking place,
 - what their character is doing, how he or she would act in the situation,
 - what the character is thinking and feeling, and how this would show on the outside.

Tell the players to put themselves in their character's shoes and be that person for awhile.

- place the players physically in the room as appropriate.
- suggest a starting point in the action to begin at and tell the observers not to interrupt at any time during the role play.

3. Role Play

while the players are acting, do not allow any interruption from observers

if the players bog down , the leader may suggest things to try, to say or do to resume action.

- end the role play when it appears finished or when the important points of the exercise are made.

4. Review

- give the role **players the first** chance to comment on how it went, how they felt, and what they learned, without any comment yet from the observers.
- then let the others comment on what they observed. Keep the atmosphere relaxed, constructive, and not critical. It is not the players' acting ability which is important, but what is learned from the exercise.
- summarize what was learned and how it ties in with the rest of the training course.

B. 7

SKILL : USE AN INTERPRETER EFFECTIVELY

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain the qualities of a good interpreter.
2. Explain how to make ideas easily translatable through an interpreter.

SUGGESTED LEARNING ACTIVITIES:

- [1,2] 1. Invite a member of the Interpreter Corps to explain how he learned to translate and how to avoid problems in translation.
- [1, 2] 2. Ask Guides to recall stories of problem situations they have encountered or know about because of inadequate translation. Ask them to explain what went wrong in each situation and how the misunderstanding could have been avoided.
- [1] 3. Ask guides to list the qualities they would look for when choosing an interpreter. Their list may include the following:
 - fluent in both languages or dialects
 - outgoing, speaks easily
 - unbiased
- [1,2] 4. Ask guides what they think they should keep in mind when speaking through a translate. If an interpreter is present, ask him or her to add to the list. The list of things to keep in mind will likely include the following:
 - explain any special terms or unusual words ahead of time
 - use short simple sentences
 - choose simple familiar words
 - speak slowly
 - pause often so that the interpreter can keep up

RESOURCES REQUIRED : A member of the Interpreter Corps

TIME REQUIRED: 1 - 1 1/2 hours.

STEPS IN MEDIATING A CONFLICT

- BE NEUTRAL: Overlook your own feelings and be a "middleman". Don't choose sides.
- BE FAIR: Make sure both sides of the conflict get a chance to say their piece.
- BE POSITIVE: Use **humour** to reduce tensions. Remember to keep working towards the goal of the group.

STEPS

1. Get both people or sides in the conflict to express their feelings.
2. Get the facts and make the issue clear. Ask everyone to **re-state** their points of view so that everyone can understand the dispute more clearly.
3. Resolve the dispute. Collect more information. Have each side try to respect the other's point of view in their own words to see where agreement could be reached. Try to encourage a compromise or agree to disagree.
4. Ease any left-over tension. Use **humour**, or a "coffee break" to ease any hurt feelings remaining.

C. LIFESTYLE INTERPRETATION

The purpose of this section is to give an overview of the importance of lifestyle interpretation to the guide. The learning objectives and activities are designed to increase the guides awareness of why he should be a knowledgeable resource person who is able to explain the community lifestyle in a meaningful way to tourists.

GUIDELINES FOR HANDLING BELLIGERENT PEOPLE

1. **Keep your self control.**
 - be polite at all times
 - resist the tendency to fight back
 - realize that the attack is probably not really an attack on you personally, but that the tension and aggression probably comes from someplace else
 - keep calm, cool and quiet in voice and body
2. **Explain briefly what your position is.**
 - stick to the facts, try to avoid dealing with feelings
 - repeat your position calmly
3. **Try to divert the person's attention to some other topic which is less upsetting to him.**
4. Think about possible escape routes if the person appears violent.
5. If necessary, back off quietly and go for help.

C. 1

SKILL: EXPLAIN HOW THE COMMUNITY LIFESTYLE HAS DEVELOPED.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain the meaning of the term lifestyle.
2. Describe how the community came into being.
3. Describe the early lifestyle of the community.
4. Explain how the community and its lifestyle have changed over the years.
5. Describe how the lifestyle of the guides community differs from that of the clients **home community**.
6. **Explain** why the guide should be familiar with this type of **information**.

SUGGESTED LEARNING ACTIVITIES:

- [11] 1. Explain to the guides the meaning of the term "lifestyle". **Emphasize the fact that lifestyle basically means how you live - your day to day activities, customs, food, clothing, shelter.**
- [2] 2. **Have some of the village elders or those familiar with the early history of the community tell of the early origins of the community and how the community has changed over the years.**
- [31] 3. **Be sure that the following points are covered:**
 - the influence of geography and climate in settlement location

c. 1

how the settlement has changed physically since its
establishment
how the climate and geography have influenced customs and
day to day activities such as hunting, fishing, clothing,
travel, etc.
the settlements first contact with the white man
how the lifestyle has changed over the years particularly
after contact with white society

- [1,4] 4. Show films on traditional lifestyles.
- [5] 5. Ask guides to tell what life is like in communities
outside the NWT.
- [6] 6. Explain to the guides that clients are very interested
in this type of information.

RESOURCES NEEDED: Guest speakers from community. Arrange for
films and displays from the Northern
Heritage Museum in Yellowknife.

TIME REQUIRED : 3 hours

SKILL : **EXPLAIN WHY TRADITIONAL ACTIVITIES AND CUSTOMS ARE IMPORTANT TO THE COMMUNITY.**

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List the traditional activities and customs of the community.
2. Explain how and why these traditions and customs originated.
3. Tell why these traditions and customs are important to the community.
4. Explain why the guide should be knowledgeable of these activities.

SUGGESTED LEARNING ACTIVITIES :

[1,3] 1. Show Traditional **Life** Film

- [13] 2. Build a list with the guides showing the traditional activities in the community. Examples could include:
- transportation
 - annual hunts, e.g. seal, caribou
 - treaty **day**
 - religious customs
 - fur trapping
 - trading with HBC
 - winter settlement as opposed to summer settlement
 - traditional games such as those included in the Arctic Games)
 - traditional foods

C. 2

- [3] 3. Discuss with the guides the reasons why these traditional activities and customs are so important to the community. The following points should be mentioned:

- traditional customs and activities give the community a sense of **identity, purpose and pride**

show films of traditional activities and customs

- [4] 4. **Discuss with the guides why it is important for them to be knowledgeable of customs and traditions.**

Emphasize that tourists will often be very curious about such matters and a knowledgeable guide will provide a more pleasant experience for the client which in turn results in repeat business.

There are very few traditional lifestyles left for tourists to experience. Some northern communities still have some of the traditional activities.

RESOURCES NEEDED: "Traditional Lifestyle Series" films and photographs on Pelly Bay available from GWNT.

TIME REQUIRED: 2 hours.

SKILL: DESCRIBE HOW NATURAL AND MANMADE RESOURCES
CONTRIBUTE TO TOURISM POTENTIAL.

LEARNING OBJECTIVES: The guide who has mastered this skill will
be able to:

1. Explain what natural resources are and why they are important to tourism.
2. List the natural resources of the community and the surrounding area.
3. Explain what manmade resources are and why they are important to tourism.
4. List the manmade resources in the community and surrounding area including archeological remains.

SUGGESTED LEARNING ACTIVITIES:

- [1] 1. **Explain** to the guides that a natural resource with tourist potential is something that is scenic or unique such as a lake, a river valley or mountain. Something the tourist would not normally see in his or her day to day activities. It is seeing such natural resources that enhances the tourists wilderness experience.
- [.21] 2. With the guides build a list of all natural **phenomena** in the community and surrounding area. Examples could include:
- lakes, rivers, ocean tides
 - mountains
 - tundra
 - forest
 - eskers
 - moraines
 - all wildlife fish and birds
 - flowers, lichens

- [31] 3. Explain to the guides that a manmade resource is something unique, something that one does not normally experience in their everyday activities, something that a tourist would like to see such as an abandoned mine or archeological ruins.
- [4] 4. Develop a list of manmade resources in the community and surrounding area. Include: historical buildings, archeological remains.
- [1-4] 5. Arrange for displays of photographs and films showing natural and manmade resources in the north.

RESOURCES NEEDED: Photographs, films, available from
Northern Heritage Museum and GNWT.

TIME REQUIRED : 2 hours.

SKILL: PREDICT OUTSIDE FORCES WHICH MAY DETERMINE LIFESTYLE OF COMMUNITY.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Describe unusual events which have contributed to changes in lifestyle.
2. Predict outside forces which may determine lifestyle of community.
3. Predict future lifestyle of the community.
4. Explain how these lifestyle changes may affect tourism.

SUGGESTED LEARNING ACTIVITIES :

- [13] 1. Have guides suggest possible outside forces which have determined the past and present lifestyle of the community. Examples could include:
- whaling
 - firearms
 - skidoos
 - motorboats
 - alcohol
 - white mans government
 - TV
 - radio
 - Christianity
- [2] 2. Discuss with the guides outside forces which might have a future influence on the community and its lifestyle. Many of those listed above will continue to have an impact on the community. In addition, new development such as computers, satellite communication, and political events will have a bearing on future lifestyle.

c. 4

[3,41 3. Ask guides what might happen to tourism if their communities become more modern.

RESOURCES NEEDED: None

TIME REQUIRED: 1 hour.

D. SAFETY AND FIRST AID

This Section focuses on safety and first aid skills. The exercises will help the guide to develop a preventive attitude to safety on the job. The units on first aid will help the guide to realize their skill limitations and to begin learning the first aid skills they need.

SK ILL : RECOGNIZE SAFETY HAZARDS TO
 PREVENT ACCIDENTS

LEARNING OBJECTIVES: The guide who has mastered this skill will
be able to:

1. Recognize safety hazards in his own job area that could cause
accidents.

*

2. Describe appropriate action to reduce or eliminate safety
hazards to prevent accidents. _

D. 1

SUGGESTED LEARNING ACTIVITIES:

- [1] 1. Have guides "brainstorm" a list of possible safety hazards on their jobs. Be as **specific as possible**. **Suggest some of the list of safety hazards provided to help spark new ideas if the guides slow down.**
- [2] 2. In **pairs, have guides** come up with appropriate suggestions to reduce or eliminate the particular safety hazards to be found in their own job areas.

RESOURCES NEEDED:

List of safety hazards.

TIME REQUIRED : 30-45 minutes.

SOME POSSIBLE SAFETY HAZARDS ON THE JOB

electrical overloads or faults

inadequate fireprotection

inadequate buildingmaintenance

ice and snow buildups

- oil and grease spills

inadequate fuel storage

- faulty machinery motors, equipment

inadequate repairtools or facilities

- untidy boats

inadequate maintenance for boats, skidoos, planes

attacks from animals

- poisoning from inadequate food and water storage

unskilled workers, or inadequate planning of routes or time schedules

- leaky batteries

- faulty stoves, heaters, furnaces

- litter in frequented places

inadequate garbage and sewage disposal

- logs, driftwood or garbage in the water

inadequately marked or controlled target practice areas

no survival or emergency equipment in boats or skidoos

- no communication equipment

- lack of backup motors, skidoo belts, outboard motor propellers

no first aid kits in boats or skidoos

inadequately maintained firearms

not preparing or putting out fires properly

SKILL: RECOGNIZE THE NEED FOR FIRST AID SKILLS ON THE JOB

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Recognize and describe possible accident situations in his own job where first aid skills would be required.
2. Describe areas of first aid skill he needs to learn.

