



Conduct interpretive activities in the field

D2.TTG.CL3.03

Trainer Guide



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Specialist centre
for foods, tourism
& hospitality



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Angliss
Institute

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Competency Based Training (CBT) and assessment – An introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a 'unit'.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational safety and health requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an 'element'.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant's competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for participant diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant centred learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning
- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning

- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic. It is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorize and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energizing and it helps the reserved and less literate to express their feelings.

Simulation games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /group exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalize the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)**Principle of Competency Based Assessment**

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment objectives

The assessment tools used for subjects are designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative assessment tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals: slides, audio tapes
- Case studies
- Log books
- Projects
- Role plays
- Group projects
- Group discussions
- Examinations.

Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Assessing competency

As mentioned, assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- Pass Competent (PC)
- Not Yet Competent (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Competency standard

UNIT TITLE: CONDUCT INTERPRETIVE ACTIVITIES IN THE FIELD		NOMINAL HOURS: 80
UNIT NUMBER: D2.TTG.CL3.03		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to deliver interpretive activities to groups and individual on tour. It does not include the pre-tour research, planning and preparation required to precede the presentation of an interpretive activity in the field.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Make on-tour preparations</p> <p>1.1 Implement <i>interpretive activity plans</i></p> <p>1.2 <i>Schedule the interpretive activity</i></p> <p>1.3 <i>Prepare on-tour requirements</i> to support the interpretive activity</p> <p>1.4 <i>Confirm operational details</i> with colleagues</p> <p>1.5 Ensure <i>safety issues</i> have been addressed</p> <p>1.6 <i>Provide for maximum engagement</i> by customers</p> <p>Element 2: Introduce the interpretive activity</p> <p>2.1 <i>Alert people</i> to the up-coming interpretive activity</p> <p>2.2 Welcome customers to the interpretive activity</p> <p>2.3 <i>Explain</i> the interpretive activity</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that deliver interpretive activities to groups and individual on tour within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Tour Operation</p> <p><i>Interpretive activities</i> can apply to a wide range of subjects and may include:</p> <ul style="list-style-type: none"> • Flora and fauna • Domestic and farm animals • History and heritage • Culture, arts and entertainment • Sport and recreation • The general natural environment • The built environment • Festivals, seasons and religious observances. 	

<p>2.4 <i>Demonstrate necessary pre-requisites</i> for the activity</p> <p>2.5 <i>Confirm customer understanding</i> regarding the up-coming activity</p> <p>Element 3: Conduct the interpretive activity</p> <p>3.1 Assemble tour group as required</p> <p>3.2 <i>Provide commentary and interpretive presentation techniques</i></p> <p>3.3 Apply appropriate <i>interpersonal skills</i></p> <p>3.4 Use <i>prepared aids and materials and equipment</i> to support presentation</p> <p>3.5 Encourage audience participation, where appropriate</p> <p>3.6 <i>Respond to questions</i></p> <p>3.7 Respect environmental, cultural and social sensitivities</p> <p>3.8 <i>Adjust presentation</i> to suit emerging requirements</p> <p>3.9 <i>Liaise with colleagues</i> throughout the activity</p> <p>3.10 Deal with <i>unexpected events</i></p> <p>3.11 <i>Complete the activity</i></p> <p>Element 4: Review the interpretive activity</p> <p>4.1 <i>De-brief</i> with colleagues</p> <p>4.2 Seek <i>feedback from customers</i></p>	<p>Schedule the interpretive activity may include:</p> <ul style="list-style-type: none"> • Considering pre-planning needs • Considering issues arising during the conduct of the tour • Considering allied issues that impact on, or flow from, timing of the activity • Taking into account tour conditions, including condition of customers, the environment and time constraints. <p><i>Interpretive activity plans</i> may include consideration of:</p> <ul style="list-style-type: none"> • Customer request and need, including general and specified objectives for the activity • Theme and message, including content, depth and scope • Information and resources required, including specific resource acquisition and/or development • Method of communication to be used • Commentary to be used • Timing and duration issues, including sequencing considerations • Safety and security • Respect for the environment and indigenous peoples • Cost • Techniques for engagement of customers • Feedback received from staff and customers on previous interpretive activities • Obtaining necessary permissions and authorisations to undertake the interpretive activities.
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<p>4.3 Evaluate actual performance against target performance criteria for the activity</p> <p>4.4 <i>Revise operations</i> on the basis of the review data</p>	<p>Prepare on-tour requirements may be related to:</p> <ul style="list-style-type: none"> • Setting up the activity in accordance with plans • Observing respect for local customs and people • Explaining the preparations to customers, as and where appropriate • Keeping the preparations secret from customers, as and where appropriate. <p>Confirm operational details should include:</p> <ul style="list-style-type: none"> • Verifying with others that timing is appropriate • Confirming the activity should proceed • Making arrangements to address issues arising • Checking that staff are in position, if required • Verifying the presence of physical resources, including emergency and safety equipment, where necessary • Checking the fully operational nature of all support equipment, including equipment to be used to communicate with tour group members. <p><i>Safety issues</i> may relate to:</p> <ul style="list-style-type: none"> • Personal and customer safety • Safety of company and customer property • Safety of equipment, materials and the environment of the host enterprise or peoples. <p>Provide for maximum engagement may include:</p> <ul style="list-style-type: none"> • Ensuring sufficient equipment • Positioning of activity items in the most appropriate position, where possible • Planning for the positioning of customers.
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	<p><i>Alert people</i> may include:</p> <ul style="list-style-type: none">• Making verbal announcements• Advising of the location and timing of the activity• Encouraging attendance and participation, as appropriate• Giving sufficient warning to allow customers to attend and participate• Ensuring all group members is aware. <p><i>Explaining</i> may include:</p> <ul style="list-style-type: none">• Providing background information and context• Providing notes, handouts, brochures and samples• Distributing safety equipment, if required• Highlighting risks• Illustrating required and unacceptable behaviour• Telling customers what will be involved in the interpretive activity and how long it is expected to take. <p>Demonstrate necessary pre-requisites may include:</p> <ul style="list-style-type: none">• Showing how to use equipment needed during the activity]• Showing how to use emergency equipment• Showing how to wear necessary clothing• Showing how to use personal safety items. <p>Confirm customer understanding may include:</p> <ul style="list-style-type: none">• Asking questions to check understanding• Checking of customer items of equipment and wearing of safety clothing• Encouraging customers to ask questions• Providing additional guidance and explanation.
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Provide commentary and interpretive presentation techniques will depend on the nature and context of the interpretive activity and must be applied sensitively for each activity. It may include:

- Use of humour
- Appropriate body language
- Role playing
- Voice techniques
- Story-telling
- Games and activities
- Demonstrations
- Participant interaction
- Sensory awareness exercises
- Use of visual aids, support materials and props
- Use of audio-visual, sound and lighting technologies.

Interpersonal skills may include:

- Motivation and encouragement
- Negotiation
- Conflict resolution
- Communication, including verbal and non-verbal
- Embracing diversity, in terms of age, race, gender, dress, disability of audience
- Rapport building and maintenance.

Prepared aids and materials may include:

- Natural resources
- Handouts
- Costumes
- Equipment and items specific to the individual activity
- Props
- Performers and actors
- Guest speakers
- Involvement of special interest organisations and groups.

Equipment may include:

- Microphone
- Megaphone
- Videos, DVDs, CDs and films, including players
- Electronic presentation facilities
- Audio-visual equipment, including overhead projectors and data projectors
- Sound and lighting technologies
- Laser pointers.

Respond to questions must include:

- Ensuring honesty and all absence of fabrication of answers
- Identifying clearly any responses that are opinions as opposed to fact
- Acknowledging instances where the answer is not known
- Referring customers to sources.

Adjust presentation may include:

- Responding to initial and subsequent re-assessment of physical abilities of customer
- Responding to changing environmental and other factors, including those related to safety, weather, and the environment
- Adjusting pacing of the presentation.

Liaise with colleagues may include:

- Seeking assistance when required
- Including them in the activity
- Keeping them aware of events arising.

Unexpected events should be planned for as far as practicable so that contingency plans can be put into effect when required. The nature of unexpected events will depend on the tour types and the specifics of individual interpretive activities but may include:

- Systems failure, including technical and equipment failure
- Injury, accident or death
- Adverse weather conditions, including the impact of adverse weather conditions in a near-by or associated area
- Inappropriate customer behaviour
- Unpredictable animal behaviour
- Closures of sites and unannounced restricted access to traditional areas.

Complete the activity may include:

- Forewarning customers in relation to the closure/end of the activity
- Using appropriately sensitive techniques to bring the activity to a close, where required
- Regaining obtaining equipment and items that were distributed to customers
- Preparing equipment and items ready for the next activity/group
- Tagging or removing damaged or malfunctioning equipment
- Advising group of the timing, location and nature of next interpretive activity, where appropriate.

