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Library**

**Tour Guide Program - Hospitality Institute Of
British Columbia
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TOUR GUIDE PROGRAM - HOSPITALITY
INSTITUTE OF BRITISH COLUMBIA

Sector: Tourism

11-55-53

Reference Material

TOUR GUIDE PROGRAM

Hospitality Institute of British Columbia

1981

TOUR GUIDE PROGRAM

The Tour Guide Program was produced for the British Columbia Ministry of Education by the Hospitality Institute of British Columbia, July, 1981.

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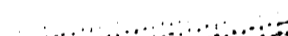


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G E N E R A L A R E A O F C O M P E T E N C E

A . P R O F E S S I O N A L A T T I T U D E S A N D P E R S O N A L C H A R A C T E R I S T I C S

ENABLING S K I L L S

1. R e c o g n i z e r o l e i n t h e t r a v e l i n d u s t r y
2. R e p r e s e n t t o u r o p e r a t o r
3. M a i n t a i n p r o f e s s i o n a l a p p e a r a n c e
4. D e m o n s t r a t e s e l f - c o n f i d e n c e
5. M a i n t a i n m o r a l e a n d h i g h e n e r g y
6. H a n d l e s t r e s s f u l s i t u a t i o n s
7. M a i n t a i n p r o f e s s i o n a l d i s t a n c e
8. M a i n t a i n p h y s i c a l a n d m e n t a l f i t n e s s

TOTAL TIME: 10 Hours 45 Minutes

B - 8 Hours 45 Minutes

A - 2 Hours

E N A B L I N G S K I L L N O . 1

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Define, with appropriate examples, the four major components of tourism.

- A. - travel accommodation
- food services
- tourism activities/visitor attractions

B. State the role of the tour guide in the travel industry.

- B. - provide each visitor with prompt, courteous, efficient services
- to provide correct, detailed, informative **travelog** to promote other tour packages to encourage future travel
- to act as "ambassador"

c. State the tour guide's responsibilities to his/her employer.

- C. - conform to company policies
- punctuality
- co-operation with fellow workers
- adequate notice on termination

D. State the qualities an employer will look for in a tour guide.

- D. - maintain high level of personal hygiene
- pride and enthusiasm in appearance and work
- ability to learn
- demonstrate leadership qualities
- interest and enjoyment in the job
- pride and support in the company
- ability to work with co-workers

R E C O G N I Z E R O L E I N T R A V E L I N D U S T R Y

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 2 Hours
Format: Lecture with audio/
visual presentation, discussion

Audio visual
Brochures and advertising

Suggestions :

B - 1 Hour 45 Minutes
A - 15 Minutes

E N A B L I N G S K I L L N O . 2

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Explain the importance of representing the tour operator in a professional manner.

A. - the tour guide is a reflection of the tour company's image the tour company has gone to great expense to put together a successful tour package, therefore it is the tour guide's duty as a representative of that tour company to present and promote the product in a professional manner
a professional representation will most often result in repeat business for the tour company, therefore providing the tour guide with future work
on departure of the tour, the tour guide is the major representative, and is being totally depended upon by the company to do a good job
- will promote the tour guide's professional abilities within the travel industry

B. Explain the importance of promoting other tour packages.

B. -- repeat business for the company
-- to promote further tourist income into Canada ensures tour guide of future work
- promotes Canada's travel industry

R E P R E S E N T T O U R O P E R A T O R

INSTRUCTIONAL TECHNIQUES

Time: 1 Hour 15 Minutes
Format: Discussion, lecture

Suggestions:

Discuss ways of dealing with situations in which tour operators are being blamed (eg. attractions, restaurants, accommodations) .

RESOURCES

Companies' brochures

eg . Trailways
Horizon
Frontier
Maverick

B - 1 Hour

A - 15 Minutes

EN A B L I N G S K I L L N O . 2

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Explain the importance of representing the tour operator in a professional manner.

A. - the tour guide is a reflection of the tour company's image
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to promote further tourist income into Canada ensures tour guide of future work
- promotes Canada's travel industry

EN A B L I N G S K I L L N O . 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|--|
| A. State the elements of a professional appearance when working with the public. | A. - business-like
coordinated
sensible
appropriate to working conditions |
| B. Describe the first things people notice about personal appearance. | B. - nails/make-up
hair
teeth/breath
weight
cleanliness
physical deformities |
| C. Explain why a high standard of personal grooming and dress are essential at all times. | c. -- professional image
public recognition and acceptance
- personal satisfaction |
| D. Describe some of the conditions and circumstances that could affect the guide's image while performing duties. | D. - personal illness
- long working days
bus breakdowns
stressful situations
weather conditions |
| E. Describe the importance of maintaining a professional appearance during off-duty hours. | E. - may encounter passengers
or business associates
may have to deal with emergencies |

M A I N T A I N P R O F E S S I O N A L A P P E A R A N C E

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 2 Hours
Format: Discussion

guest speakers (airline
trainer for onboard personnel
or beauty consultant)

Suggestions:

Emphasize the attitude of being
"on call 24 hours a day",
creating a good "first
impression".

Organize demonstrations to
illustrate positive and
negative ways of creating a
first impression.

Ask students to recall
experiences they have had
regarding "first impressions"
(eg. the best and the worst).

B - 1 Hour 45 Minutes
A - 15 Minutes

ENABLING SKILL NO. 4

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|---|
| A. Explain "confidence". | A. - firm belief in one's self and abilities
· trust
· "knowing you know something" |
| B. Explain ways of achieving self-confidence. | B. -- familiarity with all aspects of the job
· continually upgrading and developing skills and abilities
· trusting own instincts and judgments |
| C. Recognize effects of self-confidence on the job. | C. - promote trust and confidence of group in its leader
· helps guide/deal effectively with work - related responsibilities more decisive (especially in emergency or problem situations) |

D E M O N S T R A T E S E L F - C O N F I D E N C E

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes
Format: Lecture/open discussion

Suggestions:

B - 15 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O . 5

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|--|---|
| A. Describe importance of maintaining high energy level. | A. -- maintain enthusiasm
be able to enjoy work and people
meet physical and mental demands of the job |
| B. Describe morale and its importance. | B. - the level of trust, confidence, enjoyment, and interest created for self and passengers |
| C. State positive effects of maintaining morale and high energy. | C. -- passengers more cooperative and responsive to guide's leadership
enhances passenger enthusiasm for excursion |
| D. Demonstrate ways of communicating morale and high energy. | D. -- voice modulation
body language
dress
- initiating individual contact |

M O R A L E A N D H I G H E N E R G Y

INS TRUCTIONAT. TECHNIQUES

RESOURCES

Time: 1 Hour
Format: Lecture/open discus sion

Suggestions:

Illustratethe positive and negative effects of personal energy and interest on both tour guide and passengers.

Demonstrate "energetic" and "lazy" verbal presentations and discuss effects. \

B - 45 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O. 6

LEA R N I N G T A S K S

KEY POINTS AND PROCEDURES

A. Give some examples of stressful situations that may occur on tour.

- A. - equipment malfunction
- sick passenger
- accommodation shortage
- conflict in personalities - driver/guide
- passenger tardiness
- obnoxious passenger

B. Describe ways of effectively handling a stressful situation.

- R. - tact
- discretion
- honesty
- politeness
- even temper
- respect
- firm approach

H A N D L E S T R E S S F U L S I T U A T I O N S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour 30 Minutes
Format: Lecture/role-playing

Workshop file cards and role-playing evaluation sheets.

Suggestions:

Discuss stress and how it can effect the guide on the job.

Discuss positive and negative ways of identifying and dealing with a stressful situation.

Have students role-play typical stressful situations to practice dealing with them.

B - 1 Hour 15 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O . 7

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|--|---|
| A. Define the word "friendliness". | A. - having the attitude of one who cares
- one who can be easily approached |
| B. Describe the meaning of "professional distance". | B. - individuality
- emotional detachment
professional role and position
no favoritism
- not becoming overly familiar
- not opinionated |
| C. Define a "professional approach" to work and passengers. | C. - promote friendliness, concern, empathy
show interest without encouraging any emotional dependency or personal involvement
- think before acting or speaking
evaluate situation honestly prior to any involvement that could jeopardize passenger/tour guide relations |
| D. List some of the problems that may arise if the guide does not 'maintain a professional distance' . | D. - personal embarrassment
passenger may take offense
other duties interrupted
depriving group of information
may offend driver |
| E. Give some examples where the tour guide may be especially required to maintain a professional distance. | E. - alcoholism
family disputes
racial, political or religious beliefs
passenger attraction to the tour guide |

LEARNING TASKS (continued)

- F. Explain why tour guide and personal passenger relations are not encouraged.

KEY POINTS AND PROCEDURES (continued)

- F. - pre-occupy the tour guide, resulting in a less efficient service to the group
 - promotes jealousy
 - affects driver/guide relations
 - promotes uncomfortable situation between other passengers and tour guide

EXHIBIT FRIENDLINESS WHILE
MAINTAINING PROFESSIONAL DISTANCE

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour 30 Minutes
Format: Lecture/discussion

None

Suggestions:

Give specific examples of actual problems which challenge the tour guide's ability to maintain professional distance.

Emphasize that tour guide is not a guidance counselor.

Emphasize "equal time" for all passengers.