D. 2

SUGGESTED LEARNING ACTIVITIES :

- [2] 1. Read aloud the questions in the quiz. Ask guides whether they are confident they know the correct answers and whether they agree on the correct answers. Check the answer key after each question. Ask guides whether the situations described might happen in their own jobs.
- [1] 2. Ask guides to anticipate occasions in their own jobs when injury could happen as a result of an accident.
- [2] 3. Ask guides to list in order of importance the areas of first aid skills they feel they need to learn more about.

RESOURCES NEEDED:

Quiz questions and answers.

TIME REQUIRED: 1 - 1/2 hours.

QUESTIONS ABOUT FIRST AID

1. Which of the following are symptoms of hypothermia?
 - a. a man on a hunting trip gets a little cold and becomes discouraged, withdrawn, a little depressed.
 - b. a woman on a dogsledtrip becomes very cold. She becomes confused about what she is doing, can't decide whether to get the camp stove going or not, and decides to sit down until someone else comes to help her.
 - c. a man who has been outside at -30 C for several hours decides he is too tired to walk any further. He becomes drowsy and lies down on the ground to have a sleep.

 2. Which of the following people is in danger of developing hypothermia?*
- a. a small thin woman in her 80's who is waiting outside for a plane.
- b. a fisherman who is determined to continue fishing through an evening rainfall.
- c. a healthy man in his 40's who is walking quickly on top of a windy hill with his jacket open.
- d. a man who has had several drinks of whiskey before going out for a winter hike.
- * hypothermia means a person's body gets so cold it cannot rewarm itself. If hypothermia is not stopped, the person will get colder and colder and eventually will die.
-
3. What would be the best ways for each of those customers to prevent a problem with hypothermia?
-
4. You are fishing at quite a long distance from shore, when one of your customers gets excited about a big catch and tips the boat. It will likely be quite a while until anyone notices and comes to your rescue. What should you advise your customers to do?
 - a. swim to shore, as the activity will keep them warm
 - b. tread water and tuck their knees and elbows close into their bodies.
 - c. stay with the boat and work it towards shore
 - d. shout and wave as vigorously as possible to attract attention

5. What is the best way to treat a person with hypothermia?
- a. remove the person from the cold environment as quickly as possible.
 - b. feed the person warm drinks and chocolate bars
 - c. have the person run around and stamp the feet
 - d. find some other source of heat, such as a hot **water** bottle, another person's warm body, a pre-warmed **sleeping** bag.
6. During a walk on a cold day, one of your customers complains that his hands are cold. The skin on the fingertips is white, but the fingers are not painful. What is the best thing to do?
- a. put his hands in hot water
 - b. put his hands in warm water
 - c. hold the fingers in his armpit
 - d. **rub** the fingers with ice
7. While cooking over a campfire, a man falls into the fire and burns his arm badly. What **should** you do for him first?
- a. dunk his burned arm into cold water
 - b. smear butter over the burned skin
 - c. cover the burned arm with a clean dry shirt
 - d. go for help
8. A man is pouring lime onto a-garbage and honey bucket pit and drops the container. Damp **lime** covers his hands. What should **you** do?
- a. cover his hands immediately with dry, **clean clothing**
 - b. pour vinegar over his hands to neutralize the acid
 - c. flood his hands with cold-water for several minutes
 - d. wipe the lime off on a towel
9. A woman out fishing on a hot day does not wear a hat and gets sunburned on her face, the back of her neck and her hands. Her face is red and puffy and there are blisters coming up on her hands. What should you do for her?
-

- a. rub baby oil onto her skin to replace lost moisture
 - b. place washcloths or towels soaked with cold water on her neck and hands
 - c. encourage her to take it easy for a day or so
 - d. cover her hands loosely to avoid breaking the blisters
10. You are out walking with several guests in a rocky area. One of your guests slips and falls down a long rocky slope. He does not move or try to get up after he hits the bottom. What should you do first?
- a. check for breathing and pulse
 - b. see if he can move his legs
 - c. tell someone to run back and contact a doctor for advice
 - d. organize the other guests so that no one else is injured
11. You are showing a few guests around town. One of them slips on a patch of ice and falls. Her ankle immediately swells up and is very painful. A piece of sharp ice on the ground has cut her hand and there is bright red blood spurting from the cut. What should you do first?
- a. cover her with a parka and run to get help
 - b. press a wool hat into her hand to stop the bleeding
 - c. wrap a scarf tightly around her ankle to stop the swelling
 - d. raise both the ankle and the hand to improve circulation
12. A man is fishing and catches a large fish hook in his arm. The hook comes out easily, but the man is bleeding quite fast. What is the most effective way to stop the bleeding?
- a. put a tight tourniquet around his arm above the wound
 - b. raise the arm above the man's head until the bleeding stops
 - c. press a rolled jacket into his armpit and tell the man to squeeze it as tight as he can
 - d. press firmly with a hand or clean sweater directly on the wound
13. During a meal, a man suddenly grabs his throat, can't cough or speak, and can't breathe. You decide to give him artificial respiration. What is the most important thing for you to do first?
- a. make sure he is lying face up
 - b. loosen his belt and collar
 - c. check for a pulse
 - d. make sure he has nothing blocking his throat

14. Which of the following people would you think probably has a broken bone or an injury to a **joint**?
- a. You are out walking with some guests in a rocky area. One of the guests falls down a rocky hill. When he lands at the bottom, one of his legs is lying at a strange angle to the rest of his body. He does not move.
 - b. A woman slips on a patch of ice and falls. Her ankle immediately swells up and is very painful.
 - c. A woman slips on a set of icy stairs. The skin on her arm is torn and bleeding. There appears to be a sharp broken piece of bone sticking out through the cut.
 - d. A man tries to jump from a motor boat to a dock before the boat is properly tied up. He slips and bangs his elbow on the dock. He complains that he is in pain and holds his sore arm close to his body.
15. The man with the sore elbow can bend his arm, but it is painful to do so. What steps should you take?
- a. Tell the man it is not a serious injury because he can move the arm, but to try not to use it or bump it again for a few days.
 - b. Tie a sling around his arm to keep it from moving and take him to the nursing station for an **xray**.
 - c. Ignore the man. He's a complainer and he probably isn't badly hurt anyway.

Answers to Questions About First Aid

1. all
2. all
3. a. shelter inside
b. keep dry
c. dress warmly with a windbreaker and avoid perspiration
d. avoid liquor
4. c. In most northern waters your chances of surviving longer than 5 minutes are remote.
5. a,b,d
6. c
7. a
8. c
9. b,c, and d
10. a
11. b
12. d
13. d
14. all
15. b

SKILL: COMPLETE A FIRST AID COURSE

LEARNING OBJECTIVES: **The guide who has mastered this skill will be able to:**

1. Successfully complete a first aid course offered by St. John's Ambulance, Red Cross, a doctor or a nurse. The course should focus on the following areas, as well as on specific accident situations common to the guide's job.
 - a. exposure to cold
 - b. breaks and sprains
 - c. basic life support (control of bleeding, artificial respiration, treatment of shock)
 - d. treatment of burns -

RESOURCES NEEDED: **St. John's Ambulance or Red Cross first aid course.**

TIME REQUIRED : **Depends on length of course.**

E. TOUR ADMINISTRATION

The objectives and activities presented in this section are designed to help the trainee become aware of the importance of proper procedures to use in planning and conducting activities in co-operation with his employer. The overall concept of providing professional and competent services to the client are emphasized throughout this section.

E. 1

SKILL : PLAN AND ORGANIZE A TOUR.

LEARNING OBJECTIVES: The **guide who has mastered this skill** will be able to:

1. Define clearly what is meant by the term **tour schedule** and **itinerary**.
2. Plan and organize a tour.
3. Explain why a well organize trip is absolutely essential to ensure that the client has good experiences on the tour.

SUGGESTED LEARNING ACTIVITIES:

- [1, 3] 1. Discuss with the guides why a well organized tour is so important.

A group discussion should emphasize the following points:

- length and destination of activity
- traveling time between points using maps
- **method** of transportation .
- routes being taken --
- steps along the way
- attractions
- determination of rest points, meal locations and sleeping locations
- calculate daily distances **to** determine arrival times at various points and show these on a map
- amounts of food and supplies that will be needed
- emergency and safety precautions

E. 1

- [2] 3. Have guides prepare sample tours for the operator they "work for."

[1, 2, 31

4. Review the sample tours with the group. This should be a positive experience - one that offers constructive criticism for each guide.

Note: This section would probably be best handled by the operator.

RESOURCES NEEDED: Maps, notebooks, pencils.
Invite a successful operator to present this material if possible.

TIME REQUIRED : 2 hours.

SKILL: EXPLAIN GOVERNMENT REGULATIONS GOVERNING GUIDING IN THE N. W.T.

LEARNING OBJECTIVES : The guide who has mastered this skill will be able to:

1. Explain the regulations affecting guiding, including hunting and sport fishing.
2. Explain why knowledge of regulations is important to the guide and the client.

SUGGESTED LEARNING ACTIVITIES:

1. One or more Government officers would be a valuable to present this material. Regulations affecting guiding are the responsibility of a number of Government Departments - dependant of course on the type of guiding. Areas regulated include game, fish, health, fire and safety, liquor, lands and the environment, highways, municipalities. One or all of these areas may have to be covered. **It should**, however, be noted that some of these **should** be the responsibility of the lodge owner or outfitter and-not the guide.

The following points should be emphasized:

a knowledge of regulations will create a professional atmosphere
a knowledge of regulations will prevent the guide and/or client from breaking the law
regulations are in place to ensure the ongoing existence of natural resources, game and fish as well as the environment in general
regulations concerning **guiding** are to protect the guide, the tourist, the operator and the industry as a whole.

E. 2

2. Administer a short quiz on some of the more pertinent information needed by guides. See sample quiz Appendix 1.

RESOURCES NEEDED:

Invite a Government officer who relates to your required skills (i.e. Federal Fisheries, Game Officer)

Copies of the various acts, ordinances and regulations governing guiding, hunting, sport fishing and environmental protection.

Sample quiz. Examples might include the Class B Guide Licence test question for those interested in big game guiding.

TIME REQUIRED: 1 1/2 hours.

SKILL: DEVELOP AN EQUIPMENT CHECKLIST.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List all equipment needed for a trip.
2. State procedures used to ensure that all equipment is in good working order.
3. State why it is important to have replacements for most pieces of equipment used on a trip.
4. Explain procedures to be used in case of equipment breakdown or "malfunctions" on a trip.

SUGGESTED LEARNING ACTIVITIES:

[11] 1. Review a sample equipment checklist with the guides.