De-brief may include:

- Soliciting verbal and written feedback from colleagues
- Analysing incident reports
- Evaluating staff perceptions of levels of customer satisfaction
- Identifying complaints received, or overheard, from customers.

Feedback from customers may include:

- Verbal feedback
- Written feedback
- Feedback received during, on the conclusion of the tour or later via letter or electronic format.

Revise operations may include:

- Altering plans
- Acquiring extra or different resources
- Preparing different activities and/or commentaries
- Changing the promotional activities for the tour
- Amending staffing for the tour
- Imposing or easing restrictions or limitations on tour customers
- Changing the itinerary for the tour.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Enterprise policies and procedures in regard to the promotion and conduct of interpretive activities
- Principles of guiding and the interpretive approach to activities
- Ability to use research, planning and preparation techniques to develop interpretive activities for the required tour destinations, sites, groups and objectives
- Ability to use basic communication and tour guiding equipment
- Knowledge of and skills relating to the focus for the tour
- Understanding of the principles of interpretive guiding (see below)
- Ability to produce or acquire resources and support materials to enable the presentation of an interpretive activity
- Ability to determine customer requirements in relation to an interpretive activity at a designated location/site.

Principles of interpretive guiding – an overview:

Interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile information, as such, is not interpretation.

Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.

Interpretation is an art which combines many arts, whether the materials presented are scientific, historical or architectural the chief aim of interpretation is not instruction, but provocation interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase interpretation addressed to children should not be a dilution of the presentation to adults, but should follow a fundamentally different approach.

Linkages To Other Units

- Maintain quality customer/guest service
- Develop and update tourism industry knowledge
- Establish and maintain a safe and secure workplace
- Prepare and deliver a presentation
- Follow safety and security procedures
- Work as a tour guide
- Allocate tour resources
- Co-ordinate and operate a day-tour (or short excursions)
- Demonstrate/observe respect for indigenous cultures
- Manage and facilitate an extended tour experience
- Plan, develop and evaluate interpretive activities
- Prepare and present tour commentaries
- Develop interpretive content for eco-tourism activities
- Develop and monitor culturally appropriate tourism activity.

	<p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Understanding of host enterprise policies, procedures and plans relating to the conduct of tours and to the presentation of interpretive activities • Demonstrated ability to, as part of a tour, make ready the area and necessary supporting resources, introduce and safely and effectively conduct and conclude a designated interpretive activity at a nominated location for a given tour type and group • Demonstrated ability to obtain written and/or verbal feedback from colleagues and customers on a nominated interpretive activity presented on tour • Demonstrated ability to identify how feedback received from colleagues and customers on a nominated interpretive activity can be integrated in to standard operating procedures and plans for the future. <p>Context of Assessment</p> <p>This unit may be assessed on or off the job:</p> <ul style="list-style-type: none"> • Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individual's work area or area of responsibility • Actual application of interpretive presentation techniques in a real or simulated tour location/site to real or simulated customers. <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace, and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Training and assessment must include the use of real locations/sites, real people, and real materials, props and support materials. Emergency and/or unexpected delays may be simulated.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Case studies • Hard copy of materials distributed to customers as part of the interpretive activity • Portfolio of interpretive activities – including video-taped presentations of interpretive activities
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	<ul style="list-style-type: none"> • Role plays • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit Level 1 = competence to undertake tasks effectively Level 2 = competence to manage tasks Level 3 = competence to use concepts for evaluating</p>		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	3	Research tour guide information; analyse safety and security issues
	Communicating ideas and information	3	Develop tour commentaries and handout materials
	Planning and organising activities	3	Integrate interpretive activities into the itinerary for a tour
	Working with others and in teams	3	Collaborate with colleagues and clients to identify topics and approaches to apply in the presentation of interpretive activities
	Using mathematical ideas and techniques	1	Calculate costs and resource requirements
	Solving problems	3	Respond to emergencies and unexpected events
	Using technology	1	Use audio-visual and sound and lighting technologies

Notes and PowerPoint slides

Slide

CONDUCT INTERPRETIVE ACTIVITIES IN THE FIELD

D2.TTG.CL3.03



Slide 1

Slide No	Trainer Notes
1.	Trainer welcomes students to class.

Slide

Conduct interpretive activities in the field

This Unit comprises four Elements:

1. Make on-tour preparations
2. Introduce the interpretive activity
3. Conduct the interpretive activity
4. Review the interpretive activity



Slide 2

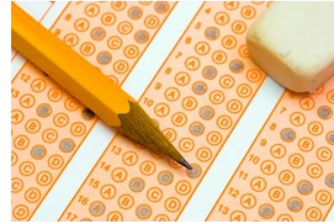
Slide No	Trainer Notes
2.	<p>Trainer advises trainees this Unit comprises four Elements, as listed on the slide explaining:</p> <ul style="list-style-type: none"> • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail • Trainees can obtain more detail from their Trainee Manual • At times the course presents advice and information about various protocols but where their workplace requirements differ to what is presented, the workplace practices and standards, as well as policies and procedures must be observed.

Slide

Assessment

Assessment for this unit may include:

- Oral questions
- Written questions
- Work projects
- Workplace observation of practical skills
- Practical exercises
- Formal report from employer/supervisor



Slide 3

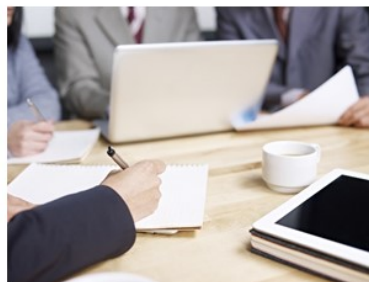
Slide No	Trainer Notes
3.	Trainer advises trainees that assessment for this Unit may take several forms, all of which are aimed at verifying they have achieved competency for the Unit as required. Trainer indicates to trainees the methods of assessment that will be applied to them for this Unit.

Slide

Element 1 – Make on-tour preparations

Performance Criteria for this Element are:

- Implement interpretive activity plans
- Schedule the interpretive activity
- Prepare on-tour requirements to support the interpretive activity
- Confirm operational details with colleagues
- Ensure safety issues have been addressed
- Provide for maximum engagement by customers



Slide 4

Slide No	Trainer Notes
4.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none">● What is an interpretive activity?● Why is it necessary to prepare for them?● Who is involved?● What is involved in the process?

Slide

Implement interpretive activity plans

Context:

- Unit deals with skills and knowledge required to deliver interpretive activities to groups and individual on tour
- Does not include the pre-tour research, planning and preparation required to precede the presentation of an interpretive activity in the field



Slide 5

Slide No	Trainer Notes
5.	Trainer provides context stating: <ul style="list-style-type: none"> ● This unit deals with skills and knowledge required to deliver interpretive activities to groups and individual on tour ● It does not include the pre-tour research, planning and preparation required to precede the presentation of an interpretive activity in the field ● These topics are addressed in the unit 'Plan, develop and evaluate interpretive activities'.

Slide

Implement interpretive activity plans

Concept of interpretive guiding:

- Use of interpretive activities and presentation techniques by a Tour Guide when leading/presenting a tour
- Makes a much more memorable experience
- Goes beyond the basic provision of information
- Refers to use of interpretive activities and techniques to interpret topics/areas
- Seeks to make people care about/for topics and subjects which are the focus of interpretive activities



Slide 6

Slide No	Trainer Notes
6.	<p>Trainer discusses concept of interpretive guiding:</p> <ul style="list-style-type: none"> ● Interpretive guiding can be seen as the use of interpretive activities and presentation techniques by a Tour Guide when leading/presenting a tour ● Their use makes a tour for participants a much more memorable experience ● Interpretive guiding goes beyond the basic provision of information which is seen by many as their sole objective when conducting a tour ● Interpretive guiding refers to the use of interpretive activities and techniques to interpret the topics/areas which are the focus of the tour or encountered along the way ● In many ways interpretive guiding seeks to make people care about, and care for, topics and subjects which are the focus of interpretive activities. <p>Classroom Activity – Internet Research</p> <p>Trainer oversees research of and discussion on sites such as:</p> <p>http://www.nps.gov/idp/interp/101/foundationcurriculum.pdf pp 3 - 4 - Foundations of Interpretation: curriculum, content, narrative NPS – Interpretive Development Program: Professional standards for learning and Performance' (National Parks Service, US Department of the Interior)</p> <p>http://www.nps.gov/idp/interp/101/processmodel.pdf - The interpretive process model (National Parks Service, US Department of the Interior).</p>

Slide

Implement interpretive activity plans

Seven questions to address:

- Why is the interpretive activity being conducted?
- When is the interpretive activity to be presented?
- Where is the interpretive activity to be conducted?
- Who is involved in the activity?
- How is the interpretive activity to be conducted/presented?
- What resources are available to deliver the interpretive activity?
- Have necessary permissions to conduct the activity been obtained?