B - 1 Hour 15 Minutes

A - 15 Minutes

EN ABLINGSKIL L N O. 8

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|--|---|
| A. Define qualities of a physically fit tour guide. | A. - healthy
trim
agile |
| B. List some of the physical demands on the tour guide. | B. - long working days
different altitudes
variable temperatures
continuous group activities
guided walking tours |
| C. Give some examples of effective mental control. | C. - decisive
- alert (at all times)
even tempered
ability to leave personal problems at home |
| D. Summarize the physical and mental attributes required of a tour guide . | r). -- physical fitness
dress and personal appearance
high level of energy
high morale
self-confidence
handle stressful situations
exhibit friendliness while maintaining professional distance
.. interest and enthusiasm |

M A I N T A I N P H Y S I C A L A N D
M E N T A L F I T N E S S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour

Format: Lecture/open discussion

Topics and Suggestions:

1. Definition of physical fitness and its importance to your work duties. Full explanation of the actual conditions you work with and why your health and physical fitness are absolutely essential.
2. Definition of mental alertness and applying your mental control to your job.
3. Summary of personal attitudes and characteristics. Divided into physical and mental attributes.

In discussion touch upon the fact that every tour guide should have at least one complete physical a year.

Brainstorm various ways of maintaining physical and mental fitness while tour guiding.

B - 45 Minutes

A - 15 Minutes

G E N E R A L A R E A O F C O M P E T E N C E

B. . ORGANIZE AND DELIVER COMMENTARY AND OTHER INFORMATION

ENABLING SKILLS

1. Explain tour schedule and itinerary
2. Explain customs and border regulations
3. Explain coach facilities and passenger safety on board
4. Comply with company policies
5. Explain general safety precautions
6. Explain National and Regional Customs
7. Explain restaurant and hotel facilities and locations
8. Organize commentary
9. Deliver commentary
10. Adlib commentary
11. Answer passenger inquiries

TOTAL TIME 20 Hours 30 Minutes

B - 13 Hours 45 Minutes

A - 6 Hours 45 Minutes

E N A B L I N G S K I L L N O . 1

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Define a tour schedule and itinerary.

A. - length and destination of tour
traveling times between stops
routes being taken
attractions included in tour
major stops along tour route
restaurant and hotel accommodations

E X P L A I N T O U R S C H E D U L E
A N D I T I N E R A R Y

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes
Format: Lecture/demonstrate

copy of itinerary sheet for
each student

Suggestions:

Demonstrate how to present and
explain the tour schedule and
itinerary to passengers.

B - 15 Minutes

A - 15 Minutes

E N A B L I N G SK IL L N O . 2

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Explain procedures for leaving Canada and entering U.S.A.

- A. -- inform passengers to have identification ready (eg. birth certificate, passport, driver's licence)
- distinguish any non-Canadians or landed immigrants on board. They will need valid passport
- have a passenger count ready for customs official
- destination and length of trip for customs official
- foreign passengers will be asked to disembark and go through customs to have passports and visas checked
- passengers must remain on board at all times, unless instructed otherwise

B. List procedures for re-entry to Canada.

- B. -- passengers must be informed of all declaration rights and regulations (see Canadian Customs "I Declare" booklet)
- all declaration forms must be complete
- passengers to remain on board
- tour guide should have passenger count of all foreign visitors as they will have to go through immigration
- inform passengers that any opened bottles of alcohol must be disposed of
- liquor cost lists should be distributed
- disembarkment at duty free store should be done in an orderly fashion, informing passengers to form a single line to purchase goods one at a time
- any passengers not purchasing goods at the duty free must remain on board
- goods purchased must remain sealed until custom clearance
- no passenger will be allowed to leave the tour prior to custom clearance

E X P L A I N C U S T O M S A N D
B O R D E R R E G U L A T I O N S

INSTRUCTIONAL TECHNIQUES

Time: 1 Hour 45 Minutes
Format : Lecture by guest
speaker, written quiz, question
and answer period

Suggestions:

RESOURCES

"I Declare" booklet for each
student
Customs official for guest
speaker
duty free cost sheets for
each student
- quiz sheets
- declaration form

B - 1 Hour 30 Minutes
A - 15 Minutes

E N A B L I N G S K I L L N O . 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Explain on board facilities.

- A. location of bathroom and functions (take full advantage of all rest stops)
- air conditioning system (do not clog air conditioning vents - when in use all windows must be closed)
- location of first aid kit
- location of fire extinguisher
- location of emergency exit
- overhead luggage racks (for hand luggage only)
- consideration in the use of reclining seats, and use of foot rests
- ashtrays (to be used as such and not for garbage)
- location of garbage bags
- stereo system (to be operated only by tour guide or driver)

B. Explain passenger safety precautions on board.

- B. - to remain seated as much as possible while bus is in motion
- if walking when bus is in motion be sure to have a firm grip in case of sudden stop
- if using bathroom be sure door is locked
- be aware of overhead rack
- be sure all cigarettes are completely extinguished
- do not cross over white line when coach is in motion
- when disembarking use foot stool when provided
- accept tour guide or driver assistance when stepping down from coach
- disembark in an orderly fashion one at a time (one side of the bus at a time)

E X P L A I N C O A C H F A C I L I T I E S A N D
P A S S E N G E R S A F E T Y O N B O A R D

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes
Format : Lecture/open discussion

Tour bus layout

Suggestions:

Field trip to a bus.

B - 45 Minutes

E N A B L I N G S K I L L N O . 4

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|---|
| A. Explain procedures for handling alcoholic beverages on board the bus. | A. (IF ALLOWED)
in moderation only--no abuse of liquor can be tolerated
driver or tour guide has the right to confiscate bottles and in extreme cases, passengers can be put off coach |
| B. Explain procedures for handling smoking on board the bus. | E. (IF ALLOWED)
- cigarette smoking only
- no pipes or cigars
- be considerate of other passengers as some people find smoking offensive
use ashtrays only for extinguishing cigarettes |
| C. Explain reasons for seat rotation. | C. - so that all passengers will have the opportunity to sit at the front of the bus
- helps passengers to get acquainted |
| D. Explain procedures for seat rotation (seat rotation in effect primarily on long distance tours). | D. - right-hand side of the bus moves back two seats, left-hand side forward two seats
- twice daily |

C O M P L Y W I T H C O M P A N Y P O L I C I E S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes
Format: Discussion/demonstration

Suggestions:

Demonstrate seat rotation.

Emphasize the need for diplomacy
when dealing with these "sensitive"
issues.

B - 30 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O . 5

LEARNING TASKS

KEY POINTS AND PROCEDURES

- A. Give examples of general safety precautions that passengers should heed when not on board the coach.

- A. - purses and wallets
traffic flow and direction (especially foreign visitors not used to right hand driving)
potential attraction hazards (eg. Capilano Suspension Bridge)
emergency services at attractions
- local drinking water conditions (eg. Mexico)
effects of heat and altitude (especially older passengers)
hotel safety systems (emergency exits, sprinklers, fire alarms, fire escape, tour guide room number)

E X P L A I N G E N E R A L S A F E T Y P R E C A U T I O N S

INSTRUCTIONAL TECHNIQUES

Time: 1 Hour 30 Minutes
Format: Lecture, open discussion,
question and answers

Suggestions:

RESOURCES

- guest speaker from National
Safety Council
"How to Survive a Hotel Fire"
(National Safety Council)
- brochure for each student

B - 1 Hour 15 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O . 6

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Explain national and regional customs.

A. - legal age of province or state
time zone
minimum age for drivers
alcoholic beverage laws
state or province holidays
pedestrian and traffic laws
suggest where tipping is appropriate and how much is expected
(eg. waiters-waitresses, cab drivers, tour guides, room maids, porters, shuttle service)
(in Canada the expected tip is 10%. In U.S.A. 15%)
transportation costs
exchange rates
suggestions on local arts and crafts
local food specialties

E X P L A I N N A T I O N A L A N D
R E G I O N A L C U S T O M S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes
Format: Lecture

Provincial or state visitor
information brochures

Suggestions:

B - 15 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O . 7

LEARNING TASKS

KEY POINTS AND PROCEDURES -

A. Explain importance of informing passengers of hotel and restaurant locations.

A. - prevents passenger from getting confused or lost ; enables passengers to give clear directions to friends or relatives in the area allows passenger to judge proximity to major attractions and entertainment in case of emergency, could save valuable time if passenger knows exact location of hotel or restaurant

B. Explain hotel and restaurant facilities.

B. Hotels - accommodation type dining facilities recreational facilities entertainment. . location to nearest shopping areas laundry facilities shuttle service (if provided) porter service lounge

Restaurant

type of menu and cost washroom facilities licenced premises entertainment

E X P L A I N R E S T A U R A N T A N D
H O T E L F A C I L I T I E S A N D L O C A T I O N

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes
Format: Lecture

Hotel, restaurant brochures

Suggestions:

Emphasize importance of having
passengers **write down name,**
address **and** phone number of hotel
or restaurant on P/U brochure.

B - 15 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O . 8

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|--|
| A. List the procedures for organizing commentary in a logical sequence prior to departure. | A.. - establish the exact route being taken, using a map
- follow route picking out all attractions and points of interest
· arrange all information and travelog to correspond in sequence to the route being taken
· use mileage charts to determine coffee and lunch breaks, and the pacing of these breaks
calculate daily mileage, and rest stops, to give an accurate arrival time at your final destination |
| B. Given a particular tour, provide complete route daily itinerary and travelog in proper sequence. | E. - (as above) |

O R G A N I Z E C O M M E N T A R Y

INSTRUCTIONAL TECHNIQUES

\
Time: 4 Hours 30 Minutes
Format: Lecture and demonstration

RESOURCES

maps on Vancouver and B. C.
attraction brochures
- historical, geographical
information
restaurant locations and
information
eg. daily itinerary sheets

Suggestions:

Provide students with some sample
information and have them prepare
commentaries as an in-class
exercise.