[3] 2. Ask the guides why it is important to check all equipment.

[1,2,3,4]

3. Have guides develop their own equipment checklist.

- [1] 4. Review checklists in class.

[1-4] 5. Have a small engine repair specialist demonstrate proper trouble shooting techniques for small engines (outboard motors, ski-doo's). This person may be a local trapper or guide who has had several-years experience fixing motors in remote areas.

RESOURCES NEEDED: Samples of equipment checklists

outboard motor

ski-doo

-arrange for small engine mechanic to be present. or someone well experienced in small engine repair.

TIME REQUIRED : 3 hours

SKILL: TO EXPLAIN PROPER SANITATION, HYGIENE AND CLEANLINESS PROCEDURES TO BE FOLLOWED.

LEARNING OBJECTIVES : The guide who has mastered this skill will be able to:

1. **Explain why proper sanitation, cleanliness and hygiene are important on a trip.**
2. Describe proper methods for waste disposal.
3. **Explain why clients will expect proper sanitation procedures on most types of tours.**
4. Describe why following **proper** sanitation and hygiene procedures will enhance the guides professional reputation.

SUGGESTED LEARNING ACTIVITIES:

This section could be given by a-local nurse.

=

- [1, 3, 4] 1. Ask the guides why clients from the "**outside**" will expect the guide to follow **proper** sanitation and hygiene procedures. Emphasize that **North** Americans and Europeans are very conscious about cleanliness.
- [4] 2. A guide's reputation will be enhanced by a clean, good looking operation. Happy clients are the best form of advertising and happy customers tend to leave good tips. Those clients might return, or if they suggest the good prospect to another tourist they might refer them to your guide services instead of someone else.

E. 4

- [2] 3. Review with the guides proper sanitation and hygiene procedures to be followed on a trip. Some aspects of this section could be included with E.5 on camp cooking.

These might include:

- ensuring all camping and transportation equipment is cleaned after each use.
- all garbage is burned or brought back to the base.
- food preparation is initiated only after washing properly.
all foodstuffs in protective containers **i.e** from dirt, water, animals, bugs, etc.
- proper storage of foodstuffs i.e. from bears at **night**.

RESOURCES NEEDED: Representative from Health & Welfare
Canada Nursing Station, tourism
department, tour company or outfitter
could explain the above.

TIME REQUIRED: **1 hour**

SKILL: TO PLAN AND PREPARE GOOD QUALITY MEALS.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Plan for the necessary amounts of food for an extended trip.
2. Describe some of the differences between traditional native foods and white mans food.
3. Explain what expectations clients will have regarding food.
4. Explain proper procedures for cooking traditional and non-traditional food under camp conditions.
5. Cook a variety of foods under camp conditions.

SUGGESTED LEARNING ACTIVITIES:

This lesson would be best covered by someone experienced in camp cooking techniques. A **combination** of classroom time and "**on the land**" cooking time is suggested. This activity, if a component of a multiply skill program could be carried out over a number of days and possibly providing meals to all participants.

Activities:

- [1] 1. Prepare a basic food checklist from suggested menus.
- [4] 2. Review proper **cleanliness** and sanitation procedures for preparing food.
- [2, 4] 3. Review supplemental cooking material with guides.

E. 5

[15] 4. prepare some sample meals using basic ingredients that would be used on a tour.

RESOURCES NEEDED:

Cooking specialist; may be an experienced outfitter, trained camp cook, or camp cooking instructor.

- food checklists
- basic food staples
- cooking equipment (camp stove) (wood within **treeline**)
- recipes, etc.
- utensils
- cooking and cleaning utensils

TIME REQUIRED:

10 hours.

COOKING

Plan to take food that will keep well.

Wash your hands with soap before cooking or touching food. Make sure your fingernails are clean. Make sure all the cooking utensils are clean.

Try to use fresh fish, game and wild berries.

Use dried foods if weight is a problem.

If the same foods must be eaten, cook them in different ways.

When you wash up, utensils should be scalded after washing by pouring boiling water over them.

Always carry extra food with you when away from camp for a day in case for some reason you are not able to return to camp that night.

Prepare a shore lunch away from the base camp. This should consist of fresh food if possible, eg. fish, a hot or cold drink, soup, sandwiches, fruit and nuts. A wood fire can be used for this.

Perishable foods (meat, fish) must always be kept cool and NOT in a warm, airtight bag or box.

Stewing

- a meal in one pot
- brown meat, add water, vegetables, seasonings
- tastes better if cooked on a low heat for a long time (3 hours)

Frying

- don't fry food too often
- use paper or paper plate to soak up grease

Baking

- a folding reflector oven is good, you can make a reflector from aluminum foil
- can cook bread, bannock and fish

Broiling

- fillets of fish, steaks and chops can be held over the fire in a wire grill or they can be stuck on a log near the fire
- the meat or fish should not be too near the fire

Steaming

- put the food in aluminum foil, fold the edges to make a tight seal, place it on a wire grill or on the coals
- fish is good cooked this way

BANNOCK

Recipe

2 1/2 cups flour	water
1 heaping tsp. baking powder	
1 tbsp. sugar	2 tbsp. milk powder
1/4 tsp. salt	
1 tbsp. shortening or lard	

Mix dry ingredients, mash in lard with fork, add some water to make a stiff dough. Grease frypan, place dough flat into the pan. Cook on both sides. Turn several times. Should take 15 minutes to cook if near heat, longer if not close to the fire.

FISH

Small Trout	clean, cook whole
Grayling	broil, steam, fry
Large Trout	clean, cut into steaks
Walleye	clean, fillet
Pike	

SKILL: EXPLAIN THE IMPORTANCE OF REPRESENTING THE OPERATOR IN A PROFESSIONAL AND COMPETENT MANNER .

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain what is meant by the term professional manner.
2. Explain why it is important to represent the operator in a professional manner.

SUGGESTED LEARNING ACTIVITIES :

An operator could be asked to give this section.

- [1,2] 1. Use a discussion format to bring out the following points:

Why is the guide a reflection of the tour operator?

Why has the tour operator gone to great expense to put together a successful tour package?

Why will a successful tour result in repeat business for the tour operator and give the **guide** more work?

Why does the tour operator depend totally on the guide to do a good job?

Why will a good job done by the guide enhance his reputation within the industry?

- [2] 2. Discuss ways of dealing with situations in which the tour operators are blamed, eg. food, no **game or fish**, bad accommodation. (Much of this is handled in Section B).

RESOURCES NEEDED: Invite an experienced operator to speak.

TIME REQUIRED : 1 hour.

SKILL: EXPLAIN THE IMPORTANCE OF PROMOTING OTHER TOUR PACKAGES, ACTIVITIES AND SERVICES.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List other packages offered by tour operators in the NWT.
2. Explain why it is important to promote other packages, facilities and services.

SUGGESTED LEARNING ACTIVITIES :

- [1,2] 1. A discussion format could be used to cover this section using someone from "Travel Arctic".

The following points should be emphasized:

Promotion of other packages will result in repeat business for the operators.

Repeat business ensures future work for the guides. The more you report the more business there will likely be.

It brings more income **into** the community.

It is good for the **tourism** industry and the economy and the **N.W.T.** in general.

- Co-operative advertising between similar and even competing facilities in the same area will be of benefit to all involved. Because of the high cost of advertising and promotion for each individual facility or service, working co-operatively is a must.

E. 7

Funding programs for promotion of N.W.T. Tourism facilities and services are more likely available for joint or co-operative programs. This may be **funnelled** through regional tourism associations.

Knowing other NWT operation facilities and services will add to the **knowlege** of the guide - knowing **your** competition is always an asset.

RESOURCES NEEDED: Brochures and promotional materials.
A representative from "Travel Arctic"

TIME REQUIRED : 1 - 1 1/2 hours.

SKILL: TO OPERATE STANDARD PHOTOGRAPHIC EQUIPMENT.

LEARNING OBJECTIVE: The guide who has mastered this skill will be able to:

1. Explain the basic steps necessary to taking good photographs.
2. Operate a basic camera.
3. Explain the importance of taking good pictures for the client and the operator.

SUGGESTED LEARNING ACTIVITIES:

1. **Arrange to have a guest speaker who is knowledgeable about a basic photography speak to the guides.**

[1,2,31

2. **Review basic steps in picture taking.**

[1,2,31

3. Have guides take several photographs using several types of cameras.

[31

4. **Discuss** with the guides reasons why clients will appreciate good pictures.

[31

5. Emphasize that the operator will also use good pictures for promotional purposes.

6. Photography in extreme Arctic conditions discussed: cold weather photography; problems of camera and film going from -40 to +10 in a tent; types of film for extra brightness in spring; protection from water i.e. rafting and canoeing; proper packing for transportation - skidoo, packhorse, dogteam; spare equipment such as battery packs, lens and carrying bags.

RESOURCES NEEDED:

- guest speaker
- several types of cameras
- film for camera
- magazines showing promotional photos

TIME REQUIRED:

3 - 4 hours

APPENDIX 1

E. 2 SAMPLE QUIZ

TEST YOURSELF QUESTIONS AND ANSWERS

A person applying for a class B guide **licence** must know the answers to the following questions. A wildlife officer will give you a test which will have some of these questions.

1. Who needs a **licenced** guide to hunt in the **N.W.T.**?

Answer: a non-resident or non-resident alien.

2. Who is a non-resident?

Answer: a person who has not lived in the **N.W.T.** for at least **2** years

- 3*** Who is a non-resident alien?

Answer: a person who is from outside Canada and is not a Canadian citizen or landed immigrant

4. How many moose, caribou or bear may a non-resident hunter kill?

Answer: one of each

5. What sex of moose may a non-resident hunter kill?

Answer: male

6. **What sex of Woodland caribou may a hunter kill?**

Answer: male or female

7. When must a trophy fee be paid?

Answer: after the non-resident hunter has killed his animal and upon applying for a wildlife export permit

8. How much is the trophy fee for caribou and moose that a non-resident hunter must pay?

Answer: \$100.00 each

9. How much is the trophy fee for black bear that a non-resident

hunter must pay?