Slide 7

Slide No	Trainer Notes
7.	<p>Trainer explains Understanding interpretive activity plans is the basis of implementing interpretive activity plans.</p> <p>In practice there is a need for Tour Guides to obtain answers to seven very important questions:</p> <ul style="list-style-type: none"> ● Why is the interpretive activity being conducted? ● When is the interpretive activity to be presented? ● Where is the interpretive activity to be conducted? ● Who is involved in the activity? ● How is the interpretive activity to be conducted/presented? ● What resources are available to deliver the interpretive activity? ● Have necessary permissions to conduct the activity been obtained? <p>Classroom Activity – Handouts</p> <p>Trainer distributes and discusses a range of interpretive activity plans for different types of activities.</p>

Slide

Implement interpretive activity plans

- Why is the activity being conducted?
- Plans need to accommodate a range of factors
- Exact nature of plans will:
 - Vary between tours
 - Alter over time/with seasons
 - Differ to reflect special needs/requests

(Continued)



Slide 8

Slide No	Trainer Notes
8.	<p>Trainer addresses</p> <p>Why is the interpretive activity being conducted?</p> <p>Highlighting the individual nature of tours and planning:</p> <ul style="list-style-type: none"> ● When plans were prepared for interpretive activities they traditionally need to take into account a range of different considerations ● The exact type/nature of considerations will: <ul style="list-style-type: none"> ▪ Vary between tours – as the focus and advertised/required content for the tours require ▪ Alter over time and/or as the year progresses – to accommodate seasonal influences and changes ▪ Be different for different tour groups/customers – to reflect any identified special needs/requests.

Slide

Implement interpretive activity plans

Need to understand why tour is being conducted to:

- Place the tour into its true context
- Optimise likelihood of meeting customer expectations
- Accommodate feedback received
- Discharge legal obligations
- Identify subjects which may be the focus of interpretive guiding/activities



Slide 9

Slide No	Trainer Notes
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9.

Trainer continues to address

Why is the interpretive activity being conducted?

Talking about generic issues which need to be understood in order to:

- Place the tour to be conducted into its true context – by putting the tour, inclusions and interpretive activities into perspective as this applies to the individual tour
 - A primary requirement here is to determine if the tour is:
 - A private/custom tour – see following slides
 - A standard/scheduled tour – see following slides
 - Optimise likelihood of meeting customer expectations – in relation to:
 - Special requests made by customers in relation to the tour – some (but not all) Tour Operators will accommodate certain special requests if they are cost neutral and if they can be fitted in to the time constraints of the itinerary
 - Inclusions which have been promoted as being part of the tour – in advertisements for the tour as presented in the media, tour brochures and other promotional materials
 - Accommodate feedback received – from;
 - Previous tour group members – on the basis of:
 - Formal written feedback received
 - Issues raised during the end-of-tour discussion which should be standard for every Tour Group to have with their tour group
 - Staff who have conducted the interpretive activity on previous occasions
 - The local/host community

- Discharge legal obligations – as imposed by:
 - Contracts for the tour which have been developed/entered into
 - Legislation relating to false advertising
- Identify subjects which may be the focus of interpretive guiding/activities include:
 - Flora and fauna
 - Domestic and farm animals
 - History and heritage
 - Culture, arts and entertainment
 - Sport and recreation
 - The general natural environment
 - The built environment
 - Festivals, seasons and religious observances

Classroom Activity – Handouts

Trainer distributes and discusses a range of sample itineraries for different tour types.

Slide

Implement interpretive activity plans

Private/custom tours:

- Developed under contract with a client
- Customised on a one-off basis
- Designed to meet particular need
- Run when required by client
- Planned on a tour-by-tour basis



Slide 10

Slide No	Trainer Notes
10.	<p>Trainer describes/defines Private/custom tours Private/custom tours are tours which are:</p> <ul style="list-style-type: none"> ● Developed under contract with a client (individual or group) ● Customised on a one-off basis – in terms of: <ul style="list-style-type: none"> ▪ Focus ▪ Interpretive activities ▪ Commentary ▪ Itinerary ▪ Cost ▪ Inclusions ● Designed specifically and totally to meet the stated/identified needs of the individual client ● Run at a time and date determined by the client ● Planned and prepared/organised on a tour-by-tour basis.

Slide

Implement interpretive activity plans

Implementation requirements for private/custom tours:

- May be based on implementation requirements for standard tours
- Often unique in nature
- Requires contact/communication with client



Slide 11

Slide No	Trainer Notes
11.	Trainer discusses implementation requirements for private/custom tours: <ul style="list-style-type: none"> ● May be <i>based on</i> implementation requirements for standard tours – planning of these tours may have been based around a standard tour for the purposes of efficiency or because scheduled tours cover/address much of the requirements for the private tour ● Will often be unique in nature – given the one-off nature of these tours ● Can often require contact with the client to: <ul style="list-style-type: none"> ▪ Confirm requirements ▪ Clarify issues.

Slide

Implement interpretive activity plans

Standard/scheduled tour:

- Is the normal/regular tour advertised by the business
- Available to everyone
- Taken by most people
- Same itinerary every time
- Same interpretive activities every time
- Same thing time-after-time



Slide 12

Slide No	Trainer Notes
12.	Trainer describes/defines Standard/scheduled tour A standard/scheduled tour (also known as a 'regular' tour): <ul style="list-style-type: none"> ● Is the normal tour advertised generally by the company ● Is available to all/members of the public ● Is the type of tour most people take ● Operates using the same itinerary every time ● Features the same interpretive activities, inclusions and scripted commentary every time ● Is essentially the same tour for all tour group members, time-after-time – subject to seasonal changes and other foreseeable and unforeseeable factors.

Slide

Implement interpretive activity plans

Implementation requirements for standard/scheduled tours:

- Features standard preparation and planning
- May require checks to determine if special requests have been made
- May require adjustment/s to accommodate need to change normal route, commentary, inclusions and/or activities



Slide 13

Slide No	Trainer Notes
13.	<p>Trainer discusses implementation requirements for standard/scheduled tours:</p> <ul style="list-style-type: none"> ● Is standard – in terms of: <ul style="list-style-type: none"> ▪ Preparing required resources ▪ Checking usual lists and documentation ▪ Ensuring the same tour delivered <i>previously</i> is replicated <i>this time</i> to maintain quality and consistency of delivery ● May require checking to determine if any special requests have been made – and/or are approved or are required by management ● May require adjustment – to accommodate the changes (to route, commentary, inclusions, interpretive activities) brought about by seasonal factors.

Slide

Implement interpretive activity plans

'Theme/s and message/s':

- Two terms used interchangeable but are different
- 'Message' is an uncomplicated stand-alone statement which makes sense on its own but underpins and supports the theme for an activity
- 'Theme' is often referred to as 'the take home message' for the visitors

(Continued)



Slide 14

Slide No	Trainer Notes
14.	<p>Trainer talks about theme/s and message/s observing before starting a tour the Tour Guide needs to know about any identified, required or promised themes and messages that tour group members are expecting from the tour as this impacts significantly on how an interpretive activity will be presented.</p> <p>Trainer notes important points to note regarding 'theme and message' are:</p> <ul style="list-style-type: none"> ● The terms 'message' and 'theme' are often used interchangeably but do have separate meanings ● A 'message' (sometimes more properly known as an 'interpretive message') is an uncomplicated stand-alone but important statement which makes sense on its own but nonetheless underpins and supports the theme for an activity – for example, 'Modern civilisation can cause adverse impacts on local communities' ● The 'theme' for the activity (or the tour) is often referred to as 'the take home message' for the visitors – the use of the word 'message' in this commonly used definition is partly responsible for the confusion that exists regarding distinction between the two terms ● The take home message is one, big idea that the tour/activity wants people to leave with/thinking about.

Slide

Implement interpretive activity plans

- No limit on nature of messages and themes
- They are the story-lines for activities
- They flow from the name/title of the tour
- Can be one or multiple



Slide 15

Slide No	Trainer Notes
15.	<p>Trainer continues discussing message and theme:</p> <ul style="list-style-type: none"> ● There is no limit to the exact nature of the 'messages and themes' which may be developed ● 'Messages and themes' may be seen as the story-lines for activities ● They flow from the 'topic', title or focus for the tour ● There may be a single message or theme, or multiple story-lines, attached to/included as part of an interpretive activity. <p>Classroom Activity – Internet Research</p> <p>Trainer oversees research of and discussion on sites such as:</p> <p>http://www.parks.ca.gov/pages/735/files/InterpPlanningWorkbookWEB2013.pdf - Interpretation Planning Workbook (California State Parks, 2013)</p>

Slide

Implement interpretive activity plans

When is the interpretive activity to be presented?