B - 2 Hours 30 Minutes

A - 2 Hours (B question)

E N A B L I N G S K I L L N o . 9

LEA RNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|---|
| A. Define commentary. | A. - mile-by-mile information given along tour route |
| B. Describe types of information provided in a commentary. | B. - historical/geographical facts
.. tour routing
the day's itinerary
attraction information |
| c. Identify characteristics of a "good" commentary. | c. - factually accurate relevant to group's interests
- honest |
| D. Describe importance of providing an accurate, relevant presentation. | D. - encourages passenger confidence in tour guide
avoids embarrassment of being corrected by driver or passengers |
| E. State reasons for continuing development and upgrading of knowledge. | E. - self-confidence
enthusiasm
.. avoids boredom and "stale" presentations
- personal satisfaction |
| F. Give 5 minute commentary on a specific area. | F. - good pacing
interesting and accurate material
enthusiastic voice |

D E L I V E R C O M M E N T A R Y

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 15 Minute Per Student
Discussion/Demonstration
5 Hours + 2 Advanced = 7 Hours
Forma t: Discussion/demonstration
Practice

Evaluation sheets

Information kits with maps and
brochures

Suggestions:

Discuss various ways of developing
a commentary (eg. notes, brochures).
Remind students to direct attention
to right/left hand side of coach.

Give brief demonstration of "interesting"
and "boring" commentaries.

Student presentations and critique.

B - 5 Hours

A - 2 Hours - (5 Minutes Commentaries)

E N A B L I N G SK II., L N O. 1 0

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Define ad-libbing.

A. Provide information to supplement the prepared tour commentary.

B. Explain the kinds of information which may be provided when ad-libbing.

B. - the province (history)
real estate
property taxes
folklore
humorous, relevant stories
celebrities
B. C. Medical Plan
cost of living
architecture
native peoples

C. Explain the benefits of ad-libbing.

C. - prevents passengers from becoming bored or asking inane questions
provides passengers with added, honest and interesting information during quiet parts of tour

A D - L I B C O M M E N T A R Y

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 2 Hours
Format : Lecture-demonstration/
, practice

Suggestions:

Have **students** do two minute
commentary with ad-lib added.

Emphasize appropriate timing
of **ad-libs** (eg. allow passengers
time to absorb information).

B - 1 Hour

A - 1 Hour (Oral commentaries with ad-lib)

E N A B L I N G S K I L L N O . 1 1

LEARNING TASKS

KEY POINTS AND PROCEDURES

4. Construct a list of most commonly asked questions.

A. - eating facilities, locations, costs, type of menu offered, reservations, dress code
-- attractions, locations, costs, transportation
-- local transportation and cost, bus routes, cabs, ferries, special rates ie. senior citizen, student
sources of entertainment - locations type of entertainment, length of show, cost, dress requirements, licenced premises, seating arrangements, reservations
emergency numbers and medical coverage
directions
shopping areas and hours of operation
airline connections
sources of visitors information. eg. visitor and tourist bureaus, museums, travel agents
custom regulations
exchange rates

B. Explain the importance of being able to answer passenger enquiries.

B. - will promote confidence and dependability of the tour guide
enhances tour guide's own knowledge

AN S WE R PAS S ENG E R E N QU I R I E S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time : 45 Minutes
Format : Discussion

List of general questions
passengers might ask.

Suggestions:

Ask specific questions about
British Columbia to check for
general knowledge.

Remind students it is better
to say "I don't know" than give
an incorrect or misleading
answer.

B - 30 Minutes

A - 15 Minutes



GE NE R A L A R E A O F C O M P E T E N C E

c. SET UP AND MAINTAIN RESOURCE FILE

ENABLING SKILLS

1. Apply map skills
2. Interpret **British** Columbia road map
3. Interpret Vancouver City map
4. Locate sources for information
5. Prepare resource file
6. **Maintain** and update resource file

TOTAL TIME: 5 Hours 30 Minutes

B - 4 Hours

A - 1 Hour 30 Minutes

E N A B L I N G S K I L L N O . 1

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|--|--|
| A. Locate date of publication and state reason for doing so. | A. - to follow the most efficient route possible
- new highways and improved roads will be marked
- old roads may be closed, or will be marked in regards to how they are paved
- any additional up to date information will be added
eg. new ferry crossings, new roads, etc. |
| B. Locate legend and state its function. | B. - to explain colors and symbols used to define
-- provincial trunk highways
- provincial roads and numbers
- main city streets
- attractions
- public facilities
eg. airports, campsites, points of interest, etc.
- populations in cities and towns |
| C. Explain the use of a scale. | C. - a scale provides distances by using inches or centimetres to measure distances
eg. 2" equal 40 miles |
| D. Using an index and grid system, locate a town on a map. | D. -- locate town in index
- locate letter and number written beside that town
- locate letter at the top of map
- locate number to the left or right of the map
- join the letter and number on map to locate town |

A P P L Y M A P S K I L L S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes
Format: Lecture/demonstration

B. C. Road Maps
Vancouver City Maps

Suggestions:

Have students locate **date**,
legend, scale, and indexes
On both the B. C. map and a
city map.

B - 45 Minutes

ENAB L I NG S K I L L NO. 2

LEARNING TASKS

KEY POINTS AND PROCEDURES

- A. Identify the road classifications and give examples of each.
- B. Locate and identify highway markers.
- C. Given two cities calculate the **distance** between them.
- D. Identify and give examples of various map symbols.
- E. Find mountain ranges and rivers of importance.

- A. - 2 lane, paved
- gravel
- proposed multilane
- B. Refer to B. C. road map for markers.
- C. Distances are marked in red **between** cities,
- D. - . airports
- ferries
- government campsites
- points of interest
- E. Refer to B. C. map.

IN T E R P R E T B . C . R O A D M A P

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes
Forma t : Lecture/working session

a copy of a B. C. road map
for each student

Suggestions:

B - 45 Minutes

E N A B L I N G S K I L L N O . 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|--|
| <p>A. Using entire Vancouver Visitors' Map, identify:</p> <ul style="list-style-type: none">three major golf coursesthree major attractionstwo lakesthree major outbound streets from downtown Vancouvertwo universitiesthree major parkslocate inner and outer Vancouver harboursfour bridgesthree Vancouver suburbsthree baysthree major highways leading to and from Vancouverthree islandsone scenic driveCanada/U.S. boundaryall ferry terminals <p>B. Given street names of a typical Vancouver sightseeing tour, identify north, south, east, west directions.</p> <p>c. Given street names, identify which are "one way".</p> | <p>A. Refer to Vancouver Visitors' Map .</p> |
|---|--|

I N T E R P R E T V A N C O U V E R C I T Y M A P

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour

Vancouver City Visitors' Map

Format: Discussion/class participation

Suggestions:

Class participation exercise.

B - 1 Hour

ENAB L I N G S K I L L N O . 4

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|--|
| A. State the importance of knowing the <u>direct</u> sources of information. | A. - credibility of references
· clarify questions from passengers regarding sources of information |
| B. Identify the proper sources of information for the following:
a) historical

b) geographical

c) border crossing
d) specific Vancouver information

e) regional information
f) U.S./Foreign travel

g) current events
h) ferry schedules
i) local transportation
j) train schedules
k) attractions
l) emergencies

m) hotels and restaurants

n) traffic laws and regulations
o) shopping/entertainment | B.

a) libraries, museums, historical societies, book stores, local publishers
h) cartographers, library, National Geographic, BCAA, Parks Canada
c) Canada Customs and Immigration
d) Vancouver Convention and Visitors' Bureau, City Archives, Parks Board, local publishers, library
e) Tourism B. C., Chambers of Commerce
f) Travel U.S.A., Consulates, Tourist Information Centres, travel consultants, library
g) newspapers, Time, Life, Newsweek
h) B. C. Ferries
i) B. C. Hydro, Pacific Coach Lines Greyhound
j) B. C. Rail, VIA Rail
k) brochures from attractions
l) police stations, hospitals, fire stations, St. John's
m) B. C. Motel. Association, Hotel Association, BCAA, Vancouver Guideline brochures, direct contact
n) Dept. of Highways, R.C.M.P. , BCAA
o) Better Business Bureau, Vancouver Magazine, Southwestern British Columbia Tourist Association |

L O C A T E S O U R C E S F O R I N F O R M A T I O N

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour
Format: Discussion

Resource Guide for Travel
Counsellors
(from Tourism British Columbia).

Suggestions:

Suggest that students always
be alert for new sources of
information.

B - 1 Hour

E N A B L I N G S K I L L N O . 5

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. State the importance of setting up a resource file.

A. -- provides the tour guide with all the necessary information to provide a proper tour
- prepares the tour guide for any questions that may be asked by passengers or co-workers
-- if tour guide is unfamiliar with. tour route, the resource file will provide the tour guide with necessary information to be studied prior to presentation if driver is unfamiliar with route the tour guide will be able to provide him with necessary instructions and information
the more informative the tour guide the more valuable the tour guide

B. Describe the contents of a resource file.

B. - a file or manual of updated tour information which includes - maps
- attractions-rates, operating hours, locations, phone numbers
- historical and geographical information
restaurants-locations, phone numbers, types of menus, costs, etc.
- hotels-locations, phone numbers, type of accommodations, managers' names
- daily log sheets
current events
traffic laws and regulations .
- border procedures-local and foreign
emergency numbers-host, police, fire, etc. ,
tour operators-foreign sightseeing
tour guide services-out of town
shopping, entertainment
information centres

P R E P A R E R E S O U R C E F I L E

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour 30 Minutes
Format: Lecture and written test

Sample resource file

Suggestions:

Have students acquire materials for their own **local resource** files. **By the end of the training** program, each student should have **developed a file** which can be used on the job.