Answer: **\$5'0.00**

10. What permit must the hunter get before he can take his trophy out of the N.W.T.?

Answer: a wildlife export permit

11. What fee must the hunter pay before an export permit is issued?

Answer: a trophy fee and \$1.00 for an export permit

12. When must the hunter pay the wildlife stamp fee?

Answer: when he purchases his wildlife certificate

13. Who can be given an export permit?

Answer: the hunter who killed the game

14. When must a class B guide licence be renewed?

Answer: every year starting July 1st and before August 1st

15. What wildlife may a person who has a licence hunt?

Answer: only wildlife named on the stamps in the person's licence

16. When may a person who has a licence hunt?

Answer: only during open season

17. What should a guide do if he sees a hunter breaking a wildlife regulation?

Answer: tell a wildlife officer within 10 days

18. May any person legally use bait for hunting?

Answer: no

19. How many hunters may a person with a class B licence legally guide at the same time?

Answer: not more than two

20. What should the guide and hunters do before they go hunting?

Answer: they should plan carefully

21. When may a person hunt without a **licence**?

Answer: only during an emergency

22. What should the hunter do with meat the hunter does not want?

Answer: give the meat to a hospital or school

23. Is it legal to **let** wildlife become spoiled or rotten?

Answer: no, except bear, wolf, coyote and wolverine

24. Is it legal to waste or destroy a raw pelt from a fur bearing animal or bear?

Answer: no

25. What may the hunter use to kill big game?

Answer: a firearm, crossbow or bow and arrow

26. Is it legal while hunting to carry an instrument which makes sounds for calling wildlife?

Answer: no -

27. Which big game animal may not be hunted at any time?

Answer: wood bison

28. What kind of bullets may not be used for killing wildlife?

Answer: steel-jacketed **bullets**

29. How many upland game birds can a resident of the **N.W.T.** have?

Answer: 40

30. How many upland game birds can a non-resident of the N.W.T. have?

Answer: 10

31. May a person hunt with an automatic firearm?

Answer: no

32. How many times may wildlife tags be used?

Answer: only once

33. How should firearms be placed in a boat or canoe?

Answer: unloaded and with the muzzle point in a safe direction

34. How many life jackets should be in a boat or canoe?

Answer: one for each person

35. What is the first safety rule when traveling by boat or canoe?

Answer: do not overload the boat or canoe

36. What are the first three safety rules for using firearms?

Answer: 1. treat every firearm as if it were loaded
2. always point your firearm in a safe direction
3. be sure of your target and beyond your target

37. What should the guide carry when traveling by **skidoo**?

Answer: extra gas, spark plug and drive belt

38. What should the guide and **hunter** aim for in hunting big game?

Answer: clean, one-shot kills

39. At what time of day is it best to hunt moose?

Answer: early morning or **late** afternoon

40. Where are moose most often **found**?

Answer: close to water

41. How should person go up to a bear that has been shot?

Answer: carefully, with a loaded gun

42. What parts of a trophy animal should a trophy hunter NOT shoot at?

Answer: the head and neck of the animal

43. Where should the hunter shoot a caribou that is wanted for a

trophy?

Answer: in the lungs, heart or spine

44. Which big game animal has antlers on both the male and female?

Answer: the caribou

45. What must the guide do to keep the meat from spoiling?

Answer: cool the meat quickly

46. What are the two most important first aid rules?

Answer: 1. give artificial respiration if breathing has stopped
2. stop the bleeding

47. If a hunter is bleeding badly, how would you stop the bleeding?

Answer: 1. press on the wound with a clean dressing until the bleeding stops
2. raise the injured part of the body

48. What 3 actions should the guide take if he thinks a hunter has had a heart attack? -

Answer: 1. have the person sit and rest comfortably
2. loosen tight clothing
3. if the person stops breathing, give artificial respiration until he breathes again by himself

49. Should an injured person be m-oved?

Answer: no, except if the person is in greater danger

50. How should the guide and hunter move toward a bear?

Answer: downwind of the bear, slowly, quietly and carefully

51. What could happen to a trophy caribou if the hunter does not kill the animal with the first shot?

Answer: the caribou could still travel some distance then fall and damage its head and antlers

APPENDIX 2

Example of Basic Contract Between Employer and Employee

A contract between **Issac Inukshook** of White Bay, **NWT** and Big Fish Lodge of Big fish Lake, **NWT**.

It is agreed that Big Fish Lodge Ltd. will employ **Issac Inukshook** for a minimum of 80 days between June 1 and August 10, 1984 to act as primarily a guide.

The agreed wage per day is **\$80(Canadian)** for a minimum 6 hours and maximum of 10 hours work per day as instructed by the manager.

Room and three meals a day will be provided at no cost by Big Fish Lodge Ltd.

Transportation from White Bay to Big Fish Lodge and return will be provided at no cost by Big Fish Lodge Ltd. for one return trip if **Issac Inukshook** works until the agreed date of August 10, 1984. If **Issac Inukshook** leaves the employment (voluntarily, or is fired) by Big Fish Lodge Ltd. before this date a charter fee of \$200 will be deducted from his wage.

Duties of **Issac Inukshook** will include guiding guests for sports fishing, preparation of shore lunches for guests, keeping boat and equipment in operating and clean condition, clean and freeze fish, etc.

When not actually guiding the guide will clean the lodge area, paint, construct, handle **garbage**, assist in freight hauls, repair equipment, etc.

Signed: _____
Issac Inukshook
Guide

B. Brown
Manager
Big Fish Lodge Ltd.

Dated: _____, 1984.

APPENDIX 3

To the Trainee:

This manual contains a list of the skills you will be learning in the Tourism Guide Universal Skills Training Program. You will also find copies of the case studies used with many of the Learning **Activities**. Your trainer will also be giving you additional material for some of the skills. You should review the skills profile with your employer and/or trainer to determine those skills you are in need of.

If you have problems understanding some of the material do not be afraid to talk **to your trainer**.

Good luck and good guiding.

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2. Describe the tourism industry and the guides role within the industry.
3. Identify how a community is affected by tourism.
4. Identify tourist expectations.
5. Identify competition outside of N.W.T.
6. Identify competition within the N.W.T.
7. Identify all possible tourism resources in community and surrounding area.
8. Explain how the tourist dollar is spent.
9. Identify ways to give the client fair value for his money.
10. Explain how the tourism operation operates to make a profit.

B. LEADERSHIP AND COMMUNICATION

1. Explain the duties and requirements of the job.
2. Define leadership requirements of the job.
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4. Solve problems effectively.
5. Make decisions effectively.
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1. Explain how the community lifestyle has developed.
2. Explain traditional activities and customs and their importance to the community.
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3. Complete first aid course.

E. TOUR ADMIN I SATIATION

1. Plan and organize a tour.
2. Explain government regulations governing guiding in the N.W.T.
3. Develop an equipment checklist.
4. Explain proper sanitation, hygiene and cleanliness procedures to be followed.
5. Plan and prepare good quality meals.
6. Explain the importance of representing the tour operator in a professional and competent manner.
7. Explain the importance of promoting other tour packages, activities and services.
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4. APPENDIX

1. Class B Guide Licence Sample Quiz
2. Sample Contract
3. Student Manual

TOURISM GUIDE TRAINING UNIVERSAL SKILLS COMPETENCY PROFILE

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LEADERSHIP AND COMMUNICATION	B	Explain the duties and requirements of the job B1	Define the leadership requirements of the job B2	Be professional in dealing with clients B3	Solve problems effectively B4	Make decisions effectively
		Deal with conflict B6	Use an interpreter effectively B7			
LIFESTYLE INTERPRETATION	C	Explain how the community lifestyle has developed C1	Explain traditional customs and activities and their importance to the community C2	Describe natural and manmade resources and their importance to tourism C3	Predict outside forces which may determine lifestyle C4	
SAFETY AND FIRST AID	D	Recognize safety hazards to prevent accidents D1	Recognize the need for first aid skills on the job D2	Complete a first aid course D3		
TOUR ADMINISTRATION	E	Plan and organize a tour E1	Explain government regulations governing guiding in NWT E2	Develop an equipment checklist E3	Explain sanitation hygiene procedures to be followed E4	Plan and prepare good quality meals E5
		Explain the importance of representing the tour operator in a professional manner. E	Explain the importance of promoting other tour packages, activities and services.	m		E8

A. KNOWLEDGE OF INDUSTRY

The **skills** covered here are broadly called "Knowledge of Industry". The main purpose of this section is to introduce and familiarize the guide with the tourism industry. In addition, the skills try to show the guide that he is an integral part of the industry and that by providing good service everyone benefits including himself.

SKILL : DESCRIBE THE CHARACTERISTICS OF A
TOURIST.

LEARNING OBJECTIVES: The guide who has mastered this skill will
be able to:

1. Define who a tourist is.
2. Discuss various types of tourists.
3. Describe the reasons why a tourist travels.

THE FREE TRIP TO MEXICO

Congratulations! You have just won a free trip to Mexico! Your price includes:

- 1) Airfare for you and your wife or husband and your three children from your home community to Mexico City.
- 2) One night hotel accommodation upon arrival in Mexico City.
- 3) \$1000 spending money.

You have two months before leaving on this trip. You have never been to Mexico before, so you have a few questions about your upcoming trip -

1. List some questions you might have about Mexico?
How would you get more information on Mexico?
2. What type of activities would you want to participate in during your holiday?
3. What would be the advantages and disadvantages of
 - a) traveling alone?
 - b) taking an escorted tour?
4. What cultural differences would you expect and how would you prepare for them?
5. What could the people you might meet in Mexico do to help make your stay there more comfortable and enjoyable?

FACILITATOR'S LIST

THE FREE TRIP TO MEXICO

The purpose of this case study is to put the participants into the role of a tourist planning to visit a distant country. Suggestions for consideration when groups are answering the questions include:

1. **Where is Mexico** in relation to the **NWT?** (Refer to world map)
What is the climate like?
What should I take with me?
Where will I stay?
Should I take the kids?
How much spending money will I need?
Can I afford the trip even with \$1000 spending money?
What is there to do in Mexico?
What type of money do they use?
What type of food do they eat?
Do they speak English?
Do I need a Visa or Passport?
Do I need vaccinations?
What clothes should I take?
Is it safe in Mexico?

For information you could write to:
Mexican Embassy in Ottawa
Mexican Government Tourism Department
Mexico City Visitors' Bureau

Also, contact **NWT** Library Services for information on Mexico
Look up Mexico in an encyclopedia
Look at detailed map of Mexico **in an atlas**
Try to find out if anyone you know has been to Mexico and talk to them about their trip

2. "Mexican" activities - bull fights, music, dancing
Sight-seeing - Aztec/Mayan ruins, architecture
Fun in the sun!
Rural areas - interior, desert
Sea-side
Markets
Mexican food
3. Traveling alone - more independent - do what **you want, when**
you want
not traveling like a typical tourist

more likely to see the "real" Mexico as opposed to what tour packagers want you to see
unpredictable adventures are more likely - could be great or not so great
can do things in line with your budget
don't have to put up with a lot of other people

Escorted tour - can benefit from someone else's knowledge of the language and country
will only be going where tourists are welcome
don't have to plan everything - pick the tour you want and let them hassle with arrangements and schedules
less likely to get ripped off or in unfriendly situations
- best to check with good travel agent for recommendations of reputable travel agents

4. Cultural differences:

- a) Language - Most Mexicans speak Spanish; but many also speak English, at least those dealing with tourists. However, maps, street signs, and newspapers, might cause a difficulty. Pick up a Phrase guide; ask local people for translation if you need it.
- b) Food - Mexican food is spicy and often hot - and very good! You will have to be careful about drinking water - to avoid "**turista**". There will be many American style restaurants in the cities and tourist resorts. Comparable NWT ailments - frostbites, mosquito bites!
- c) Culture - very old. Native indian groups and Spanish immigrants. Political situation is stable. Markets - bartering.
- d) Money - you will need to convert your Canadian dollars into Mexican currency and understand how to make conversions so you will know what things cost in Canadian dollars. Travelers' Cheques. Price of goods. Tipping.
- e) Climate - check on average temperatures for the time of year you will be arriving. Pack clothing accordingly. You will be able to buy suitable clothing in Mexico.