- Tour Guide needs to view itinerary to determine this in order to:
 - Get a context for the tour
 - Identify start time

(Continued)



Slide 16

Slide No	Trainer Notes
16.	<p>Trainer discusses</p> <p>When is the interpretive activity to be presented?</p> <p>The Tour Guide must view the tour itinerary (both the operational and customer versions – to ensure they are in accordance with each other) in order to:</p> <ul style="list-style-type: none"> ● Get a general impression of the overall content of the tour – with reference to: <ul style="list-style-type: none"> ▪ Complexity ▪ How inclusions and interpretive activities ‘flow’ and fit/integrate with each other given the context of the tour and the type of tour being conducted ▪ Any other relevant issues generated by local conditions, traffic, weather or any other factors likely to impact timing-related issues – such as matters likely to: <ul style="list-style-type: none"> – Slow travel times – Delay provision of services by other parties – Hinder activities of tour group members ● Identify start time for the tour – the time the tour departs. It is important for all tours to start ‘on time’ so: <ul style="list-style-type: none"> ▪ The timing of all tour activities and inclusions can be adhered to ▪ Arrangements made with other/support third party providers (shops, carriers, entertainers, co-workers, catering) can be honoured – by having tour groups at a given location by a given time.

Slide

Implement interpretive activity plans

- Identify finish time
- Determine sequencing and other timing-related issues and imperatives



Slide 17

Slide No	Trainer Notes
17.	<p>Trainer continues to discuss When is the interpretive activity to be presented?</p> <ul style="list-style-type: none"> • Identify finish time for the tour – the tour must return ‘on time’ because: <ul style="list-style-type: none"> ▪ There may be a need for the Tour Guide to take another tour at a scheduled/advertised time which is shortly after the return time of the first tour ▪ Tour group members may be expecting to return at a set time and have made arrangements to do other things based on this knowledge/expectation ▪ Failure to return ‘on time’ may raise unacceptable labour cost issues • Determine timing requirements in relation to the overall tour – with specific attention paid to individual interpretive activities in terms of their: <ul style="list-style-type: none"> ▪ Sequence in the itinerary – that is, noting how many activities there are and which ones are first, second and so on ▪ When each one is scheduled to start ▪ When each activity is time-tabled to finish ▪ Alternates – that is, identification of possible alternate activities which are provided for (and have been trialled, tested and appropriately approved and resourced) in case the scheduled interpretive activity cannot be presented.

Slide

Implement interpretive activity plans

Where is the interpretive activity to be conducted?

- Common options:
 - In the Tour Operator building
 - On-site
 - On a tour vehicle



Slide 18

Slide No	Trainer Notes
18.	<p>Trainer discusses</p> <p>Where is the interpretive activity to be conducted? Common options are:</p> <ul style="list-style-type: none"> ● Within the Tour Operator building – such as in a purpose built room designed and fitted out to accommodate basic/standard ‘training’ type activities <ul style="list-style-type: none"> ▪ This room traditionally has tables and chairs, room to move, communication technologies (such as slides, PowerPoint data projectors, DVD player and monitors/screens, microphones, sound systems) ▪ This location may be used for: <ul style="list-style-type: none"> – Pre-tour briefings and distribution of standard tour-related handouts/materials – Activities designed to get tour group members to know each other – Pre-tour interpretive activities such as workshops, demonstrations, interactive group activities, brainstorming, group discussion, lecture-type presentation, screening of films/DVDs and slides ● On-site locations – where interpretive activities are conducted which may be: <ul style="list-style-type: none"> ▪ In designated outside locations – that is, in the ‘open air’ but at no particular site ▪ At a particular natural site – such as a waterfall, valley, river, viewing point ▪ Within a built structure at a destination – such as within a museum, at a theme park, in a room at a shop or an attraction, at a sports complex ▪ In a local/host community – where arrangements and agreement have been made

- On the tour group vehicle – the tour group vehicle is often used for discussions, storytelling, reading handouts, handling (sensory awareness of) materials, lectures, playing games, conducting quizzes, and delivery of scripted commentary. Use of the tour group vehicle as a location for some interpretive activities is common and:
 - Means many vehicles are equipped with supporting technology to facilitate the activities
 - Provides activity for tour group members on what can be, otherwise, long and potentially boring travel times – to and from destinations.

Slide

Implement interpretive activity plans

Knowing the location is important because:

- It helps prepare mentally
- Provides an understanding of travel times
- Creates a basis for what is required



Slide 19

Slide No	Trainer Notes
19.	<p>Trainer explains knowing the location of each interpretive activity is important because:</p> <ul style="list-style-type: none"> ● This knowledge helps provide a mental context for the Tour Guide – it helps the Guides get a feel for the tour and orient the tour locations in their mind ● It generates mental impressions regarding travel times to destinations for the activities ● Creates an <i>overall</i> impression of what is to be provided – through setting each activity into its individual location and setting.

Slide

Implement interpretive activity plans

Who is involved in the activity?

- Options/personnel may include:
 - Staff from the Tour Operator
 - Members of local communities
 - Specialists from third party providers



Slide 20

Slide No	Trainer Notes
20.	<p>Trainer discusses</p> <p>Who is involved in the activity?</p> <p>Those who may be involved can include:</p> <ul style="list-style-type: none"> ● Others from within the Tour Operator's business – such as: <ul style="list-style-type: none"> ▪ Other Tour Guides ▪ General assistants ▪ Topic/subject presenters or experts ▪ Chefs/cooks ▪ Vehicle drivers ▪ Translators ▪ Security staff ▪ Safety officers ● Members of local/host communities – who: <ul style="list-style-type: none"> ▪ Can be involved in tour guiding roles within their community ▪ May lead/conduct certain interpretive activities such as dance, demonstrations, cooking, artwork, story-telling and song ● Specialist personnel from third party providers/organisations – who may provide on-site and/or on-tour: <ul style="list-style-type: none"> ▪ Translation and interpretation services ▪ Safety and security ▪ Directions and guidance ▪ Catering

- Supply and provisioning (food, fuel, goods and services).

Classroom Activity – Guest Speakers

Trainer arranges for several of the people identified above to attend and discuss/describe their role in relation to conducting/assisting with interpretive activities in the field.

Slide

Implement interpretive activity plans

Tour Guide needs to know:

- Who and how many personnel are to be used
- Roles and responsibilities
- How their job integrates with other services



Slide 21

Slide No	Trainer Notes
21.	<p>Trainer explains the Tour Guide needs to know:</p> <ul style="list-style-type: none"> ● Exactly who and how many will be involved with them on the tour and as part of the tour crew ● Roles and responsibilities allocated to each person ● How their own role integrates with the services to be provided by 'other personnel' who are also part of the tour and the interpretive activities to be conducted.

Slide

Implement interpretive activity plans

How is the activity to be conducted?

- Plans will detail:
 - Interpretive techniques to be used
 - Tour and activity communication
 - Safety and security



Slide 22

Slide No	Trainer Notes
22.	<p>Trainer discusses</p> <p>How is the interpretive activity to be conducted/presented?</p> <p>The plans for the scheduled interpretive activities will detail how each activity is to be conducted.</p> <p>The Tour Guide will have to obtain instruction/direction from the pre-prepared plans in relation to:</p> <ul style="list-style-type: none"> ● Interpretive techniques to be used: <ul style="list-style-type: none"> ▪ Role playing; Using different voice techniques; Story-telling; Playing of games; Conducting activities; Presenting demonstrations; Delivering participant interaction situations; Holding sensory awareness exercises; Using materials to enhance illustration and experiences; Utilising technology to assist with delivery; Identifying further links where interested participants can find more information if they want to – when the tour has concluded ● Tour and activity communication – Tour Guides need to look at the plans to: <ul style="list-style-type: none"> ▪ Identify the communication equipment/facilities available and/or required to help delivery of activity information ▪ Determine communication devices to be taken/used by tour staff ▪ Identify the commentary for the tour and each interpretive activity ▪ Safety and security issues – to discharge Duty of Care.

Slide

Implement interpretive activity plans

Tour Guides must:

- Become familiar with risk management plans for the activity
- Learn all applicable risk control measures to be applied
- Ensure necessary resources are loaded
- Check facilities and arrangements to ensure security



Slide 23

Slide No	Trainer Notes
23.	<p>Trainer highlights for a Tour Guide this means they need to read the plans which have been prepared to:</p> <ul style="list-style-type: none">● Become familiar with the risk management plans developed for the tour and for each activity● Gain familiarity with and a thorough understanding of all applicable risk control measures which are required to be implemented● Ensure all resources necessary to support and implement the required risk controls are loaded onto the tour group vehicle/s or otherwise taken or available for the trip/activities● Check the equipment and/or tour arrangements provide sufficient security to safeguard the staff and people on the tour/participating in interpretive activities and protect all physical assets.