EN A B L I N G S K I L L N O . 6

LEARNING TASKS

KEY POINTS AND PROCEDURES

- A. State the importance of maintaining and updating a resource file.

- B. Identify the proper procedures for maintaining a supply of current resource materials.

- A. - to avoid giving outdated information to passengers
to keep file clean and legible
to enhance knowledge and improve service to passengers

- B. - keep an accurate record of the type and quantity of materials used
sort and dispose of all out-of-date information
replace damaged materials (eg. maps and brochures)
add updated information

MA I N TA I N AN D U P DAT E RE S O U R C E F I L E

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes
Format: Discussion/lecture

Suggestions:

Discuss what could occur if
resource file is out-of-date.

G E N E R A L A R E A O F C O M P E T E N C E

D. ORAL COMMUNICATION

ENABLING SKILLS

1. Give oral presentation
2. Use microphone
3. Give directions to driver and passengers

TOTAL TIME: 3 Hours 15 Minutes

B - 3 Hours 15 Minutes

E N A B L I N G S K I L L N o. 1

LEARNING TASKS

- A. Give a 2 minute ad-lib presentation on a favorite interest.

KEY POINTS AND PROCEDURES

- A. - logically organized
- interesting
relaxed presentation
eye contact
- posture
clear diction
vocabulary
- gestures
audience reaction

G I V E O R A L P R E S E N T A T I O N

INSTRUCTION TECHNIQUES

RESOURCES

Time: 1 Hour 30 Minutes
Format. Lecture/ slide and
demonstration

Guest speaker from the Toastmasters,
on Public Speaking

Suggestions:

This particular activity can be
very stressful at first. Try to
put students at ease..

E N A B L I N G S K I L L N O . 2

LEARNING TASKS

- A. Identify the parts of a microphone system on a coach .
- B. Describe factors which can damage the microphone or irritate passengers.
- C. State procedures for proper use of microphone.
- D. Give brief presentation using microphone.

KEY POINTS AND PROCEDURES

- A. Include:
 - on-off switches
 - volume **control**
 - microphone "holster"
 - coach speakers
 - microphone**
- B. - blowing into microphone
yelling into microphone
speaking too closely into microphone
continuously pressing **on/off** button
swinging microphone on **its** cord
banging microphone
turning head away while speaking
- C. - **check** that microphone system is in good working **order**
hold microphone 8 - 10" from mouth
speak clearly and a **little** more slowly than usual
ask passengers if everyone can hear you properly and **adjust** volume, mouth, etc, as necessary
- D. - listeners should hear every word
volume should be constant
sound quality clean and clear

U S E M I C R O P H O N E

INS'I'RUCTIONAL TECHNIQUES

RESOURCES

Time : 1 Hour
Format: Demonstration/practice

P. A. System

Suggestions:

Provide immediate feedback to students after each presentation.

E N A B L I N G S K I L L N O . 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Describe most important points when giving directions to the driver on a moving coach .

A. - use correct names and numbers for streets, highway exits, etc. give plenty of time for driver to react to directions
check to see directions have been understood

B. State procedures for giving directions to passengers (not on board the bus).

B. - speak loudly and clearly repeat names, numbers, times, etc.
use visual aids such as maps, landmarks, **street** names to orient passengers
provide written directions or sketches if necessary
check for questions
outline maps when necessary

G I V E D I R E C T I O N S T O
D R I V E R A N D P A S S E N G E R S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes
Format: Lecture/demonstration

Route maps
Attractions, maps

Suggestions:

Point out the importance of giving clear directions at all times (customs, attractions, ferries, shopping malls, etc.)

Demonstrate procedures for giving directions to driver and passengers.

GE NE R A L A R E A O F C O M P E T E N C E

E. MAINTAIN GOOD TOUR GUIDE/DRIVER RELATIONS

ENABLING SKILLS

1. Identify areas of responsibility
2. Work cooperatively with driver
3. Handle tour guide/driver conflicts
4. Coordinate commentary with driver
5. **Maintain** rapport with driver
6. Identify **areas** of responsibility of driver and tour guide on long distance tour (advanced)
7. Encourage **driver** participation in **group** activities (advanced)

TOTAL TIME: 3 Hours 30 Minutes

B - 2 Hours 15 Minutes

A - 1 Hour 15 Minutes

E N A B L I N G S K I L L N O . 1

LEARNING TASKS

KEY POINTS AND PROCEDURES . .

A. Describe the responsibilities of the tour guide and driver.

- A. Tour Guide
- loading and unloading of passengers
commentary
maintaining order and control on board the coach
 - passenger count after every stop
attractions and related information
updated information on restaurants and hotels, shopping, entertainment, local transportation
 - group reservations
routing, directing tour, procedures for admissions to attractions, airport procedures
 - border and customs procedures
maintaining schedule
 - plan lunch and coffee stops enroute
 - represent company interests
 - handle complaints, emergency situations, tour related problems
 - know of additional local sightseeing tours
awareness of local traffic laws and regulations
control microphone
- Driver
- maintenance and condition of coach
responsible and courteous driving
 - familiarity with route, to be able to understand directions, obey local traffic laws and regulate luggage handling and count, border procedures, repairs, fuel, bathrooms, ashtrays, helping passengers off the bus

I D E N T I T Y A R E A S O F R E S P O N S I B I L I T Y

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time : **30 Minutes**

Format : Lecture/open discussion

Suggestions:

This segment will outline the importance of good tour **guide/driver** relations and what effect it has on the tour.

E N A B L I N G S K I L L N O . 2

LEARNING TASKS	KEY POINTS AND PROCEDURES
A. Define cooperation.	A. - respond to suggestions respect knowledge and experience acknowledge contributions compromise
B. Describe the benefits of a good tour guide/ driver relationship.	B. - give passengers the feeling of ease and confidence if they see both working as a team give the tour guide a good, solid, friendly base on which to conduct the tour discourages passengers from taking sides

W O R K C O O P E R A T I V E L Y

W I T H Y O U R D R I V E R

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes

None

Format: Discussion

Suggestions:

Discuss how the driver could **make** it very difficult for the tour guide to maintain enthusiasm or cause embarrassment by constant correction, giving the tour guide **a** feeling of inadequacy in front of tour group.

Driver may refuse to acknowledge tour guide's professional position, resulting in his refusal to cooperate with the tour guide's planned itinerary for the tour.

E N A B L I N G S K I L L N O . 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Given a specific conflict situation between tour guide and driver, list some of the solutions that may rectify differences.

A. - show a common respect for each others profession
make the passengers aware of driver's presence by name introduction
when possible include driver in commentary
always thank driver at the end of the tour, encouraging the group to do the same "
clarify job descriptions so that both are fully aware of each others responsibilities
choose appropriate time and place to discuss differences

H A N D L E G U I D E \ D R I V E R C O N F L I C T S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes
Format: Discussion/role-play

Role-plays
Evaluation sheets

Suggestions :

Have students participate in resolving typical guide/driver conflicts in role-play situations.

ENAB L I NG S K I LL N O. 4

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Describe ways of coordinating commentary with driver.

- A. - establish driver's knowledge of the area
- compare notes to be sure facts are the same
- pace commentary to driving route
- go over route prior to departure (when possible)

C O O R D I N A T E C O M M E N T A R Y W I T H D R I V E R

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 15 Minutes
Format : Discussion

Suggestions:

Discuss the effect of not coordinating with driver.

1. Passengers may become confused if the tour guide and driver do not give the same information.
2. The driver may correct the tour guide, therefore causing embarrassment for the tour guide with the group.
3. The tour guide will eventually lose the confidence of the group.

E N A B L I N G S K I L L N O . 5

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Provide examples of why the rapport must be maintained.

A. - for the comfort of the passengers
- for the emotional state of both tour guide and driver
it is a responsibility the tour guide and driver have to the respective tour company they are representing
it can mean the difference between a successful tour and a bad one

B. Describe how to maintain rapport with a driver.

B. - make concessions at certain times
include driver in social and group activities
limit demands on driver (eg. extra tours, picture stops, shuttle services)
occasionally share meals or a social evening together
show confidence and support in him throughout the tour

MA I N TA I N R A P P O R T W I T H D R I V E R

INSTRUCTIONAL **TECHNIQUES**

RESOURCES

Time: 15 Minutes

Format: **Discussion**

Suggestions:

E N A B L I N G S K I L L N O . 6

(A D V A N C E D)

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|---|
| A. List some of the driver's responsibilities while on a long distance tour. | A. - maintain and clean coach
(eg. ashtrays, washroom, floor, fuel, etc.)
keep daily log of mileages
state mileages
manage own expenses and coach expenses
(eg. repairs)
load and unload luggage
keep exact count of luggage
passenger control (in extreme cases)
-- maintain schedule
cautious and safe driving
take directions--give directions
be aware of local and foreign traffic laws and regulations
be familiar with foreign destinations and their customs
maintain professional image
be courteous, polite, informative and helpful to passengers
encourage team effort with tour guide
promote tour operator and travel industry |
| B. List some of the responsibilities of the tour guide on a long distance tour. | B. - direct driver when necessary
provide commentary
.. entertain passengers
keep order and control on coach
confirm hotel , attraction, restaurant reservations
keep daily log
handle passenger complaints and problems
handle problem passengers
-- handle health emergencies
wake-up calls
added attraction requests
routing of tour
- local sightseen tours in foreign cities |

LEARNING TASKS (continued)

B.

KEY POINTS AND PROCEDURES
(continued)

- B. - arrange luggage pick-up
luggage drop-off procedures
handle all financial
documents related to tour
(eg. expense reports, receipts,
draughts, etc.)
- border procedures
be completely familiar with
all areas of tour
(eg. shopping areas,
entertainment, etc.)
- maintain professional image
team effort with driver
- be courteous and polite to
passengers at all times

E N A B L I N G S K I L L N O . 7

(A D V A N C E D)

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. List some group activities that the driver should be encouraged to participate in.