5. Hospitality - feeling welcome
comfortable
friendly people
helpful and cordial

TYPICAL TOURISTS TO THE NWT

- A. A 63 year old retired couple from St. Marys, Ontario (A small farming community) book with 'Horizon Holiday Tours' of Toronto for a 2 week package tour trip with stops in Winnipeg, Dauphin and Churchill Manitoba, Eskimo Point, Rankin Inlet and Repulse Bay in the NWT. He is a former G.M. assembly line worker and she is a housewife. They have save **\$4,000** over 2 years and now are on their "big" holiday. Their total yearly income before retirement was **\$28,000**. They have never travel led outside of Canada and this is their first trip to the NWT.
- B. A 42 year old German industrialist from Munich takes a hunting holiday 3 times a year. His yearly income between being Vice President of a large steel company and varied properties and investments is \$120,000. He is very demanding and expects everything to go like clockwork. He is unmarried and therefore devotes a lot of time and money to sport hunting as his main hobby. His previous 2 hunts this year have taken him to Mozambique in Africa for 21 species of wildlife and Nepal for **Argarli** sheep.
- C. A corn farmer from Tumbleweed, Iowa USA has arranged for a fishing trip to Trout Lake Indian Lodge in the NWT for this summer. He and 4-6 others try out a new "fishing hole" every year. Their average yearly income is about \$40-60,000 and most holiday or travel dollars are spent in Iowa. Their usual working day on the farm is from **6:30** am to **8:00** pm and longer during crop planting and harvest time. They expect a well planned, successful fishing trip with no problems. They want to fish, relax, drink and play cards.

Some Types of Tourists and Their Interests

These are a summary of some but not **a**ll types of tourist and what they are primarily interested in. Tourists may be part of 2-3 or more categories with numerous interests. for example, a **naturalist may be** a photographer and a history buff. **Many, however, may** have a very limited interest, for example a **canoeist or a big** game trophy hunter.

<u>Tourist</u>	<u>What they are primarily interest in</u>
Photographer	People, communities, culture, wildlife (animals and birds) historical or archeological sites, customs, art.
Sports Fisherman	Trophy lake trout, arctic char, grayling, pickerel , northern pike.
Big Game Sports Hunters	Trophy polar bear, muskox, walrus, caribou, seal
"Package Tour" Person	General interest but mostly in community life and surrounding area generally.
Naturalist	Wildlife (bird animal and mammals), flowers, trees, lichens, berries.
History buffs	Historical buildings, tent rings, archeology
Adventurer	One or more of mountain climbing, hiking, ballooning, downhill and cross country skiing, dog sledding and trapline touring, trekking.
Canoeist, rafter	Wild or remote rivers or rivers and lakes for travel and challenge.

A. 2

SKILL: DESCRIBE THE TOURISM INDUSTRY AND THE GUIDE'S ROLE IN TOURISM.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Define, with appropriate examples, the four major components of tourism.
2. State the role of the guide in the tourism industry.

SKILL : IDENTIFY HOW A COMMUNITY IS AFFECTED BY TOURISM.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Describe the economic benefits of tourism to the community as a whole.
2. **Explain the direct** effects of tourism on employment within the community.
3. Identify jobs in the community which benefit from dollars spent by tourists.
4. List benefits of tourism for the community.
5. List the negative impacts of tourism on a community.
6. State the long term prospects for the tourism industry in the N.W.T. and the local community.

SKILL: IDENTIFY TOURIST EXPECTATIONS.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify some of the needs and expectations that clients may have.
2. Make a list of questions most commonly asked by clients.
3. **Explain the importance** of being able to answer clients enquiries.

CASE STUDY

Use the following case study or one similar to it and ask trainees to criticize the guides behavior.

A group of five tourists has arrived in the community of Cambridge Bay to take part in a polar bear hunt; they are from New York City. Their plane has arrived on schedule. It is almost one hour before Danny O., the guide arrives to meet them. He takes them to the local hotel and drops them off saying he will be back the next day at 8:00 AM to begin the hunt. One tourist ask "Does the hotel take American Express?" Danny says he is not sure. "Can I telephone home?" asks another. Again Danny is not sure.

Danny drives away leaving the clients standing in front of the hotel. The next morning the clients are waiting in the lobby at 8:00 AM. Danny does not make an appearance until 9:15 AM. The clients are very upset.

Sample questions for case study:

1. What did Danny do wrong?
2. What should he have done?
3. Would the tourists think he was a good guide?

RESOURCES NEEDED:

TIME REQUIREMENTS: 1 - 1 1/2 hours.

SKILL: IDENTIFY COMPETITION OUTSIDE OF N.W.T.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List competitors outside of the N.W.T.
2. Explain differences and similarities of services offered by outside competitors.
3. Explain advantages and disadvantages of N.W.T. operations in comparison to outside competitors.

SKILL: IDENTIFY COMPETITION WITHIN N.W.T.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List competitors within the N.W.T.
2. Explain differences and similarities of services offered by competitors.
3. List factors that will enable an employer's operation to remain competitive in the N.W.T. market.

SKILL: IDENTIFY ALL POSSIBLE TOURISM RESOURCES AVAILABLE IN HOME COMMUNITY AND SURROUNDING AREA.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List all tourist facilities and services in community.
2. Identify geographical and climatic features unique to the community.
3. Identify scenic sites in community and surrounding area.
4. Identify historical sites in home community and surrounding area.

SKILL : EXPLAIN HOW THE TOURIST DOLLAR IS SPENT.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Describe what the tourist spends his money on.
2. Explain what the operator may spend the tourist dollar on.

SKILL : IDENTIFY WAYS TO GIVE CLIENTS FAIR VALUE FOR THEIR MONEY.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain what is meant by the phrase "fair value for money spent".
2. List reasons why satisfied clients are the best advertising the guide and the operator can have.

SKILL: EXPLAIN HOW TOURISM BUSINESS MUST OPERATE FOR PROFIT.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain what is involved in a small tourism business, who may be involved and how it operates generally.
2. Explain the terms revenues, and expenses, profit and loss.
3. Explain why a business needs to make a profit.
4. Explain how to develop a basic business plan.

B. LEADERSHIP AND COMMUNICATION

The purpose of this Section is to help the guide develop a confident, professional attitude to his job. The case studies and exercises will help the guide to build confidence in his own leadership abilities. He will develop a **useful** approach to making decisions, solving problems and dealing with conflict.

This Section focuses on the principle that communication is the backbone of the tourism industry.

B. 1

SKI LL : EXPLAIN THE DUTIES AND REQUIREMENTS OF THE
JOB

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List all the duties and responsibilities of his job.
2. Appraise his own level of skill for each job duty.
3. Discuss his job relationship with his employer and his customers.
4. Explain the meaning of contract.

QUESTIONS ABOUT JOB DUTIES AND RESPONSIBILITIES

1. How is your job different from your boss's job? What is your boss responsible for that you don't have to worry about? What jobs do your fellow workers have?
2. Who pays you? What do you have to do to earn your pay? Do you have a job contract that **calls** for certain things? Does your boss expect anything from you that might not be called a job duty?
3. Who is responsible for making sure that you do your job well - you, or your boss? Does your boss have the right to criticize you if you don't do your job well?
4. Because it is you who works most closely with the customers, your boss probably expects you to represent the feelings, style and goals he has for the business. Which of your job duties must require you to keep your boss's ideas in mind?
5. Are there any particular policies your boss expects you to follow? Is your role in making sure company policies are followed any different from your boss's role?
6. Your customers will have expectations about what your job should be. If their ideas are different from yours or your boss's, how would you explain to them what your job really is and is not? Do you think you should accept suggestions or do things differently to **please** your customers? How can you offer suggestions to your employer?
7. What steps do you need to take now to make sure that you can do all your job duties well, to be a professional at your job?

SKILL : DEFINE LEADERSHIP REQUIREMENTS OF THE JOB

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify qualities and styles of leadership of his community leaders.
2. Identify the leadership requirements of his job.
3. Describe approaches to leadership which are most appropriate in different job situations.

QUESTIONS ABOUT LEADERSHIP

1. Think of leaders you know: What qualities do they have? How do they act to influence other people?
2. How did those people come to be leaders? Were they chosen for their abilities or did they 'inherit their positions? Did their leadership evolve or develop over a long period of time or did some particular event or situation require their leadership immediately?
3. How would you describe their style of leadership? For example, do they leave other people alone pretty much to make their own decisions? Do they try to have everyone share the responsibility of making decisions? Do they keep a firm hand on everything and try to direct and control what other people do?

CASE STUDIES

1. You are leading two hunters who are anxious to make a kill. They have not seen any game for quite a while, when suddenly one of the hunters spots an animal. You can see right away that the animal is too small to be legal but the hunter insists that **he is** going to shoot and starts to aim his gun. What would you do?
2. You are out on a boating trip several miles from home when you notice that the weather is going to change. You are worried about getting home before the weather is bad and you feel it is time to go. Your tourists are enjoying themselves and don't notice what you see about the weather. As far as they are concerned, the weather is beautiful and they want to stay right where they are. What is the best course of action for you to follow?
3. You are flying from your hotel or lodge to an outcamp with a group of tourists when your plane goes down. You have no idea how **long** it will be before help comes to your rescue. The weather is not too good. You have basic survival gear with you, but no provisions or supplies for a long stay in comfort. What steps should you take? In a survival situation such as this one, there are lots of problems that can cause people's attitude or frame of mind to reduce their chances of survival. What steps can you take to prevent this kind of danger?
4. You are leading a group of tourists on a dog sled trip. You stop to camp out overnight. One or two of your guests don't want **to** do any work, but there are lots of things that must be done so that everyone will be comfortable, safe and happy. What are your responsibilities? What is the best way to get all the jobs done?
5. You are hiking with several tourists when a woman slips on loose gravel and loses her balance. She is near the top of a hill and becomes quite frightened. She refuses to go any further, but when she looks around, she sees that the way she has come is just as bad. She is too frightened to move. The rest of the group is fine and want to continue with their walk. What should you do?

SUGGESTED BEST ANSWERS TO CASE STUDIES

1. Firmly but politely explain to the hunter why he cannot shoot the animal. Point out that the hunter risks having not only his game and his firearm taken away by the local Wildlife Officer, but also a stiff fine. **The guide and the outfitter** would also be in trouble and probably would not welcome the hunter for another trip.
 2. Firmly, but politely explain that you are in charge and that you are the one who knows the weather best. Explain that for the tourists' own safety you must go home now and apologize for the disappointment.
 3. Make sure everyone stays with the plane.
Look after basic needs like shelter, warmth, food.
Care for the needs of the injured.
Arrange some way to signal rescuers for help.
Maintain a positive optimistic attitude.
Keep people busy and active.
Try to make use of everyone's different talents in the best way possible.
Stress the importance of working together as a team.
 4. Your responsibilities are: (1) make sure that everyone is safe, warm and as comfortable as possible, and (2) to fulfill the conditions of the tour package agreement about the clients' responsibilities for work during the trip. If the agreement stated that the tourist would be expected to do nothing except enjoy himself, then his expectations will be that the guides will do all the work. If the tourist paid for a "working holiday" in which he would participate in everything, then he will be expecting to be involved in the work of setting up camp.