Slide

Implement interpretive activity plans

What resources are available to deliver the activity?

- Resources will relate to:
 - Human resources
 - Physical resources
 - Financial resources



Slide 24

Slide No	Trainer Notes
24.	<p>Trainer discusses</p> <p>What resources are available to deliver the interpretive activity?</p> <ul style="list-style-type: none"> ● Human resources – these are the people will are available to provide assistance/services to the tour and the activities. There will always be specification relating to: <ul style="list-style-type: none"> ▪ Staff numbers ▪ Hours available to each staff member ▪ Total staff wages for the tour including payments to external providers of services ● Physical resources – this relates to the items, materials, products, goods and equipment allocated to each tour and activity <ul style="list-style-type: none"> ▪ An analysis of requirements relating to physical resources will have been done as part of the planning process and this will have resulted in the development of ‘Loading Sheets’ for each tour and/or interpretive activity ▪ The Loading Sheets specify by type and quantity all the resources which the Tour Guide must take on the tour ▪ All the identified resources need to taken but no additional items can be taken unless management agrees ▪ The Tour Guide may be responsible for: <ul style="list-style-type: none"> – Physically loading these items onto tour group vehicles – Checking others have correctly loaded the required supplies

- Financial resources – the Tour Guide must:
 - Determine the budgets applicable to the tour and (where applicable) to each interpretive activity – there is a non-negotiable requirement all tours and activities must be accomplished/delivered within the allocated budgets
 - Identify and obtain the cash they need to take with them when they depart – this money:
 - May be in local or other currency
 - Can be used to purchase items, equipment and services while on tour
 - Is used to pay entry fees
 - May be used to pay members of local/host communities for their participation in activities
 - Identify and obtain non-cash payment requisites – such as:
 - Credit cards
 - Letters authorising purchase on behalf of the Tour Operator.

Slide

Implement interpretive activity plans

Tour Guides need to know 'available/required resources' to:

- Cross-check requirements against supply
- Determine financial parameters/budget
- Ensure all required resources are prepared and loaded for the tour/activity



Slide 25

Slide No	Trainer Notes
25.	<p>Trainer notes Tour Guide must identify resources required and/or available to:</p> <ul style="list-style-type: none"> ● Allow cross-checking of what is required against what is available to support/enable it ● Become aware of the financial parameters for the tour and each activity and thus be able to operate the tour and the activities within budget ● Make sure all required resources have been loaded/stowed before the tour departs.

Slide

Implement interpretive activity plans

Have necessary permissions been obtained?

- This may require:
 - Sighting written evidence of management authorisation
 - Verifying required permits have been issued
 - Ensuring agreement from local communities
 - Confirming compliance with all other requirements under applicable legislation, Codes or arrangements



Slide 26

Slide No	Trainer Notes
26.	<p>Trainer discusses</p> <p>Have necessary permissions been obtained?</p> <p>This may require:</p> <ul style="list-style-type: none"> ● Sighting written evidence management has authorised the tour and the activities to be implemented as described in the plans according to the resources identified/available – or obtaining face-to-face authorisation from management ● Verifying permits have been obtained allowing entry to certain areas – where these are necessary ● Making sure there is respect for indigenous people by checking to see local/host communities have agreed to (as appropriate): <ul style="list-style-type: none"> ▪ Allow tours onto their lands/into their communities ▪ Participate in/conduct certain activities ▪ Provide nominated goods and/or services to the tour ● Confirming the requirements of all applicable 'other requirements' have been/will be met – these considerations may relate to: <ul style="list-style-type: none"> ▪ Compliance with agreed Codes of Conduct with local/host communities ▪ Alignment with Codes of Practice developed by industry bodies/associations to which the Tour Operator belongs/subscribes ▪ Requirements imposed by the QA scheme used by the Operator.

Slide

Implement interpretive activity plans

Ways Tour Guides can learn about planning considerations for a tour/activity are:

- Read tour files
- Read tour brief
- Read tour advertisements
- Speak to management

(Continued)



Slide 27

Slide No	Trainer Notes
27.	<p>Trainer explains standard ways in which a Tour Guide can become aware of the planning considerations for a tour are:</p> <ul style="list-style-type: none"> ● Read tour files – and any planning documentation generated as part of the planning process for the tour ● Read the Tour Brief ● Read advertisements relating to the tour ● Speak to management. <p>Classroom Activity – Handouts</p> <p>Trainer distributes and discusses samples of:</p> <ul style="list-style-type: none"> ● Tour files ● Tour briefs ● Tour advertisements.

Slide

Implement interpretive activity plans

- Talk to those who developed the tour
- Talk to Tour Guides who have conducted them
- Talk with staff who negotiated private/custom tours
- Take a tour as a 'paying customer'



Slide 28

Slide No	Trainer Notes
28.	Trainer continues to explain standard ways in which a Tour Guide can become aware of the planning considerations for a tour: <ul style="list-style-type: none"> ● Talk to those who prepared/developed or created the tour ● Talk to other Tour Guides who conduct the tours ● Talk to the person/s within the organisations who negotiated the contract for each private/custom tour – to identify their specific requirements ● Take standard/scheduled tour as a tour group member/paying customer – to gain an appreciation of what is required.

Slide

Schedule the interpretive activity

Pre-planning needs to be considered can include:

- Consideration of timing
- Consideration of weather
- Consideration of physical resources

(Continued)



Slide 29

Slide No	Trainer Notes
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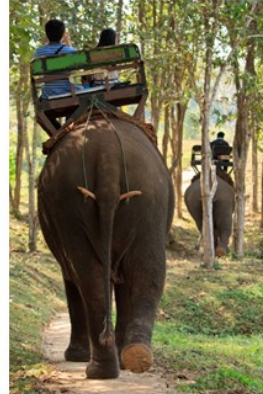
29.	<p>Trainer notes before implementing a planned interpretive activity there is a need for the Tour Guide to consider pre-planning needs highlighting these needs will vary between the different types of activities which are to be presented so with this in mind consideration of pre-planning needs may embrace:</p> <ul style="list-style-type: none"> ● Consideration of the timing – to ensure: <ul style="list-style-type: none"> ▪ The activity is going to be delivered in accordance with the itinerary ▪ Confirmation of the duration of the activity to be presented – which means determining the finish time for the activity ▪ Other activities and inclusions for the tour can be delivered as advertised/promised ▪ Variations to planned timing needs to be made to accommodate/respond to issues arising on tour ▪ Local/host communities are ready to receive the tour group and/or begin their participation in/engagement with the interpretive activity ● Consideration of the weather – to: <ul style="list-style-type: none"> ▪ Make sure it is safe to conduct the activity given the weather conditions which exist at the time ▪ Verify appropriate resources are available to suit the weather conditions which apply at the time ▪ Decide if an alternative interpretive activity needs to be presented instead of the original, planned activity ▪ Determine if the interpretive activity needs to be cancelled due to adverse weather conditions
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- Consideration of the physical resources – to verify:
 - Correct/required resources are available to allow the planned interpretive activity to be delivered
 - Sufficient resources are available and ready to use
 - The available resources are safe to use
 - Resources advertised as being available are ready to be used and/or distributed to tour group members
 - The security of resources to be used and those which are to be left on the tour vehicle
 - Equipment and items provided by third party providers are safe and suitable for the activity to be conducted.

Slide

Schedule the interpretive activity

- Consideration of personnel
- Consideration of tour group members
- Consideration of physical environment



Slide 30

Slide No	Trainer Notes
30.	<p>Trainer continues discussing pre-planning needs with reference to:</p> <ul style="list-style-type: none"> ● Consideration of the personnel – to ensure: <ul style="list-style-type: none"> ▪ All tour staff understand their role and responsibilities in relation to the interpretive activity ▪ Staff are ready to start the activity ▪ The Tour Guide or the person(s) who will lead/conduct or present the activity is ready to start ▪ Members of the local/host community are ready to play their part ● Consideration of the customers/tour group members – to: <ul style="list-style-type: none"> ▪ Determine their readiness to engage with the interpretive activity ▪ Calculate when and where relevant information about the activity will be communicated to/shared with them ▪ Determine their physical, mental and/or attitudinal capacity or potential to safely engage with the activity ▪ Identify any special requests or requirements which they have made regarding the activity and/or their engagement with it ● Consideration of the physical environment – to: <ul style="list-style-type: none"> ▪ Verify the location in which the interpretive activity is to be conducted ▪ Check the safety and suitability of the location ▪ Confirm the physical environment reflects the physical environment used when the risk management/planning for the activity was undertaken

- Demonstrate respect for indigenous people and local communities
- Take action to minimise the impact of the interpretive activity on the physical environment.

Classroom Activity – Guest Speaker

Trainer arranges for Tour Guide to attend and:

- Discuss pre-planning needs they consider
- Explain potential impact of same
- Illustrate actions required.