A. - games on board the coach
(eg. Mutt and Jeff)
wine and cheese parties
group dinners
group entertainment
(eg. nightclub tours)
picnics
guided tours
emergency situations

B. List some of the positive results of including driver in group activities.

B. - passengers **will accept** driver as a participating member of the tour
will promote passenger confidence if they see good team work up front
will promote complete **recognition** and faith in the company if the passengers see a **solid** and effective driver/tour guide relationship
a happy driver enjoying his vocation
promotes a more relaxed and enjoyable atmosphere
promotes tour operator and travel industry

E N C O U R A G E D R I V E R P A R T I C I P A T I O N
I N G R O U P A C T I V I T I E S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes
Format: Open discussion

suggestions:

GE N E R A L A R E A O F C O M P E T E N C E

F. MANAGE TOUR GROUP

ENABLING SKILLS

1. Prepare for departure (advanced)
2. Deal with late or lost passengers
3. Handle group at attractions
4. Handle problem passengers and complaints
5. Encourage growth of group feeling (advanced)

TOTAL TIME: 5 Hours 45 Minutes

B - 1 Hour 45 Minutes

A - 4 Hours

E N A B L I N G S K I L L N O . 1

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|--|---|
| A. Identify the correct procedures in preparation for a tour departure. | A. - pick up correct passengers at designated pickup points
check off passengers at pickup point
maintain the schedule of pickup times
welcome passengers on board
distribute name tags where applicable
identify yourself, the driver and company represented
identify the tour and its destination
- check that luggage is appropriately marked, with correct baggage tags
phone missing passengers |
| B. List examples of situations that could arise, to delay or account for passengers not showing up for departure of tour. | B. - last minute" illness
confusion in pickup points
- delay in traffic
- lateness due to oversleeping
confusion over departure date |
| C. List the appropriate procedures for handling various delays . | C. - (if during office hours)
contact tour company for further instructions
- <u>last minute illness</u> -
contact passenger, refer them to the tour office, then proceed with the tour
make accommodation and attraction cancellation enroute as necessary
<u>confusion of pickup point</u> -
call passenger's home, determine pickup point to which they have proceeded. Allow a 15 minute waiting period and proceed to the tour's next pickup point |

LEARNING TASKS (continued)

C.

KEY POINTS AND PROCEDURES
(continued)

C. - delay due to traffic -
if the pickup point is a
restaurant or hotel,
leave instructions with
hotel staff member ie.
provide licence plate of
coach and route being
taken, advise passengers
to take a cab and follow
pickup route. If local
sightseeing wait 15
minutes and proceed with
tour
lateness due to oversleeping -
contact passenger and give
the passenger the option
of picking up the tour at
any of the scheduled pickup
points
confusion of departure date -
contact passenger, refer to
the tear office and proceed

P R E P A R E F O R D E P A R T U R E

INSTRUCTIONAL TECHNIQUES

Time: 1 Hour 30 Minutes
Format: Answer/question period
role-playing

Suggestions:

Written test.

RESOURCES

Pickup lists, luggage tags,
name tags, test sheets

ENAB L I NG S K I LL NO. 2

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|--|
| A. Identify correct procedures dealing with late passengers. | A. - give clear firm explanation to the entire group of the importance of maintaining the planned itinerary, and schedule
- point out that although each passenger is an individual they are participating and traveling as a group emphasize consideration and respect for all tour group members and staff |
| B. Give examples of how the tour guide can avoid losing passengers. | B. - give distinct and clear description of bus (color, logo and licence plate number)
- point out location of bus for re-grouping, visual landmarks, tour guide, driver and company name always give explicit instructions of exit locations from attractions, shopping centres, parks, restaurants, hotels, etc. |
| C. List procedures if guest is lost or missing. | C. - assume the responsibility for the passenger search, never allow other members of the group to disembark to help, or you will find more passengers will disappear
- have full name and description of missing party for P.A. System, or providing description to authorities
- if unable to locate passenger inform police check local hospitals, report to tour company for further directions |

D E A L W I T H L O S T O R L A T E P A S S E N G E R S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minures
Forma t: Lecture/discussion

suggestions :

Example situations for late and
missing persons.

B - 15 Minutes
A - 15 Minutes

ENAB L I NG S K I LL N O. 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Identify and list the proper procedures for managing and accompanying the group to attractions.

A. - note passenger count and age breakdown
identify status of passengers for ticket admission when necessary (eg. senior citizen, adult, student, junior, child)
compare group rates at the attraction to those given by the tour company
make special arrangements for handicapped passengers (eg. wheelchairs, strollers)
purchase required admissions at the group reservation booth, leaving group on board the bus
if using attraction voucher for admittance escort entire group to the entrance immediately
.. pick up any information or maps available that may assist your passengers once inside the attraction
.. prior to **distribution of** tickets explain clearly departure time, and location of bus, in regards to exits from attraction
.. give passengers the option of accompanying the tour guide once inside the attraction or going their own way
.. make passengers aware of attraction services (eg. lost and found, eating facilities, banking, emergency services)

LEARNING TASKS (continued)

B. List procedures for conducting an attraction tour.

C. Give instructions for self-guided tour through attraction.

KEY POINTS AND PROCEDURES (continued)

- B. - brief group on length of tour
explain what is included in the tour
explain eating arrangements, washroom facilities and attractions involved
stress the importance of promptness and staying with the group
carry a distinguishing marker for passenger easy identification
- keep a steady but comfortable walking pace
- C. - purchase and provide necessary admission tickets
explain types of tickets and their use
brief group on the attractions
supply any maps or useful information. on the attraction
announce departure time and location
- point out exits in conjunction to where the bus will pick up
accompany group to the entrance of the attraction
remain available for 15 minutes for questions

HAN D L E G R O U P A T A T T R A C T I O N S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes

Format: Lecture and discussion

Suggestions:

B - 30 Minutes

A - 15 Minutes

EN A. B L I N G SKILL NO. 4

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Identify various problems that may arise on a tour.

- A. - one passenger disapproving of the music selection, when it is being enjoyed **by everyone else**
- passengers refusing to rotate **seats**
- passengers losing attraction tickets
- passenger complaints over unsatisfactory accommodations
- passenger losing **traveller cheques**
- passengers complaining about their itineraries (eg. choice of attraction) complaints about lunch and coffee shops incompatibility amongst passengers

B. Identify the proper procedures in handling problem passengers and complaints.

- B. The student must identify each of the following:
 - listen attentively and sympathetically act courteously and avoid taking the matter personally
 - listen effectively and ask questions for clarification if **unable** to deal with specific problem or complaint, refer it to the appropriate authority for action

C. In a role-playing situation, resolve a problem with a passenger.

- C. The upset "passenger" is visibly **calmer** and satisfied with resolution of the problem.

HAN D L E P R O B L E M
P A S S E N G E R S A N D C O M P L A I N T S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 2 Hours 30 Minutes
Format: **Lecture/discussion/**
role--playing

Workshop file cards and role-
playing evaluation sheets

Suggestions:

Stress importance of careful
listening and clarification of
the problem before taking any
action.

Give each student an opportunity
practice in the "tour guide"
role.

B - 30 Minutes

A - 2 Hours

ENAB L I N G S K I L L N O . 5

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. List ways of encouraging group feeling in the passengers.

A. - after every seat rotation, have passengers introduce themselves to passengers in the opposite seats
introduction games such as Mutt and Jeff
stress the benefits of being in a group situation for:
a) eating facilities
b) attractions .
c) entertainment facilities
seating arrangements at restaurants--encourage passengers to sit in groups of four and more
.. encourage passengers to participate in group entertainment activities, on and off the coach
compliment your group as a whole
when making announcements at hotels, restaurants or attractions, **emphasize** the group name a little (eg. would the "delightful" Happy Tours Group please assemble. . . .etc.)

E N A B L I N G S K I L L N O . 1

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Explain basis for a check list pre-trip planning.

A. - so that all paper work and travel documents are in order
all personal business is in order
all tour related materials are in order

B. Make up a check list documenting all pre-trip arrangements.

B. - report to tour company for tour supplies
- pick up: music tapes - if required
-- entertainment - quizzes - bingo - children's games - song sheets, etc.
name tags (provided by the tour company for passenger identification)
tour guide and company badge
extra luggage tags
daily itineraries
all tour related documents

MA K E A C H E C K L I S T

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes
Format : Lecture/discussion

Examples of
- luggage tags
- daily itineraries
name tags
- games
song sheets

Suggestions:

Have students make up a typical
check list for a city or
overnight tour as appropriate.

B - 15 Minutes

A - 30 Minutes

E N A B L I N G S K I L L N O . 2

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Describe documents needed before tour begins.

- A. 1. Maps (eg. tour route and city maps relating to tour, attraction maps if available)
2. Daily log (record book to log each days activities while on tour)
3. Rooming list - a form that shows all passenger names and room requirements (eg. types of accommodation- double, single, twin, etc. also the number of rooms required, special requests)
4. Pick up list - complete list of the passenger count and location of pick up points, times of pick ups, and the number and names of pax at each point
5. Seat rotation lists - complete list of passengers' names and seat numbers assigned, rotation schedule to be changed twice, daily
6. Expense reports - blank expense reports to be completed by the tour guide enroute (eg. hotel room expenses, attraction expenses, miscellaneous expenses, a complete documented account of monies spent)
7. Attraction vouchers - pre-paid admission ticket to attractions, to be presented at attraction entrance
8. Hotel drafts and breakdown sheets - draft **is** used as cash to pay hotel accounts, the breakdown will list cost of rooms requested, also luggage service costs. The Tour company breakdown should comply with hotel.