To get the necessary jobs done, be flexible about the involvement of the tourists. If possible, delegate some of the jobs to them. Get a tent up and tea on before finishing camp set-up. Do the work yourself if tourists are unable to unwilling to help.
 5. Take a break and prepare a snack, tea or lunch.
Keep the mood relaxed and light. Be firm, but friendly about explaining why it is necessary to move on or return home. Consider involving all members of the group in deciding how to proceed.
-

SKILL: BE PROFESSIONAL WITH CUSTOMERS

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Describe several important ways to be a professional in relating to **clients**.
2. Explain the importance of communication in his job.
3. Explain the importance of being firm, but polite and friendly in his job.

CASE STUDY # 1

A guide took three men out on a fishing trip. They packed a **lunch** and set out in the boat to a spot several miles away. The weather was good and the three men were **all** in good **sprits**.

The guide noticed that two of the men liked to talk a lot. He **wasn't** too sure what they were talking about much of the time so he just let them talk while he paid attention to the boat and the river. For a while he concentrated on fixing the motor, which wasn't running as well as it should have been. The third fisherman was much quieter than the other two. He seemed more interested in fishing than the other two men because he paid more attention to what he **was** doing. The guide liked him better than the two talkers and he showed the quiet fisherman his favourite lure. For the most part though, the guide just sat back quietly and let the men fish. When he felt it was time to go back to the lodge, he started the motor and headed home.

The next day, the guide's boss called him in and said the fishermen complained about their guide. They said he ignored them, he didn't care about their comfort and he was rude. The guide's boss said he had better shape up because his customers expected better treatment than that and that being a good host was the most important part of his job. The guide was very upset and walked out of his boss's office, determined to quit his job and go back home.

1. What went wrong? What did the guide do to make the fishermen think he was rude and ignored them?
2. What could the fishermen have meant when they said the guide didn't care about their comfort?
3. What could the guide have done differently to make the fishing trip more enjoyable for everyone?
4. What should the guide have done when his boss told him about the fishermen's complaints?
5. What did the guide's boss mean by saying that "being a good host was the most important part of his **job**"?

Suggested Best Answers to Case Study # 1

1. The guide appeared to show favorites by showing his **favourite** lure to only one of the fishermen. The other two likely felt left out.

The guide did not explain to the fishermen why he was working on the motor instead of paying attention to them. The fishermen likely felt that the guide was ignoring them.

2. The guide did not ask the fishermen if they were warm enough, comfortable or perhaps hungry. There was no lunch served. He did not ask them when they wanted to leave, he made the decision himself. The fishermen probably felt he didn't care about their comfort.

3. Try to be friendly to all of the fishermen. Don't appear to choose favorites. Try to communicate with them, even if only with smiles and eyes. Ask them how they are feeling, if they are comfortable. Have a lunch ready. Explain what is happening if he has to work on the motor for a while. Ask them if they are ready to leave instead of just making the decision alone.

4. Keep cool and calm and don't just walk out in anger.

Try to be clear about exactly what the problem was. Ask the boss to explain what he did to make the fishermen angry. Explain to his boss how he saw the situation and apologize. Find the fishermen and apologize to them.

5. The customer is a guest who expects to be treated well. It is important to look after the customer's needs so that he will be satisfied and enjoy himself. A satisfied customer is most likely to come back another time.

CASE STUDY # 2

You are taking a group of four tourists on a boating trip to see some of the historical sites near the community and look for wildlife. One of the tourists does not want to wear his life jacket and boasts that he is a good swimmer, and he used to be a swimming champion when he was younger. The tourists enjoy themselves on their trip and ask lots of questions about the things they see. They are very excited when they spot a whale and one of the tourists stands up to take a picture. You notice that the weather is going to change and you want to head back before the water gets too rough. Your tourists don't notice what you do about the weather and are in no hurry to go back. While you are discussing the weather, one of the tourists flips an empty cigarette package into the water then strikes a match on the engine cover to light a new cigarette. How would you deal with your tourists so that they continued to enjoy themselves and so that you are satisfied that all is as it should be?

1. With one person playing the part of the guide, and a few other people playing the parts of the tourists, act out the scene. Try to imagine what the person you are playing would think about and would act like in this sort of situation, and give a good picture of that person.
 2. What approaches did the "guide" in the role play find worked best? What did the "guide" do that the "tourist" felt most comfortable with?
 3. A guide should be assertive, or firm but polite and friendly, to handle guests in problem situations such as the ones described. What other situations in your job might come up when you would have to be assertive?
-

EXERCISE

The following is a list of some qualities that describe a guide who is professional in the way he deals with his customers. What else could be added to the list? Which ones are most important **in your job?**

finds out a bit about what his customer's life at home is like

always dressed neatly and cleanly

arrives on time

confident that he knows what he's doing well

firm but polite and friendly in problem situations

takes charge when necessary

shares friendliness with everyone instead of picking favorites

encourages tourists to ask questions

listens to new ideas and suggestions from customers

talks to customers

shows an interest in customers

listens to the tourist's stories

answers questions politely

checks with customer often to make sure he is happy and comfortable

open and willing to talk about himself and his community a bit

tells only the real facts in answer to a question

admits it when he does not know something

manages to make his customers feel confident if they are afraid of something

cheerfully looks for the positive in a situation instead of worrying about the negative

- if the **players** bog down , the leader may suggest things to try, to say or do to resume action.
- end the role play when it appears finished or when the important points of the exercise are made.

4. Review

- give the role players the first chance to comment on how it went, how they felt, and what they learned, without any comment yet from the observers.
- then let the others comment on what they observed. Keep the atmosphere relaxed, constructive, and not critical. It is not the players' acting ability which is important, but what is learned from the exercise.
- summarize what was learned and how **it** ties in with the rest of the training course.

INSTRUCTIONS FOR LEADING ROLE PLAYING

1. Set the Atmosphere:

- plan to do role plays a few days into a training course, after people know each other a bit and are relaxed, and there is some feeling of trust in the group.
- keep the feeling relaxed and fun.
- choose a place that is quiet and private, and where there will be no interruptions from outside.

2. Prepare:

- explain the purpose of the role play
- make sure everyone knows the learning objectives of the exercise

ask for volunteers to play the roles. If people are very shy, the leader may play one role, if there is to be more than one role play.

- give players a minute or two to prepare. Tell them to imagine:
 - where the situation is taking place,
 - what their character is doing, how he or she would act in the situation,
 - what the character is thinking and feeling, and how this would show on the outside.

Tell the players to put themselves in their character's shoes and be that person for awhile. .

- place the players physically in the room as appropriate.
- suggest a starting point in the action to begin at and tell the observers not to interrupt at any time **during** the role play.

3. Role Play

while the players are acting, do not allow any interruption from observers

SKILL : SOLVE PROBLEMS EFFECTIVELY

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify 5 basic steps to effective problem solving.
2. Use the basic steps to solve typical job problems in case studies and to suggest solutions to a real job problem encountered by one guide in the group.

CASE STUDY # 1

A **tourist** has made a stop over at the hotel before flying out to your outcamp where he will spend a week fishing. The weather is bad and the flight has been delayed until tomorrow. No particular plans have been made for the tourist this evening. He has spent an hour walking around the community and complains that he has seen everything, there's nothing to do. He is pacing around being irritable. The owner is away and it is up to you to make the guest feel satisfied.

1. How would you approach this problem?

How many ways can you think of to entertain the guest? (try to think of as many as possible, even things that seem silly or stupid).

2. What information would help you come up with the best solution?

CASE STUDY # 2

A **guide** is out in a 16 foot boat on a large lake with two hunters looking for caribou. One of the hunters shoots a large animal at about **3:00** in the afternoon. About an hour before dark, a hunter spots another caribou, about 3/4 of a mile in from shore. The buck is a good trophy animal and the hunter shoots it, without first telling the guide. A wind is coming up and the water is quickly becoming dangerous.

1. What was the main problem? To sort it out, ask:

Who had the **problem**?

What was the problem?

When did the problem happen?

Where did the problem happen?

Why did the problem happen?

Was there more than one problem?

2. How did the problem likely develop? What caused the problem?
3. What is the most urgent problem, or which part of the problem needs attention right away?
4. The guide will have an idea in mind of how things should be once the problem has been solved. What goals must be met? What would be nice to have happen that is not as important?
5. What possible solutions can you think of to the problem?
(try to **come up with as many ideas as possible, even ones that seem silly or stupid**).
6. **Which solution do you think will work best?**
7. **What** does the guide need to do to put his solution into action? What could he do to avoid any risks with his solution? What can he do if those things he is worried about actually happen?
8. What could the guide have done to prevent the problem from happening in the first place?

CASE STUDY # 3

A **guide** is leading four hunters from Texas on a walk to look for **game**. They have been out every day for three days without spotting anything. This is their last day and everyone is anxious to see some animals.

One hunter is a man in his 60's who is constantly bragging about what a great hunter he is. He talks constantly about the huge trophy he plans to take home with him and about the admiration all his friends will have for him when he returns as the mighty hunter. It seems to be very important for him to shoot a trophy animal.

Another man in his 60's is a doctor, who **is** quiet and rarely says much. His wife is a photographer. She chats quite a lot with the other guests and speaks often of this once-in-a-lifetime chance she has to get great photos of wild animals. She carries her camera carefully with her all the time but so far is disappointed that she has not gotten the photos she wants. The day is warm and she is wearing a light jacket over her shirt.

The fourth hunter is a man in his mid-40's who is somewhat overweight. He is always cheerful, constantly making bad jokes.

The group sets off in good spirits. The guide is aware of how anxious the group is to see game, so he leads them to a valley further away than he usually goes in the hopes of finding some animals. Some other hunters in another group have reported seeing a herd from some distance near the valley and everyone is excited about the possibilities.

The route the guide chooses takes the group over some rough terrain. They do lots of scrambling over rocks and creeks, across valleys and ridges, but still there is no sign of any game. Late in the day, the wind picks up and the temperature drops. It is taking much longer to get back to camp than the guide had expected and the daylight starts to fade. The overweight man starts to puff a lot and to lag behind the others, but he remains cheerful and full of **humour**. The doctor just quietly walks along not saying much. His wife has become quiet now too and walks with her head down much of the time. The **man** who thinks he is a great hunter has started to get irritable and to pick fights with the joker, complaining about his bad company. The overweight man makes a bad joke about being lost outside in the dark, as he flops down on a rock and refuses to move. The doctor's **wife** begins to cry and the proud hunter stomps off in a rage to sit on another rock some distance away. The guide is confused at this turn of events and starts feeling worried and wonders what to do.