Slide

Schedule the interpretive activity

Possible 'issues arising' also need to be considered – for example:

- Previous interpretive activities running over time
- Previous interpretive activities running under time
- Need to cancel or in some way amend an interpretive activity
- Requests/demands from tour group members

(Continued)



Slide 31

Slide No	Trainer Notes
31.	<p>Trainer states Tour Guides need to consider 'issues arising' during the conduct of the tour when they schedule an interpretive activity observing examples of issues arising can be:</p> <ul style="list-style-type: none"> ● Previous interpretive activities running over time and leaving less time for the next activity ● Previous interpretive activities running under time thus leaving more/extra time for the next activity ● Need to cancel or in some way amend an interpretive activity because of safety, weather or other reasons. <p>Requests/demands from tour group members for certain things to be done, changed or omitted from the itinerary.</p>

Slide

Schedule the interpretive activity

- Unacceptable tour group behaviour
- Accidents/incidents
- Vehicle breakdown or road closure
- Sickness/illness in the group



Slide 32

Slide No	Trainer Notes
32.	<p>Trainer continues with examples of possible issues arising:</p> <ul style="list-style-type: none"> ● Unacceptable behaviour and/or attitudes demonstrated by certain tour group members ● Accidents and/or incidents which have occurred when the tour group participated in a previous interpretive activity ● Vehicle breakdown and/or road closures which have caused delays to the itinerary ● Sickness of tour group members or involvement of participants in an accident of some sort.

Slide

Schedule the interpretive activity

Tour Guides need to consider possible issues arising to allow planning/consideration of options to:

- Adjust timing if necessary
- Adjust activities
- Notify relevant others

(Continued)



Slide 33

Slide No	Trainer Notes
33.	Trainer states reasons Tour Guides need to consider these issues to plan regarding possible actions/options: <ul style="list-style-type: none"> ● To adjust timing of the activity to maintain the itinerary times/schedule ● To adjust activities to accommodate the requests and/or competency level of tour group members ● To notify other personnel regarding the issues arising and their impact/how they will impact the upcoming interpretive activity.

Slide

Schedule the interpretive activity

- Integrate new learning/experiences into an activity
- Maintain respect for local communities
- Optimise safety



Slide 34

Slide No	Trainer Notes
34.	<p>Trainer continues to state reasons Tour Guides need to consider these issues:</p> <ul style="list-style-type: none"> ● To integrate new learning/experiences into an activity because that learning/experience was unable to be delivered in a previous activity that was cancelled or cut short ● To make sure respect for local/host communities is maintained – for example, where a decision may be made to cancel an activity/visit due to unacceptable behaviour/attitudes of a tour group ● To optimise the safety of tour group members with reference to whatever issue is deemed to be potentially impacting them.

Slide

Schedule the interpretive activity

May also be a need to consider:

- Keeping tour on schedule
- Meeting budget
- Cancelling an activity
- Changing the commentary

(Continued)



Slide 35

Slide No	Trainer Notes
35.	<p>Trainer adds allied issues also need to be considered and these are deemed to be issues which impact on, or flow from, timing of the activity highlighting consideration in relation to scheduling therefore may need to address topics such as:</p> <ul style="list-style-type: none"> ● Keeping the tour on schedule according to the itinerary by (for example) making up time by reducing the duration of <i>this</i> activity – because the previous one ran over time ● Ensuring budgetary constraints are always met – which means there is never a situation where a Tour Guide can do ‘whatever it takes’ to resolve or retrieve a situation ● Cancelling a scheduled interpretive activity – on the basis of insufficient time or because of the fitness level and/or physical capacity of tour group members ● Changing the commentary – so it addresses the changed circumstances and/or activities for the tour.

Slide

Schedule the interpretive activity

- Checking delayed activities can still be safely presented
- Communicating with other stakeholders and updating them
- Reviewing/revising the itinerary while on-tour
- Making notes for later reference/referral



Slide 36

Slide No	Trainer Notes
36.	<p>Trainer continues with allied issues:</p> <ul style="list-style-type: none"> ● Checking to make sure a <i>delayed</i> interpretive activity can nonetheless still be presented safely – in terms of available light, weather and the physical condition (tiredness) of the tour group members ● Communicating with stakeholders and/or third parties (communities, providers, carriers, destinations, caterers) – and advising the tour will be arriving earlier/later than expected/arranged ● Reviewing and revising the itinerary while on tour – by adjusting inclusions and activities in order to finish the tour on time ● Taking notes about the situation – so these may be used as the basis for feedback provided by the Tour Guide at the de-briefing session after the tour has finished.

Slide

Prepare on-tour requirements to support the interpretive activity

Plans for set-up of activities must be followed because:

- They save time
- They have been risk assessed
- They meet budget parameters
- They align with requirements of relevant stakeholders

(Continued)



Slide 37

Slide No	Trainer Notes
37.	<p>Trainer explains plans prepared for the interpretive activity should be adhered to for the following reasons:</p> <ul style="list-style-type: none"> ● Following the plans decreases the time required for set up – because functional directions and an effective list of preparatory activities in sequence/order will be provided ● They have been subjected to standard risk assessment protocols of risk identification, risk evaluation and risk control – and are therefore safe to conduct only ‘as planned’ ● They will comply with budget constraints imposed by the Tour Operator – regarding labour, physical resources of other expenditure items ● The plans may have been developed in collaboration/consultation with certain bodies/people who have insisted or required they be implemented ‘as stated.’

Slide

Prepare on-tour requirements to support the interpretive activity

- They will optimise safety
- They will allocate correct time for each aspect of the set-up
- They will maximise likelihood of identified objectives for the activity being achieved



Slide 38

Slide No	Trainer Notes
38.	<p>Trainer continues explaining reasons to stick to plans for activity set-ups:</p> <ul style="list-style-type: none"> • Implementation according to the plan ensures compliance with all safety requirements – and Duty of Care obligations • They will have been created to allow ‘the right amount’ of time for each activity – based on its individual type on the basis of trialling, experience and feedback received • Implementation of an interpretive activity according to the plan will optimise the outcomes for the activity – and therefore increase satisfaction levels for tour group members, thereby increasing the potential for return and/or referral business.

Slide

Prepare on-tour requirements to support the interpretive activity

Actions in setting-up an activity can involve:

- Obtaining resources
- Inspecting equipment/items
- Obtaining support handouts, materials and other resources
- Checking the activity area
- Holding a briefing



Slide 39

Slide No	Trainer Notes
39.	<p>Trainer states setting up an interpretive activity can involve the following generic actions:</p> <ul style="list-style-type: none"> ● Obtaining resources – from: <ul style="list-style-type: none"> ▪ Tour vehicles ▪ Third party providers ● Inspecting the condition of equipment/items – to: <ul style="list-style-type: none"> ▪ Make sure they are safe ▪ Clean and/or repair items as necessary ● Obtaining handout materials, equipment and other physical resources – for: <ul style="list-style-type: none"> ▪ Distribution to tour group members ▪ Use within the activity ● Checking the activity area – to: <ul style="list-style-type: none"> ▪ Confirm safety issues ▪ Determine appropriate availability of location/s ● Holding a briefing – with: <ul style="list-style-type: none"> ▪ Other Tour Guides and staff from the business ▪ Others from outside the business who will be participating in the activity and/or delivering some aspect of the activity.

Slide

Prepare on-tour requirements to support the interpretive activity

Respect for local communities must be shown:

- Meeting with the communities and their representatives
- Developing Codes of Conduct
- Notifying communities in advance
- Maintaining regular contact with them
- Providing them with economic opportunities

(Continued)



Slide 40

Slide No	Trainer Notes
40.	<p>Trainer notes at all times the Tour Guide must ensure there is respect shown for local communities explaining practical aspects of this requirement may include:</p> <ul style="list-style-type: none"> ● Meeting with local communities to develop Codes of Practice and other working agreements – in relation to tours and the conduct of interpretive activities ● Developing Codes of Conduct – for tour group members who visit local/host communities ● Notifying communities in advance – of dates and times of expected tours ● Maintaining regular contact with local communities – to obtain their feedback in relation to their experiences with tours so necessary adjustments to Codes and agreements can be made ● Providing economic opportunity for local/host communities – in terms of (for example) payment for work on tour-related jobs (guides, entertainers, demonstrators) the provision of retail opportunities (to sell goods and services to the tour group members) and/or the provision of food and beverages.