A C Q U I R E A L L N E C E S S A R Y D O C U M E N T S

INSTRUCTIONAL TECHNIQUES

Time: 1 Hour 30 Minutes
Format: Question and answer
period

RESOURCES

Sample copies of:
- daily log sheets
 rooming lists
- pick up list
 seat rotation list
- blank expense report
 attraction vouchers
- hotel draft and breakdown

Suggestions:

Review the purpose and
function of each document.

B - 15 Minutes

A - 1 Hour 15 Minutes

E N A B L I N G S K I L L N O . 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Give examples of passenger special requirements.

- A. ... special duties
specific room requests
- **health** problems
- handicapped persons
any special travel arrangements
- distribution of extra health insurance policies

AS C E R T A I N S P E C I A L
C L I E N T R E Q U I R E M E N T S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes
Format : Discussion

Example of insurance policy
Rooming list with special
requirements

Topic:

Passenger pre-ordered special
requirements.

B - 15 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N o . 4

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Identify **types** of requirements a tour operator may have.

A. - uniforms
smoking/drinking
entertainment on board
driver working hours
deviations from itinerary
expenses
schedule
emergency procedures
guided tours/attractions
miscellaneous

C O M P L Y W I T H T O U R O P E R A T O R
R E Q U I R E M E N T S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes
Forma t: Discussion

Tour Operator as guest speaker

Suggestions:

Discuss **requirements** a variety
of tour operators may have.

B - 15 Minutes

A - 30 Minutes

E N A B L I N G S K I L L N O . 5

(A D V A N C E D)

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. List some basic procedures for compiling a trip manual for a long distance tour.

- A. -- note origin and destination points of tour
- note all attractions, hotel and restaurant locations being used on tour
- obtain specific maps related to tour route and city tours involved
- outline tour route being taken on maps
- average daily mileages
- gather information related to tour
- compile manual in logical sequence to tour itinerary

B. List contents of trip manual.

- B. - index
- hotels--location, description, phone number, address, convenience to shopping and entertainment, type of accommodations, eating facilities, lounge, cabaret, manager's name, elevator, porter service, etc.
- restaurants--location, directions, phone number, address, type of menu, seating arrangements, cost, specialities of the house, manager's name
- attractions--location, directions, phone number, address, type of attraction, operating hours, group and individual rates, emergency facilities, suggested length of time needed to appreciate attraction

LEARNING TASKS (continued)

KEY POINTS AND PROCEDURES
(continued)

- | | | |
|----|---|--|
| B. | | B. - emergency phone numbers and addresses to police, ambulance, fire department, hospitals paramedics, in all major cities and stopover points throughout tour
mile for mile historical and geographical information related to tour
detailed city tours being conducted on tour
general information related to tour
(eg. local folklore, real estate, politics, etc.)
suggested game list
(eg. Mutt and Jeff, Newlywed game, Bingo, etc.)
types of entertainment for children on board
- humorous stories--jokes
- daily itinerary and mileages |
| C. | Explain the importance of compiling manual in logical sequence. | C. - quick reference eliminates confusion of areas
makes for a more organized tour guide
easier for upgrading
easy to index |
| D. | List procedures for upgrading trip manual. | D. - constantly recording in log book, new information
(eg. different restaurants to try, additional choice scenic routes, new found shopping areas, picnic spots, new games to play on board coach,
new stories and jokes to tell)
- pick up brochures--constantly looking for changes in accommodation, eating facilities attractions, group rates, operating hours, costs, etc.
- pick up business cards and pamphlets at all facilities |
| E. | Given a specific tour route prepare a trip manual. | E. To include Skill Nos. 1, 2 & 3. |

P R E P A R E T R I P M A N U A L

INSTRUCTIONAL TECHNIQUES

Time: 10 Hours 30 Minutes
Format: Lecture/discussion/
field trip

Suggestions:

Students outline routes on
maps.

Take students to local
information centres to
assemble materials.

Show students sample trip
manual.

RESOURCES

Trip brochures (from operator)
Daily itineraries
Us. Western States map
San Francisco city map
Hotel, restaurant, attraction
brochures
"Key" San Francisco
Mile to mile information sheets
Business cards
Log book

GE NE RAL AR EAO F C O M PET EN CE

H. HANDLE **HEALTH** EMERGENCIES

ENABLING SKILLS
(Basic)

1. Help passengers prevent or control travel related health problems
2. Recognize signs of potential medical emergency situations
3. Provide basic first aid (S.O.F.A.)
4. **Make** arrangements for ill passengers (advanced)
5. Handle a death on tour (advanced)

TOTAL TIME: 13 Hours

B - **12** Hours 15 Minutes

A - 45 Minutes

ENAB L I N G S K I L L N O. 2

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Identify some chronic medical conditions passengers may have which could cause problems while traveling.

B. Recognize general signs and symptoms of problems related to chronic health conditions and travel related health problems that are severe.

C. Take appropriate emergency action to sustain life while awaiting medical help .

A. - heart conditions
.. stroke
diabetes
asthma
alcoholism
drug addiction
hypertension
(high blood pressure)
arthritis
.. back injuries

B. - per a qualified health professional

C. - See Enabling Skill No. 3
Basic First Aid.

R E C O G N I Z E S I G N S O F P O T E N T I A L
M E D I C A L E M E R G E N C Y S I T U A T I O N S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour
Format : Presentation by a
health professional

Doctor

suggestions :

Discuss how the stress of
traveling may disrupt a
passengers' usual control
over a chronic condition.

Review learning tasks with
a health professional for
further suggestions and
resources.

E N A B L I N G S K I L L N O . 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|--|---|
| A. Explain the "Good Samaritans" Act for British Columbia. | A. - limits liability of person giving assistance to that which she/he is qualified to give |
| B. State types of emergency aid which the basic "Survival Oriented First Aid" (S.O.F.A.) course trains a person to give. | B. - artificial resuscitation
C.P.R.
Heirlich Manoeuvre for choking
pressure bandages |
| C. Describe various emergency symptoms and their appropriate first aid measures for handling each. | C. - cardiac arrest
choking
external bleeding
injured back and limbs
seizures
fainting
eye/ear injuries
(see Enabling Skill No. 2 & 3) , |
| D. Receive St. John's Certificate for S.O.F.A. course. | i). - per St. John's procedures and standards |

P R O V I D E B A S I C F I R S T A I D

INSTRUCTIONAL TECHNIQUES

Time: 8 Hours
Format: Lecture/demonstration/
practice/evaluation

Suggestions:

Have a qualified St. Johns'
instructor **instruct** this skill.

RESOURCES

St. Johns' Ambulance Society
instructor and manuals

E N A B L I N G S K I L L N O . 4

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|---|
| A. Identify procedures for handling a moderately or severely ill passenger. | A. Comply with advice of medical authorities whether passenger should continue trip, stay under care, be transported. |
| B. Describe possible consequences of failing to follow medical recommendations. | B. - fear of relapse
- anxiety of other passengers
- further delays
- passenger may become more seriously ill
- possible law suit . |
| C. Describe procedures for making transport arrangements for ill' passenger (and companion, as applicable). | C. - phone ahead to cancel rooms reserve train, plane and special arrangements for transport as necessary (ie. ambulance, wheelchair, stretcher)
- contact relative at home
- check all travel documents are in |
| D. Describe procedures for arranging money transfer for ill passenger. | D. - contact passenger's family, friends or bank, and explain situation
- give exact location of closest bank to hotel
- arrange for bank to bank transfer of funds |
| E. Describe arrangements for having passenger's Visa extended. | E. - Refer to customs regulations. |
| F. Identify type of and procedures for various forms of medical insurance coverage including B. C. Medical Plan. | F. - See B. C. Medical Plan pamphlets and Private Travel Insurance pamphlets. |

MAK E A R RAN G EM E N T S F O R
I L L P A S S E N G E R S

INSTRUCTION TECHNIQUES

RESOURCES

Time: 1 Hour
Format: Lecture

- Sample passports, Visas,
insurance policies

Suggestions:

Have students develop a
check list of procedures in
correct sequence.

B - 30 Minutes
A - 30 Minutes

ENAB L I NG S K I LL NO. 5

LEARNING TASKS

KEY POINTS AND PROCEDURES

- A. Describe the signs and symptoms which may indicate a person is dead.
- B. State procedures for dealing with a possible death aboard moving coach.
- C. State procedures for dealing with death of passenger at attractions, restaurant or hotel.

- A. - not breathing
turning blue
heart/pulse stopped
limp limbs
- does not respond to shaking or shouting
- B. - remain calm
- calm nearby passengers
inform driver to stop at nearest **restaurant/public** facility
call for medical help
inform passengers of reason for delay
discuss with relative or companion the procedures they wish to take
.. notify tour company
.. make arrangements for **transporting body** comfort companion and other passengers
- C. - locate nearest medical help
locate **missing** relatives or companions
arrange for transporting body
discuss procedures relatives or companions wish to take
inform tour **company** comfort relatives and companions

H A N D L E A D E A T H O N T O U R

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour
Format: Discussion/guest speaker

Doctor

Suggestions:

Remind students a person must be declared "legally dead" by a qualified physician or medical authority. Never assume anything or proceed with arrangements until confirmation of the **fact**.

Discuss coping with various passengers' reactions and ways of rebuilding group morale and enthusiasm at appropriate time.