1. What clues should have told the guide that there was a problem?

2. What was the main problem? To sort it out, ask:

Who had the problem?

What was the problem?

When did the problem happen?

Where did the problem happen?

Why did the problem happen?

Was there more than one problem?

3. How did the problem likely develop? What caused the **problem**?

4. What is the most urgent problem, or which part of the problem needs attention right away?

5. The guide will have an idea in mind of how things should be once the problem has been solved. What goals must be **met**? What would be nice to have happen that is not as important?

6. What possible solutions can you think of to the problem? (**try** to **come** up with as many ideas as possible, **even ones** that seem silly or stupid).

7. Which solution do you think will work best?

8. What does the guide need to do to put his solution into action? What could he do to avoid any risks with his solution? What can he do if those things he is worried about actually happen?

9. What could the guide have done to prevent the problem from happening in the first place?

SUMMARY : STEPS TO EFFECTIVE PROBLEM SOLVING

1. Define the main problem clearly. Use the **"5Ws"** (**Who? What? Where? When? Why?**) fact finding question to decide what needs attention most. Identify the likely causes of the problem.
2. Decide what you want things to be like when the problem is solved. Decide what must happen and what you would like to have happen.
3. Brainstorm possible solutions without evaluating any of them.
4. Think about which solutions are most likely to work, and what risks might go along with them. Choose the best solution.
5. Make an action plan to carry out the solution. Think about what to do to avoid the risks and what you can do if the risks happen.

SKILL:

MAKE DECISIONS EFFECTIVELY

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify the five basic steps in making an effective decision.
2. Use the basic steps to make decisions about job problems in case studies and to make a decision he may face in his own job.

CASE STUDY # 1

You are **guiding a group of tourists on a boating trip**. You have been **out all day** and everyone has had a good time. It is now late afternoon. There are two different routes home: one route, through a group of small islands would take about an hour. It is a very scenic route which would **give the tourists a beautiful view of the sunset**. The other route goes straight across the open bay to home, a trip of about 30 minutes.

1. What is the decision which needs to be made?
 2. What goals might the guide have in mind? What goals might the tourists be interested in? Do any of these goals conflict with each other?
 3. What might have to be taken into consideration before a decision is made? (Think of as many things as possible).
 4. Are there likely to be any conditions that must be met by whatever decision is made?
 5. Can you think of any possible alternatives to consider, besides the obvious choice between two routes?
 6. Would any of the conditions you thought of in Question 4. be likely to rule out any of the alternatives?
 7. Can you think of any steps or plans the guide might need to make to put the best decision into action?
-

CASE STUDY # 2

You are flying a group of hunters out to an outcamp when your plane goes down. No one is seriously hurt but the plane needs extensive repairs before it can fly again. The radio is damaged in the crash. The pilot estimates that you are about 15 miles from your base camp. The route back would likely take you over a set of hills and down a river valley. You have basic survival gear with you, but no provisions for an extended stay in comfort. You are not sure how long it will be before help comes. Daylight is fading quickly and the temperature is dropping. One of the **tourists** is very frightened and anxious to return to base camp as soon as possible. Two men are arguing over whether to build a shelter first or to find firewood first.

1. What is the decision that needs to be made? Is there more than one decision to be made? Are there any smaller decisions leading up to the main decision?
2. What different goals are the different people in the group likely to have? What goals will you as the guide have?
3. What has to be taken into consideration before a decision is made? What conditions must be met by whatever decision is made?
4. What are all your possible courses of action?
5. Are any of these possible alternatives ruled out by the conditions which must be met?
6. Can you order your possible alternatives by preference? Which one is the best one? Which the worst?
7. What needs to be done to go ahead with your chosen plan? In what order should you do things?
8. What possible problems can you predict that would get in the way of accomplishing your plan? What do you predict will be the end result?
9. Does your prediction go along with your goals?

SUMMARY : STEPS TO MAKING AN EFFECTIVE DECISION

1. Explain the situation clearly. Sort out the goals. Clearly state the decision to be made.
2. Set conditions which must be met.
3. Think of all the possible choices or alternatives.
4. Check the alternatives against the conditions and put the choices in order of preference.
5. Plan a course of action to carry out the best decision.

SKILL: DEAL WITH CONFLICT

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Identify steps in mediating a conflict.
2. Identify approaches to handling belligerent people.
3. Practice these steps and approaches in role plays about job conflicts.

ROLE PLAY # 1

PEOPLE : **A guide**
Two tourists

SITUATION:

One tourist is watching while another is cooking over a campfire. The person who is in charge of cooking supper spills the pot into the fire, which sputters and almost goes out. The supper is ruined. The second tourist who was watching starts shouting at the other, saying he is useless, calling him names, and saying he should go hungry for being so stupid. The first person shouts back that he was doing his best and that the other guy should do his share of the work for a change. The argument gets worse. The guide steps in as a mediator.

ROLE PLAY # 2

PEOPLE: a guide
two tourists, a man and wife

SITUATION :

A group of people is touring the community. Among them are a couple who seem to pick fights with each other often. The rest of the group is getting uncomfortable with this because it is spoiling their good time. The woman is changing the lenses on her camera when her husband bumps into her. She drops one of the lenses, which breaks. She immediately begins shouting at him for being so clumsy and he shouts back that she is stupid and can't be trusted. The argument gets worse and the guide steps in as mediator.

ROLE PLAY # 3

PEOPLE: a guide
a tourist

SITUATION:

The tourist is usually friendly and cooperative and relatively easy to get along with, except that he has a short temper. Tonight however, he has opened a bottle of whiskey which he brought in with him and he is a little drunk. He is walking down a path when he sees the guide. There is no one else around. The man demands that the guide come and have a drink with him. The guide quietly resists but the man becomes more and more insistent. The guide is afraid the tourist might try to hit him.

ROLE PLAY # 4

PEOPLE: a guide
a tourist

SITUATION :

The tourist is constantly complaining or criticizing about something. The first day he arrived, he complained that the toilets stink and his bed is uncomfortable. He is constantly looking for an excuse to pick a fight with the guide. The two happen to meet on the dock. There is no one else around at the time. The tourist starts to complain that there are no fish in this lake or that at least the guide **won't** take him to where the fish are. The tourist begins to shout and swear. He calls the guide arrogant, says he doesn't like whites. He calls the guide names, including 'ignorant drunken savage". He says he doesn't know why he came here and is going to go and complain to the lodge owner **about the guide and will certainly never come back again.**

STEPS IN MEDIATING A CONFLICT

- BE NEUTRAL : Overlook your own feelings and be a "middleman".
Don't choose sides.
- BE FAIR: . Make sure both sides of the conflict get a chance to say their piece.
- BE POSITIVE: Use **humour to reduce tensions**. Remember to keep working towards the goal of the group.

STEPS

1. Get both people or sides in the conflict to express their feelings.
2. Get the facts and make the issue clear. Ask everyone to re-state their points of view so that everyone can understand the dispute more clearly.
3. Resolve the dispute. Collect more information. Have each side try to respect the other's point of view in their own words to see where agreement could be reached. Try to encourage a compromise or agree to disagree.
4. Ease any left-over tension. Use **humour, or a "coffee break"** to ease any hurt feelings remaining.

GUIDELINES FOR HANDLING BELLIGERENT PEOPLE

1. Keep your self control.
 - be polite at all times
 - resist the tendency to fight back
realize that the attack is probably not really an attack on you personally, but that the tension and aggression probably comes from someplace else
 - keep calm, cool and quiet in voice and body
2. Explain briefly what your position is.
 - stick to the facts, try to avoid dealing with feelings
 - repeat your position calmly
3. Try to divert the person's attention to some other topic which is less upsetting to him.
4. Think about possible escape routes if the person appears violent.
5. If necessary, back off quietly and go for help.

SKILL : USE AN INTERPRETER EFFECTIVELY

LEARNING OBJECTIVES : The guide who has mastered this skill will be able to:

1. Explain the qualities of a good interpreter.
2. Explain how to make ideas easily translatable through an interpreter.

c. LIFESTYLE INTERPRETATION

The purpose of this section is to give an overview of the importance of lifestyle interpretation to the guide. The learning objectives and activities are designed to increase the guides awareness of why he should be a knowledgeable resource person who is able to explain the community lifestyle in a meaningful way to tourists.

C. 1

SKILL : EXPLAIN HOW THE COMMUNITY LIFESTYLE HAS DEVELOPED.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain the meaning of the term lifestyle.
2. Describe how the community came into being.
3. Describe the early lifestyle of the community.
4. Explain how the community and its lifestyle have changed over the years.
5. Describe how the lifestyle of the guides community differs from that of the clients home community.
6. Explain why the guide should be familiar with this type of information.

SKILL:

EXPLAIN WHY TRADITIONAL ACTIVITIES AND CUSTOMS ARE IMPORTANT TO THE COMMUNITY.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List the traditional activities and customs of the community.
2. Explain how and why these traditions and customs originated.
3. Tell why these traditions and customs are important to the community.
4. Explain why the guide should be knowledgeable of these activities.

SKILL: DESCRIBE HOW NATURAL AND MANMADE
RESOURCES CONTRIBUTE TO TOURISM POTENTIAL.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Explain what natural resources are and why they are important to tourism.
 2. List the natural resources of the community and the surrounding area.
 3. Explain what manmade resources are and why they are important to tourism.
 4. List the manmade resources in the community and surrounding area including archeological remains.
-

SKILL: PREDICT OUTSIDE FORCES WHICH MAY DETERMINE LIFESTYLE OF COMMUNITY.

LEARNING OBJECTIVES: **The guide who has mastered this skill will be able to:**

1. Describe unusual events which have contributed to changes in lifestyle.
2. Predict outside forces which may determine lifestyle of community.
3. Predict future lifestyle of the community.
4. Explain how these lifestyle changes may affect tourism.

D. SAFETY AND FIRST AID

This Section focuses on safety and first aid skills. The exercises will help the guide to **develop a preventive attitude to safety on the job.** **The units on first aid** will help the guide to realize their skill limitations and to begin learning the first **aid** skills they need.

SKILL : RECOGNIZE SAFETY HAZARDS TO
 PREVENT ACCIDENTS

LEARNING OBJECTIVES : The **guide who has mastered this skill** will
 be able to:

1. **Recognize safety hazards in** his own job area that could cause accidents.