Slide

Prepare on-tour requirements to support the interpretive activity

- Providing tour advice 'on the day' of the tour/activity
- Notifying tour group of required behaviour/Codes
- Asking permission to enter locations/lands
- Observing applicable cultural restraints
- Maintaining secrecy of items as required by host communities

(Continued)



Slide 41

Slide No	Trainer Notes
41.	<p>Trainer continues to identify ways to demonstrate respect for local communities:</p> <ul style="list-style-type: none"> ● Advising the communities on the day (or the day before) the tour – so they receive a reminder of the tour and receive updated information about numbers, special requests and other relevant matters ● Notifying tour group members of acceptable and unacceptable conduct – see later information ● Asking permission to enter lands/communities – every time a tour or activity is conducted on their land or in their community ● Observing the necessary cultural constraints – as required by different communities and cultures ● Maintaining secrecy of items and information – as requested by the local/host community. <p>Classroom Activity – Guest Speaker</p> <p>Trainer arranges for a representative from a local community to attend and:</p> <ul style="list-style-type: none"> ● Discuss their requirements in relation to tours and interpretive activities ● Provide sample Codes of Practice applicable to their community ● Illustrate with reference to examples their experience with tour groups ● Make recommendations for positive relationships between tour operators and local communities.

Slide

Prepare on-tour requirements to support the interpretive activity

- Involving local community in decision making
- Parking tour vehicles only in designated areas
- Staying on identified walking tracks
- Prohibiting taking of photographs (if applicable)

(Continued)



Slide 42

Slide No	Trainer Notes
42.	<p>Trainer continues to identify ways to demonstrate respect for local communities:</p> <ul style="list-style-type: none"> ● Involving the local/host community in decision making which impacts them – so decisions/activities are never imposed on them against their will ● Parking only in designated areas – as prescribed by the communities ● Staying on designated walking tracks and agreed pedestrian routes – as opposed to walking ‘anywhere and everywhere’ ● Prohibiting taking of photographs – of certain areas or of people.

Slide

Prepare on-tour requirements to support the interpretive activity

- Banning use of scarce/limited resources
- Prohibiting carriage of nominated items into the communities
- Cleaning up after each visit/activity/tour
- Modifying tours and activities on the basis of feedback from the community



Slide 43

Slide No	Trainer Notes
43.	Trainer continues to identify ways to demonstrate respect for local communities: <ul style="list-style-type: none"> ● Banning use of limited/scarce local resources – such as water ● Identifying and banning carriage of nominated items/products onto community lands/property – this ban may be on fast food, newspapers, bottles, disposable nappies/diapers ● Cleaning up after using facilities – or a ban on using facilities ● Modifying tours and interpretive activities – on the basis of feedback received from the local communities.

Slide

Prepare on-tour requirements to support the interpretive activity

Preparing tour group for the activity can require:

- Making a verbal presentation
- Assessing customer capacity to participate
- Distributing items

(Continued)



Slide 44

Slide No	Trainer Notes
44.	<p>Trainer advises another important aspect of preparing to deliver an interpretive activity is the need to prepare group members for the activity stressing this can involve:</p> <ul style="list-style-type: none"> ● Making a verbal presentation – explaining the activity and detailing what tour group members: <ul style="list-style-type: none"> ▪ Can expect ▪ Will be expected to so ▪ Might think about when engaging with the activity ● Assessing individual capacity for individual members to participate in the activity – in terms of (as appropriate) their: <ul style="list-style-type: none"> ▪ Age ▪ Height and weight ▪ Physical fitness ▪ Previous experience ▪ Stated unwillingness/reluctance to participate ● Distributing materials, resources and/or equipment – which tour group members will/might: <ul style="list-style-type: none"> ▪ Read to gain background knowledge about the activity ▪ Use to engage in a practical way with the activity ▪ Provide instructions, directions, tips, advice and suggestions to optimise engagement with and enjoyment from the activity.

Slide

Prepare on-tour requirements to support the interpretive activity

- Demonstrating use of items
- Advising of basic operational parameters for the activity
- Notifying tour group of acceptable/unacceptable behaviour
- Introducing others who will assist during/as part of the activity
- Encouraging engagement with the activity



Slide 45

Slide No	Trainer Notes
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|-----|--|
| 45. | <p>Trainer continues to identify ways to prepare tour members as part of preparing to deliver an interpretive activity:</p> <ul style="list-style-type: none"> ● Demonstrating use of items required in relation to the activity – this may involve showing how to: <ul style="list-style-type: none"> ▪ Wear or use safety clothing and protective items ▪ Use tools and/or sporting equipment ▪ Achieve whatever may be the aim/objective for the activity ● Notifying tour members of basic operational parameters – in terms of (as applicable): <ul style="list-style-type: none"> ▪ Start and finish times ▪ Safety issues ▪ Physical/geographical parameters relating to the activity ▪ 'Do's' and 'Don'ts' for the activity ● Notifying tour group members of acceptable and unacceptable conduct – in terms of topics such as: <ul style="list-style-type: none"> ▪ Language ▪ Behaviour ▪ Taking of photographs/videos ▪ Engaging with community members ▪ Cultural sensitivities particular to individual communities ● Introducing other people who will be helping to deliver the presentation – such as: <ul style="list-style-type: none"> ▪ Third party guides or interpreters ▪ Members of the local/host communities |
|-----|--|

- Encouraging tour group members to engage with the activity – by:
 - Motivating them through anecdotes and personal enthusiasm
 - Identifying the potential benefits and learning they may take from the activity
 - Offering ongoing help and support for them while they participate.

Classroom Activity – Guest Speaker

Trainer arranges for an experienced Tour Guide to attend and:

- Talk about their job and their role
- Give advice on conducting interpretive activities in the field
- Explain in detail the preparation/organisation they undertake prior to a tour/conducting an activity.

Provide sample materials/handouts relevant to their job.

Slide

Prepare on-tour requirements to support the interpretive activity

There can be a need to keep preparation activities for an activity 'secret' from tour group members in order to:

- Align with requirements/directions in the plans
- Minimise unwanted/intrusive noise and distraction
- Keep people unaware of what is about to happen
- Protect certain confidential and private aspects of the activity
- Avoid unwanted interruptions from tour group members



Slide 46

Slide No	Trainer Notes
46.	<p>Trainer states in some cases there can be a need for the Tour Guide to keep the preparation for activities secret from tour group members highlighting this may need to be done to:</p> <ul style="list-style-type: none"> ● Align with directions provided in the plans for an interpretive activity – as part of the SOPs for the activity ● Minimise noise which may adversely impact on enjoyment of tour group members – especially in relation to them sleeping or trying to concentrate on (for example) a DVD, the commentary, or another activity ● Keep them unaware of exactly what is planned for them – so the interpretive activity can be revealed as a surprise to excite them ● Protect confidentialities – regarding preparation activities and/or materials or sources used ● Avoid interruptions and distractions caused by unwanted attention and interference from participants – as they look at the procedures and engage in conversation with the Tour Guide.

Slide

Confirm operational details with colleagues

Background to this step:

- All colleagues scheduled to be part of the activity must be present
- The meeting must be scheduled
- Plans for the activity must be the basis of the briefing
- Meeting should occur in private without tour group members listening

(Continued)



Slide 47

Slide No	Trainer Notes
47.	<p>Trainer provides background detail in relation to confirming operational details of interpretive activities with colleagues:</p> <ul style="list-style-type: none"> ● All colleagues must be present to have details confirmed – this means internal staff (staff directly employed by the Tour Operator) as well as external staff (those employed from third party providers and/or from local/host communities) ● The confirmation needs to be scheduled – there should be a meeting or briefing scheduled for a certain time at a given location and this must be communicated sufficiently in advance to enable all required persons to attend ● The plans prepared for the activity must be the basis of the confirmation – and all staff should have a hard copy of their own for reference purposes <ul style="list-style-type: none"> ▪ Many staff will write notes on their personal copy to highlight tasks they need to focus on and/or pay special attention to ● The meeting/briefing should take place in private – that is, it is traditionally not an event the tour group members have access to.

Slide

Confirm operational details with colleagues

- All those involved should have had previous/relevant exposure to/contact with the activity
- Tour Guide leads the discussion
- There must be two-way communication



Slide 48

Slide No	Trainer Notes
48.	<p>Trainer continues to give background to this stage:</p> <ul style="list-style-type: none"> ● All persons with roles to play should already have had exposure to the interpretive activity before this stage take places – that is, everyone involved should have been provided with required training and trialling of the activity to gain first-hands, hands-on experience ● Discussion must be led by the Tour Guide or the person who has been delegated directed control of the individual interpretive activity – their primary role (subject to 'Content' below) is provide information, confirm arrangements and notify changes ● The session must feature two-way communication – where colleagues are encouraged to ask questions to clarify issues and confirm matters about which they may have some concern or reservation.