B - 45 Minutes

A - 15 Minutes

G E N E R A L A R E A O F C O M P E T E N C E

I. H A N D L E T O U R L O G I S T I C S

ENABLING S K I L L S

1. Plan day's activities
2. Keep a daily log book
3. Confirm reservations
4. Arrange for and supervise baggage handling
5. Make alternate arrangements in case of closure or breakdown
6. Handle pre-planned meals
7. Interpret transportation schedules
8. Negotiate change of itinerary with inter-line company
9. Handle tour documents
10. Record passenger complaints and suggestions

TOTAL TIME: 11 Hours

E N A B L I N G S K I L L N O . 1

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. List some typical on tour daily activities.

A. - rest stops
city tours
guided attraction tours
entertainment on bus
(games, music)
evening entertainment
(wine and cheese party,
nightclub tour, casino
tour, etc.)

B. List procedures for planning daily activities.

B. - note distance for day
note attractions
note rest stops
- note E.T.D. and E.T.A.
additional evening
activities arranged, if
any
prepare materials needed
for activities

C. Prepare a sample daily activity sheet for a given day on route.

C. Should include:
wake-up calls
- departure
- light music, light
conversation (daily
itinerary), commentary
coffee stop
commentary
- lunch
- light music, commentary
- games
coffee
commentary, humorous
stories
- Sing Song
hotel procedures

PLAN DAY ' S ACT I V I T I ES

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 45 Minutes

Format: Lecture--student written/
demonstration

Suggestions:

B - 30 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O . 2

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Describe the contents of a daily log.

B. List some of the benefits of keeping an accurate daily log of the tour.

A. Records of:
distances, **routes, arrival** and departure times, rest stops, names, addresses, phone numbers, itinerary changes
passenger complaints and suggestions, emergencies
attraction closures, additions, changes in cost, operating hours, tour expenses, miscellaneous

B. - excellent reminder for tour guide should it be a long interval before repeating tour
- gives tour operator an accurate account of tour
excellent reference should any complaints be lodged by passenger
helps tour operator when compiling future tour packages
enhances tour guide knowledge

KE E P A DA I L Y L O G B O O K

INSTRUCTIONAL TECHNIQUES

Time: 1 Hour
Format: Lecture--open discussion
 --instructor
 demonstration

Suggestions:

RESOURCES

One sample log book
Overhead transparencies of
sample pages from log book

B - 30 Minutes

A - 30 Minutes

E N A B L I N G S K I L L N O . 3

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Describe procedures for confirming hotel **reservations.**

A. - note location, phone number and cancellation policy of **hotel/motel** being used on tour
call ahead from lunch stop prior to arrival to confirm reservation
give **hotel clerk** tour **guide name**, company name, file number (if any) and origin of tour, passenger count, number of rooms **requested**, special requests
confirm that hotel rooming list corresponds with tour **guide's rooming list**
cancelany overbooked rooms (some hotels require 24 hours notice of cancellation)
give approximate time of arrival (this allows **hotel clerk** to inform dining room and porter in advance so that they are well prepared for group arrival)

B. Describe procedures for confirming restaurant **reservations.**

B. - know location and phone number of restaurant being used
call well ahead of time and inform restaurant of tour guide name, company name, passenger count, special requests
check out seating arrangements
cash payment or billing, gratuities
give time and date of arrival

LEARNING TASKS (continued)

- C. Describe procedures for confirming attraction reservations.

- D. Describe procedures for airline and other transportation reservations.

KEY POINTS AND PROCEDURES (continued)

- C. - **note** attraction location and phone number
call ahead of time
- provide tour guide name, company name, passenger count, type of entrances **requested** (eg. junior, child, adult)
make sure office confirmation corresponds with passenger count
- special requests
total **cost**--cash payment, draught, bill
- give time and date of arrival

- D. -- call ahead of time
- give passenger **name list**, flight number, destination, special requests, date and flight time
train time, destination, special requests, **date**
- bus time, destination, date .
cost
form of payment

C O N F I R M R E S E R V A T I O N S

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour 30 Minutes
Format : Lecture--instructor
 --demonstration
 Role-play situation

Rooming list
Special diet request sheet
Attraction rickets--adult, junior,
 child, student,
 senior citizen
Used airline ticket
Role-playing cards

Suggestions:

Have students role-play confirming reservations by telephone.

B - 1 Hour

A - 30 Minutes

E N A B L I N G S K I L L N O . 4

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Describe procedures for baggage handling on coach.

- A. - make sure passengers have allowable amount of luggage pieces only
make sure all luggage has appropriate company name tags attached and displayed
- make sure driver has proper count of pieces of luggage to be placed in luggage bay
all hand luggage must be placed on overhead rack inside coach
inform passengers that should they purchase more luggage on tour, that they should have it tagged with company tag and inform tour guide or driver to add to count

B. Describe procedures for porter service at hotel/motel.

- B. - check company documents to see if porter, service is included
if not included, passengers handle own luggage, with help provided by tour guide and driver where necessary (eg. older passengers, sick or handicapped)
- if included, on arrival at hotel, inform passengers that **their** luggage (not hand luggage) will be delivered to their rooms
- all luggage should be placed outside their rooms 45 minutes prior to departure (eg. 8 a.m. departure, 7:15 a.m. baggage pick-up), this allows enough time for porter to deliver all luggage to coach in time for driver to load bus and depart on time
check with front desk clerk and porter regarding pick-up time for luggage on morning of departure

LEARNING TASKS (continued)

- C. Describe procedures for organizing luggage **drop-off** on last day of tour.

- D. Describe procedures for **porter** service at airports.

KEY POINTS AND PROCEDURES (continued)

- C. - check with passengers regarding their drop-off point
assign numbers to drop-off points in order from first to last
- have passengers mark Luggage tags with drop-off number

- D. When included in tour:
 - pay porter amount per piece of luggage; he will then take it to appropriate airline desk and have it checked through
- On arrival:
 - collect luggage tags from passengers; give to porter; he will then load them and deliver to coach for driver to load onto coach

A R R A N G E F O R A N D S U P E R V I S E

B A G G A G E H A N D L I N G

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour
Format: Lecture--instructor
--demonstration

1 large suitcase
1 small hand case
luggage tags

Suggestions:

Have each student fill out a
luggage tag and number for
drop-off.

B - 15 Minutes

A - 45 Minutes

EN A B L I N G S K I L L N O . 5

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. List procedures for making alternate arrangements in case of attraction closure.

A. - inform passengers of closure
check itinerary for other attractions included in tour
if time and availability allow switch attraction dates
check out other available attractions
try to accommodate passengers with attractions requested (time, mileage and driver permitting)
inform company of change in itinerary and decide on form of payment for alternate attraction
follow procedures for attraction reservation
if no alternate suitable - suggest get-together on company

B. List procedures in case of coach breakdown.

B. - when in the vicinity of a telephone
locate other means of transport for group
phone ahead and cancel restaurant and attractions if too late on arrival
inform hotel of delay
make alternate arrangements for other attraction or later booking
inform company of breakdown and get further instructions re repairs to coach
when not close to a telephone
if situation allows keep passengers on board coach
- flag down passing vehicle so that they might get message to highway patrol or nearest garage for help
then follow telephone procedure

MAKE ALTERNATE ARRANGEMENTS
IN CASE OF CLOSURE OR BREAKDOWN

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 30 Minutes
Format: Lecture/discussion

Suggestions:

Give typical examples of
breakdowns and closures.

B - 15 Minutes

A - 15 Minutes

EN A B L I N G S K I L L N O . 6

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|---|
| A. Explain "pre-planned" meals. | A. - a meal that is included in the tour and has been pre-arranged by tour operator
a meal that is not included with the tour but has been pre-arranged by the tour operator, tour guide or group representative |
| B. List the advantages of a pre-planned meal. | B. - assures faster service in the restaurant - usually costs less as a group order than ordering off the menu |
| C. List some negative results from pre-planned meals. | C. - wrong orders noted
passenger changes mind at last minute on order
part of the group not satisfied with food chosen
not enough meals pre-ordered
too many meals pre-ordered
special diets not considered
too costly for what is served
who pays the gratuities?
- what to order off the menu |
| D. List ways of preventing problems with pre-planned meals. | D. When included in the tour package and pre-arranged by tour operator:
- prior to meal re-confirm with tour operator and note date, time and restaurant location for meal
note exact count of meals ordered
note form of payment for gratuities
note any special requests
confirm with passengers that they are aware of the type of meal that has been pre-arranged for them |

LEARNING TASKS (continued)

KEY POINTS AND PROCEDURES
(continued)

1).

- D. - confirm with restaurant the
- date and time for meal
exact count on meals ordered
type of meals ordered,
special requests
inform passengers that their
order cannot be changed at
the last minute
- passengers refusing pre-
planned meal may be allowed to
order off the menu if they
are willing to pay for the
meal themselves; make necessary
changes ahead of time and
confirm with restaurant for
billing tour operator
- When not included in tour package
and **has been** pre-ordered by
tour representative, tour operator
or tour guide:
confirm with person who placed
order and note date, time and
location of meal
re-confirm with passenger as
to what type of meal they "
ordered
note exact count and types of
meals
- confirm ahead of time with
restaurant that order coincides
confirm with restaurant
gratuities expected
inform passengers that they will
not be allowed as a group to
order off the menu
inform passengers ahead of time
of exact cost of meal and what
is included for the cost
make alternate arrangements
for unsatisfied passengers
(eg. suggest other eating
facilities in area; a few may
be able to order off the menu
as a last resort)
inform passengers of gratuities
expected

LEARNING TASKS (continued)

E. List procedures for
pre-arranged meals.

KEY POINTS AND PROCEDURES
(continued)

E. -' call ahead to the restaurant
and confirm number of guests,
and type of menu ordered
check with passengers for
any **pre-ordered** special
meal requirements
(eg. diabetics, vegetarians,
religious beliefs)

HAN D LE P R E - P L A N N E D M E A L S

INSTRUCTION TECHNIQUES

RESOURCES

Time: 30 Minutes

Format: Lecture/discussion

Suggestions:

B - 15 Minutes

A - 15 Minutes

E N A B L I N G S K I L L N O . 7

LEARNING TASKS

KEY POINTS AND PROCEDURES

- A. Given a B. C. Ferries MAINLAND-VANCOUVER ISLAND summer schedule give the following information:
1. Departure and arrival points from Vancouver to Victoria and from Vancouver to **Nanaimo**.
 2. Sailing time between Vancouver and **Victoria**.
Sailing time between Vancouver and **Nanaimo**.
 3. Distance between Vancouver and Victoria.
Distance between Vancouver and **Nanaimo**.
 4. Two departure times with corresponding arrival times from Vancouver to **Victoria**.
 5. List three sailing times that **include** buffet meal service between Vancouver and Victoria.
 6. List three sailing times that do **not** include buffet meal service between Vancouver and Victoria.
 7. Effective **dates** for summer schedule between Vancouver and Victoria.
 8. List name of bus company service on **sailings** between Vancouver and Victoria.
 9. List times for bus service that will coincide with **sailings**.
- A. All answers must be correct.