2. Describe appropriate action to reduce or eliminate safety hazards to prevent accidents.

SOME POSSIBLE SAFETY HAZARDS ON THE JOB

- electrical overloads or faults
 - inadequate fire protection
 - inadequate building maintenance
 - ice and snow buildups
 - oil and grease spills
 - inadequate fuel storage
 - faulty machinery motors, equipment
 - inadequate repair tools or facilities
 - untidy boats
 - inadequate maintenance for boats, skidoos, planes
 - attacks from animals
 - poisoning from inadequate food and water storage
 - unskilled workers, or inadequate planning of routes or time schedules
 - leaky batteries
 - faulty stoves, heaters, furnaces
 - litter in frequented places
 - inadequate garbage and sewage disposal
 - logs, driftwood or garbage in the water
 - inadequately marked or controlled target practice areas
 - no survival or emergency equipment in boats or skidoos
 - no communication equipment
 - lack of backup motors, skidoo belts, outboard motor propellers
 - no first aid kits in boats or skidoos
 - inadequately maintained firearms
 - not preparing or putting out fires properly
-

SKILL: RECOGNIZE THE NEED FOR FIRST AID SKILLS ON THE JOB

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. **Recognize and describe possible accident situations in his own job where first aid skills would be required.**
2. Describe areas of first aid skill he needs to learn.

QUESTIONS ABOUT FIRST AID

1. Which of the following are symptoms of hypothermia?
 - a. a man on a hunting trip gets a little cold and becomes discouraged, withdrawn, a little depressed.
 - b. a woman on a dogsled trip becomes very cold. She becomes confused about what she is doing, can't decide whether to get the camp stove going or not, and decides to sit down until someone else comes to help her.
 - c. a man who has been outside at -30 C for several hours decides he is too tired to walk any further. He becomes drowsy and lies down on the ground to have a sleep.

 2. Which of the following people is in danger of developing hypothermia?*
- a. a small thin woman in her 80's who is waiting outside for a plane.
- b. a fisherman who is determined to continue fishing through an evening rainfall.
- c. a healthy man in his 40's who is walking quickly on top of a windy hill with his jacket open.
- d. a man who has had several drinks of whiskey before going out for a winter hike.
- * hypothermia means a person's body gets so cold it cannot rewarm itself. If hypothermia is not stopped, the person will get colder and colder and eventually will die.
-
3. What would be the best ways for each of those customers to prevent a problem with hypothermia?
-
4. You are fishing at quite a long distance from shore, when one of your customers gets excited about a big catch and tips the boat. It will likely be quite a while until anyone notices and comes to your rescue. What should you advise your customers to do?
 - a. swim to shore, as the activity will keep them warm
 - b. tread water and tuck their knees and elbows close into their bodies.
 - c. stay with the boat and work it towards shore
 - d. shout and wave as vigorously as possible to attract attention
-

- a. rub baby oil onto her skin to replace lost moisture
 - b. place washcloths or towels soaked with cold water on her neck and hands
 - c. encourage her to take it easy for a day or so
 - d. cover her hands loosely to avoid breaking the blisters
10. **You are** out walking with several guests in a rocky area. One of your guests slips and falls down a long rocky slope. He does not move or try to get up after he hits the bottom. What should you do first?
- a. check for breathing and pulse
 - b. see if he can move his legs
 - c. tell someone to run back and contact a doctor for advice
 - d. organize the other guests so that no one else is injured
11. You are showing a few guests around town. One of them slips on a patch of ice and falls. Her ankle immediately swells up and is very painful. A piece of sharp ice on the ground has cut her hand and there is bright red blood spurting from the cut. What should you do first?
- a. cover her with a parka and run to get help
 - b. press a wool hat into her hand to stop the bleeding
 - c. wrap a scarf tightly around her ankle to stop the swelling
 - d. raise both the ankle and the hand to improve circulation
12. A man is fishing and catches a large fish hook in his arm. The hook comes out easily, but the man is bleeding quite fast. What is the most effective way to stop the bleeding?
- a. put a tight tourniquet around his arm above the wound
 - b. raise the arm above the **man's** head until the bleeding stops
 - c. press a rolled jacket into his armpit and tell the man to squeeze it as tight as he can
 - d. press firmly with a hand or clean sweater directly on the wound
13. During a meal, a man suddenly grabs his throat, **can't cough** or speak, and **can't breathe**. **You decide to give him artificial respiration. What is the most important thing for you to do first?**
- a. make sure he is lying face up
 - b. loosen his belt and collar
 - c. check for a pulse
 - d. make sure he has nothing blocking his throat

5. What is the best way to treat a person with hypothermia?
 - a. remove the person from the cold environment as quickly as possible.
 - b. feed the person warm drinks and chocolate bars
 - c. have the person run around and stamp the feet
 - d. find some other source of heat, such as a hot water bottle, another person's warm body, a pre-warmed sleeping bag.
6. During a walk on a cold day, one of your customers complains that his hands are cold. The skin on the fingertips is white, but the fingers are not painful. What is the best thing to do?
 - a. put his hands in hot water
 - b. put his hands in warm water
 - c. hold the fingers in his armpit
 - d. rub the fingers with ice
7. While cooking over a campfire, a man falls into the fire and burns his arm badly. What should you do for him first?
 - a. dunk his burned arm into cold water
 - b. smear butter over the burned skin
 - c. cover the burned arm with a clean dry shirt
 - d. go for help
8. A man is pouring lime onto a garbage and honey bucket pit and drops the container. Damp lime covers his hands. What should **you** do?
 - a. cover his hands immediately with dry, clean clothing
 - b. pour vinegar over his hands to neutralize the acid
 - c. flood his hands with cold water for several minutes
 - d. wipe the lime off on a towel
9. A woman out fishing on a hot day does not wear a hat and gets sunburned on her face, the back of her neck and her hands. Her face is red and puffy and there are blisters coming up on her hands. What should you do for her?

D. 3

SKILL : COMPLETE A FIRST AID COURSE

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Successfully complete a first aid course offered by St. John's Ambulance, Red Cross, a doctor or a nurse. The course should focus on the following areas, as well as **on** specific accident situations common to the guide's job.
 - a. exposure to cold
 - b. breaks and sprains
 - c. basic life support (control of bleeding, artificial respiration, treatment of shock)
 - d. treatment of burns

RESOURCES NEEDED: **St. John's** Ambulance or Red Cross first aid course. -

TIME REQUIRED : Depends on length of course.

14. Which of the following people would you think probably has a broken bone or an injury to a joint?
- You are out walking with some guests in a rocky area. One of the guests falls down a rocky hill. When he lands at the bottom, one of his legs is lying at a strange angle to the rest of his body. He does not move.
 - A woman slips on a patch of ice and falls. Her ankle immediately swells up and is very painful.
 - A woman slips on a set of icy stairs. The skin on her arm is torn and bleeding. There appears to be a sharp broken piece of bone sticking out through the cut.
 - A man tries to jump from a motor boat to a dock before the boat is properly tied up. He slips and bangs his elbow on the dock. He complains that he is in pain and holds his sore arm close to his body.
15. The man with the sore elbow can bend his arm, but it is painful to do so. What steps should you take?
- Tell the man it is not a serious injury because he can move the arm, but to try not to use it or bump it again for a few days.
 - Tie a sling around his arm to keep it from moving and take him to the nursing station for an **xray**.
 - Ignore the man. He's a complainer and he probably **isn't** badly hurt anyway.

Answers to Questions About First Aid

1. all
2. all
3. a. shelter inside
b. keep dry
c. dress warmly with a windbreaker and avoid perspiration
d. avoid liquor
4. c. In most northern waters your chances of surviving longer than 5 minutes are remote.
5. **a, b, d**
6. C
7. a
8. C
9. **b, c,** and d
10. a
11. **b**
12. d
13. d
14. all
15. b

E. TOUR ADMINISTRATION

The objectives and activities presented in this section are designed to help the trainee become aware of the importance of proper procedures to use in planning and conducting activities in co-operation with his employer. The overall concept of providing professional and competent services to the client are emphasized throughout this section.

E. 1

AND ORGANIZE A TOUR.

MENT REGULATIONS GOVERNING
E N.W.T.

guide who has mastered this skill
be able to:

has mastered this skill will

meant by the term tour schedule

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anize trip is absolutely essential
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itions is important to the

SKILL : DEVELOP AN EQUIPMENT CHECKLIST.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. List all equipment needed for a trip.
2. State procedures used to ensure that all equipment is in good working order.
3. State why it is important to have replacements for most pieces of equipment used on a trip.
4. Explain procedures to be used in case of equipment breakdown or malfunctions on a trip.

E. 4

SKILL : TO EXPLAIN PROPER SANITATION, HYGIENE AND CLEANLINESS PROCEDURES TO BE FOLLOWED.

LEARNING OBJECTIVES: The guide who **has** mastered this skill will be able to:

1. Explain why proper sanitation, cleanliness and **hygiene** are important on a trip.
2. Describe proper methods for waste disposal.
3. Explain why clients will expect proper sanitation procedures on most types of tours.
4. Describe why following proper sanitation and hygiene procedures will enhance the guides professional reputation.

SKILL : TO PLAN AND PREPARE GOOD QUALITY MEALS.

LEARNING OBJECTIVES: The guide who has mastered this skill will be able to:

1. Plan for the necessary amounts of food for an extended trip.
2. Describe some of the differences between traditional native foods and white mans food.
3. Explain what expectations clients will have regarding food.
4. Explain proper procedures for cooking traditional and non-traditional food under camp conditions.
5. Cook a variety of foods under camp conditions.

E. 5

COOK I NG

Plan to take food that will keep well.

Wash your hands with soap before cooking or touching food. Make sure your fingernails are clean. Make sure all the cooking utensils are clean.

Try to use fresh fish, game and wild berries.

Use dried foods if weight is a problem.

If the same foods must be eaten, cook them in different ways.

When you wash up, utensils should be scalded after washing by pouring boiling water over them.

Always carry extra food with you when away from camp for a day in case for some reason you are not able to return to camp that night.

Prepare a shore lunch away from the base camp. This should consist of fresh food if possible, eg. fish, a hot or cold drink, soup, sandwiches, fruit and nuts. A wood fire can be used for this.

Perishable foods (meat, fish) must always be kept cool and NOT in a warm, airtight bag or box.

Stew ing

- a meal in one pot
- brown meat, add water, vegetables, seasonings
- tastes better if cooked on a low heat for a long time (3 hours)

Fry ing

- don't fry food too often
- use **paper** or paper plate to soak up grease

SKILL : EXPLAIN THE IMPORTANCE OF REPRESENTING THE OPERATOR IN A PROFESSIONAL AND COMPETENT MANNER.

LEARNING OBJECTIVES : The guide who has mastered this skill will be able to:

1. Explain what is meant by the term professional manner.
2. Explain why it is important to represent the operator in a professional manner.

SKILL: EXPLAIN THE IMPORTANCE OF PROMOTING OTHER
TOUR PACKAGES, ACTIVITIES AND SERVICES.

LEARNING OBJECTIVES: The guide who has mastered this skill will
be able to:

1. List other packages offered by tour operators in the NWT.
2. Explain why it is important to promote other packages,
facilities and services.

E. 8

SKILL : TO OPERATE STANDARD PHOTOGRAPHIC EQUIPMENT.

LEARNING OBJECTIVE: The guide who has mastered this skill will be able to:

1. Explain the basic steps necessary to taking good photographs.
2. Operate a basic camera.
3. Explain the importance of taking good pictures for the client and the operator.