LEARNING TASKS (continued)

KEY POINTS AND PROCEDURES
(continued)

- | | |
|---|---------------------------------|
| A. 10. List adult and child fare from Vancouver to Victoria. | A. |
| 11. List the cost for a car 12 ft. in length with driver and two adult passengers, between Vancouver and Victoria. | |
| 12. List place and phone numbers of four car rental outlets available from major B. C. Ferry terminals. | |
| B. Given the B. C. Ferries summer schedule for the Gulf Islands, identify the special symbols related to 2 specific sailings. | B. All answers must be correct. |
| C. Given a CP Air and P.W.A. flight schedule and two destination points and dates of travel, determine: | C. All answers must be correct. |
| 1. Effective date of schedule. | |
| 2. Starting date and expiry date of the two specific flights. | |
| 3. Availability of service for specified dates. | |
| 4. Time of departure. | |
| 5. Time of arrival, | |
| 6. Enroute stops. | |

LEARNING TASKS (continued)

- D. Given a Vancouver City Transit schedule and two departure points and destinations, **determine:**
1. Effective dates of schedule.
 2. One A.M. departure time and one P.M. departure time.
 3. **Adult fare** one way.
 4. When **transfer will** be issued.

KEY POINTS AND PROCEDURES
(continued)

- D. All answers must be correct.

I N T E R P R E T
T R A N S P O R T A T I O N S C H E D U L E S

INSTRUCTIONAL TECHNIQUES

Time: 1 Hour
Format : Lecture--student written
--demonstration

Suggestions :

RESOURCES

P.W.A. Schedule
CP Air Flight Schedule
B. C. Ferries - Vancouver - Victoria
Summer schedule
Gulf Islands summer
schedule

E N A B L I N G S K I L L N O . 8

LEARNING TASKS

KEY POINTS AND PROCEDURES

- | | |
|---|--|
| A. Define the meaning of an "inter-line company". | A. - original company contracted for tour, and who has contracted second company to provide tour guide service
most commonly referred to inbound traffic |
| B. Define inbound traffic. | B. - visitors coming into Vancouver from foreign cities |
| c. Give an example situation where tour guide would deal with inter-line company. | c. - Eg. Greyhound International in L.A. has pre-booked a city tour guide from Gray Line Vancouver to do a city tour on board their bus on arrival in Vancouver; they have stated the exact time for the tour guide to report to their pre-arranged meeting place to begin tour, however, they were late on arrival therefore the tour guide would be expected to contact group leader and negotiate plans regarding changes or omissions in tour, to make up for lost time or re-organize tour for a later departure |

NEGOTIATE CHANGE OF PLANS WITH
INTER-LINE COMPANY

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 15 Minutes
Format: Lecture

Suggestions:

Typical examples when dealing
with inter-line company.

B - 15 Minutes

E N A B L I N G S K I L L N O . 9

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Identify and interpret the following tour documents:

A.

1. Pick-up list.

1. Informs tour guide of:
- date of tour
 - tour name and number (if any)
 - driver's name
 - number of passengers on tour
 - pick-up locations
 - amount of passengers being picked up at each location
 - amount of pick-up points

2. Rooming list.

2. Informs tour guide of:
- hotel being used
 - location of hotel
 - contact at hotel
 - tour name and number (if any)
 - total number of rooms
 - amount and type of accommodation
 - special requests (if any) eg. adjoining rooms, main floor
 - single - 1 person - 1 bed
 - double - 2 persons - 1 bed
 - twin - 2 persons - 2 bed
 - triple - 3 persons - 2 bed
 - quad - 4 persons - 2 bed
 - quint - 5 persons - 2 bed
 - 1 rollaway
- rooming list should be same at all hotels

LEARNING TASKS (continued)

KEY POINTS AND PROCEDURES
(continued)

3. Tour control sheet.

- 3. Informs tour guide of:
 - hotels being used on tour
 - amount of money orders, **cheques**, bank drafts, tour operator has paid to hotel
 - actual costs for accommodation (T.G. records)
 - total amount for hotel to **bill company**
 - total amount of refunds" attractions being used on tour
 - number of passengers to attractions
 - type of entrance**
 - voucher number
 - cash paid for entrances each received from **company** to pay for attractions
 - refunds from attractions operator to be **billed** for attractions
 - miscellaneous money overspent for attractions
 - restaurants being used for **pre-paid** meals
 - amount** and type of menu
 - total cash received from company to pay for meal
 - total to be billed
 - refunds
 - total tour expenses given to tour guide
 - total cost
 - total** refunds or balance. owing
 - tour date
 - tour description
 - driver and tour guide's names

LEARNING TASKS (continued)

KEY POINTS AND PROCEDURES
(continued)

4. Hotel draft.

4. - cheque or money order paid by tour operator to hotel for accommodations and porter service (when included)

5. Attraction voucher.

5. - tour guide will use for group entry to attractions and will record on the voucher the attraction, date, time of entry, tour name, escort name, amount, type and cost of entrances (eg. adult, junior, child) total passengers entering attraction total to be billed by attraction to company signature of tour guide a copy will be retained by tour guide as a receipt to tour operator

6. Room control and billing master.

6. - is a complete record of actual hotel costs informs tour guide of: hotel name and address dates for which accommodation booked tour name and number (if any) total number of S, D, T, Tr, Quad and Quint rooms number of complimentary rooms rate for each type of room. total amounts for each type and master total hotel tax - % room total per night porter service, cost per piece of luggage and total miscellaneous charges less deposit paid grand total

L EARNING TASKS (continued)

KEY POINTS AND PROCEDURES
(continued)

- | | |
|-----------------------|---|
| 6. | 6. Tour guide will record any changes regarding overpayment or balance owing. He/she will then have hotel desk clerk sign room control and billing master stating correct payment or incorrect payment and the reason. Tour guide will witness signature, retain copy as receipt for tour operator. |
| 7. Inter-office memo. | 7. - used to inform tour guide of any special arrangements or requests
to remind tour guide of something important - birthdays, anniversaries, etc. |
| 8. Boarding pass. | 8. - to correspond with tour guide pick-up list
inform tour guide of tour name, date of tour, passengers' names, pick-up location |
| 9. Ticket for tour. | 9. - tickets
- to correspond with tour guide pick-up list
informs tour guide of:
passenger names
number in party
type of accommodation
name of tour and number (if any)
departure date
hotel name (if more than one hotel being used in same area of tour route) |

LEARNING TASKS (continued)

KEY POINTS AND PROCEDURES
(continued)

10. Daily itinerary.

10. - to correspond with tour brochure and passenger itinerary
to **inform** tour guide of:
total amount of days on tour
- daily route and activities and overnight stops

11. Brochure.

11. - to be handed out to passengers to promote future tours and repeat business for tour operator

H A N D L E T O U R D O C U M E N T S

INSTRUCTIONAL **TECHNIQUES**

Time: 3 Hours
Format: Lecture--student written
--demonstration

Suggestions:

Mention that tour documents will differ, depending on which tour company, tour guide is working with.

Distribute set of blank documents to each student. Have student identify each one and fill in all but the **itinerary** and **brochure**.

RESOURCES

One of the following documents per student:
pick-up list
rooming **list**
tour control sheet
blank hotel draft
attraction **voucher**
room control and billing master
inter-office memo
boarding pass
ticket
daily **itinerary**
brochure

B - 1 Hour

A - 2 Hours

E N A B L I N G S K I L L N O . 1 0

LEARNING TASKS

KEY POINTS AND PROCEDURES

A. Identify some complaints that passengers may have regarding the tour.

A . bus breakdown, P. A. System faulty
.. attraction closed
coach temperature
length of tour, or time spent on coffee stops, picture stops, attractions
lack of information
boring commentary
tour too expensive
pick-up late or-bad location
restaurant food poor
restaurant service poor
line-ups

3. Explain the importance of recording and submitting passenger complaints and suggestions to tour operator.

B. - will help tour operator upgrade maintenance of coach
review tour itinerary and make necessary changes (eg. attractions, restaurants, etc)
.. will encourage both tour operator and tour guide to constantly upgrade their product

C. Record information in daily log .

C. including:
- date
time
situation
action taken
suggested follow-up

RECORD PASSENGER COMPLAINTS
AND SUGGESTIONS

INSTRUCTIONAL TECHNIQUES

RESOURCES

Time: 1 Hour 30 Minutes
Format: Open discussion

Suggestions:

B - 30 Minutes

A - 1 Hour