Slide

Confirm operational details with colleagues

Generic contents/topics for this meeting:

- Roll call
- Overview of the activity
- Confirmation activity can/should proceed

(Continued)



Slide 49

Slide No	Trainer Notes
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49.	<p>Trainer indicates while the nature of each briefing/information session prior to an interpretive activity will be unique (based as it will be on the delivery of a <i>particular</i> activity), there are nonetheless several common issues which will require coverage – these include:</p> <ul style="list-style-type: none"> ● Roll call – this is done to: <ul style="list-style-type: none"> ▪ Ensure all required staff are present as required ▪ Cross-check staff present against planned/expected names and numbers ▪ Confirm role allocation for the activity ▪ Allow Tour Guide to meet and appraise all workers ● Provision of an overview of the activity – this involves: <ul style="list-style-type: none"> ▪ Making sure everyone has a copy of the plan ▪ A read-through of the goals and objectives for the activity ▪ Description of relevant matters for the activity – which can include: <ul style="list-style-type: none"> – Themes and messages – Special requests – Presence of VIPs on the tour – Changes to be factored in – due to, for example, need to shorten or extend the activity ▪ Focussing everyone's mind on the up-coming activity ▪ Confirmation the activity should proceed – according to risk management protocols – see later slides.
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Slide

Confirm operational details with colleagues

- Discussion of duration
- Development of strategies/confirmation of plans to deal with issues arising
- Allocation of staff to roles/responsibilities

(Continued)



Slide 50

Slide No	Trainer Notes
50.	<p>Trainer continues to provide examples of generic content/topics for this stage of the preparation process:</p> <ul style="list-style-type: none"> ● Discussion of duration for the activity – which may relate to: <ul style="list-style-type: none"> ▪ Confirmation of a scheduled starting time ▪ Confirmation of a scheduled finishing ▪ Verification with others that timing is appropriate ▪ Notification of revision/s to scheduled starting and finishing times ● Development and/or confirmation of arrangements to address issues arising – these may be regarding matters to do with: <ul style="list-style-type: none"> ▪ Modifications to the standard activity imposed as a result of changes to the location where the activity is to be conducted ▪ Maintenance of safety and security where a legitimate need to change standard actions has emerged ▪ Amendments deemed appropriate to alter the duration of the activity in order to maintain the overall itinerary/schedule for the tour ▪ Required revisions to accommodate special requests ▪ Changes brought about by the need to modify proceedings for certain budgetary reasons ▪ Alterations deemed prudent based on feedback obtained from the tour group while on-tour – in order to better meet their expectations and optimise their level of satisfaction ● Allocation of staff to required positions – this will generally be a matter of: <ul style="list-style-type: none"> ▪ Confirming the arrangements described in the plans and tested during the role playing/trialling for the activity

	<ul style="list-style-type: none">▪ Adjusting staff allocation based on special needs of individual tour group members which have materialised on-tour and/or been advised at the commencement of the tour▪ Checking staff allocated to certain positions can comprehensively recite their role while in those positions▪ Confirming with relevant personnel there are sufficient staff in position at each location to enable required activities to be undertaken as expected▪ Ensuring, where required by legislation or internal operational protocols, staff used at certain locations:<ul style="list-style-type: none">- Hold necessary credentials/certification- Have required experience.
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Slide

Confirm operational details with colleagues

- Verification of presence of physical resources to enable the activity
- Conduct of communication checks



Slide 51

Slide No	Trainer Notes
51.	<p>Trainer continues to provide examples of generic content/topics for this stage of the preparation process:</p> <ul style="list-style-type: none"> • Verification of the presence of physical resources – including (as appropriate to the type of activity): <ul style="list-style-type: none"> ▪ Handouts and paper-based materials for distribution ▪ Food and beverages ▪ Basis requisites – such as note pads, pens, sun hats, umbrellas ▪ Technology and devices for self-tours ▪ Playing/sports equipment ▪ Emergency equipment – see next section ▪ Safety clothing and equipment, where necessary – see next section • Conduct of communication checks – to verify full operational status of equipment and devices to be used to: <ul style="list-style-type: none"> ▪ Communicate between each other ▪ Make contact with other/third party providers ▪ Communicate with tour group members. <p>Classroom Activity – Excursion</p> <p>Trainer arranges for class to participate in a tour featuring interpretive activities so they can:</p> <ul style="list-style-type: none"> • Gain first-hand experience of tours and activities • Observe occurrences and work of tour staff • Talk with tour staff

- | | |
|--|---|
| | <ul style="list-style-type: none">• Obtain handout materials• Observe tour group members and their reactions to activities and interactions with tour staff. |
|--|---|

Slide

Ensure safety issues have been addressed

Context:

- Safety must be a standing topic at all briefing sessions
- Safety is paramount and can never be compromised, assumed or ignored
- Formal risk assessment for each activity must form the basis of safety
- Staff should be asked to confirm/query safety for the activity to be conducted

(Continued)



Slide 52

Slide No	Trainer Notes
52.	<p>Trainer provides context stating in relation to safety issues associated with the conduct of interpretive activities:</p> <ul style="list-style-type: none"> ● Safety must always be a standing topic for all staff briefing sessions prior to interpretive activities – safety must always be addressed <ul style="list-style-type: none"> ▪ It can never be assumed or ignored ● Safety is paramount – Tour Guides must not do anything which compromises the safety of tour group members, members of the public or staff in any way. If there is a concern about safety, the activity must be: <ul style="list-style-type: none"> ▪ Delayed until the issue can be effectively/safely resolved ▪ Halted all together /not conducted at all ▪ Replaced by another activity where safety can be guaranteed ● The risk assessment conducted as part of the planning stage for the activity must form the basis for safety check – this will commonly require specific mention of mandatory check points identified as part of the risk management process (for example: rain, heat, wind, ground condition, tour group numbers, crowds), together with: <ul style="list-style-type: none"> ▪ A statement by the Tour Guide that each factor appears within acceptable parameters ▪ A question asking colleagues to confirm or disagree with the above statement <ul style="list-style-type: none"> – The point being the decision to proceed with safety with the activity must be a consensus decision and not one simply imposed by the Tour Guide – the decision to proceed must be verified/supported by other colleagues.

Slide

Ensure safety issues have been addressed

- Some activities have a Safety Officer who has total control over safety
- Always a need to consider Participants, Environment and Resources
- The aim must always be to create 'safe place' as opposed to 'safe person'



Slide 53

Slide No	Trainer Notes
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53.

Trainer continues to give context for safety:

- A designated Safety Officer is used for some interpretive activities – and they have **total control** over safety issues and decisions regarding safety
- There are traditionally three standard elements which need to be considered in relation to safety for interpretive activities – these are:
 - Participants – this means there can be a need to make sure tour group members are safe to engage with the activity and do not put themselves or others at risk. For example:
 - People who do not meet certain pre-notified (weight or height, general fitness) criteria may be prohibited
 - Those who are too tired or intoxicated may be banned
 - Environment – highlights condition of environment may render an otherwise safe activity, unsafe. For example:
 - High winds may mean conditions are unsafe
 - Heavy rain in adjacent districts can cause the potential for floods
 - Changes to the expected nature of the location/environment – this may mean (for example):
 - Safety equipment normally available is no longer available
 - A new risk not previously identified, assessed and controlled has emerged

- | | |
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| | <ul style="list-style-type: none">▪ Resources – this means there is a need to consider/ensure:<ul style="list-style-type: none">– Sufficient and suitable physical resources to maintain safety – see following slides– Proper human resources to supervise and undertake necessary safety-related activities – see following slides– Physical resources to respond in the event of an emergency – see following slides• The aim of all safety checks is to ensure ‘safe place’ is created instead of creating ‘safe person’ – this means:<ul style="list-style-type: none">▪ Creating environment where safety of people is not dependent on them being safe/doing the safe or right thing▪ Ensuring that whatever participants do or fail to do, their safety is guaranteed by virtue of the safety protocols built into the place/location in which they are functioning. |
|--|--|

Slide

Ensure safety issues have been addressed

Safety-related checks need to ensure:

- Emergency equipment identified in risk control protocols is available
- Emergency management plans are available
- First aid kits are available
- Access to retrieval, rescue and/or recovery gear
- Presence of effective communication equipment to raise alarm and/or summon assistance



Slide 54

Slide No	Trainer Notes
54.	<p>Trainer presents safety-related checks need to ensure:</p> <ul style="list-style-type: none"> ● Emergency equipment identified as part of the risk management process for the activity is available as identified ● Emergency Management Plans are available ● Presence of nominated first-aid kits ● Availability of or access to necessary retrieval, rescue and recovery equipment ● Presence of communication equipment to raise alarm and/or summon additional assistance. <p>In some cases the presence of designated fire-fighting equipment/resources may be seen as a necessary element of emergency equipment.</p> <p>Classroom Activity – Handouts</p> <p>Trainer distributes and discusses sample Emergency Management Plans for interpretive activities and/or tours.</p>

Slide

Ensure safety issues have been addressed

Safety equipment:

- Known as PPE
- Used to prevent harm/injury
- Is the responsibility of the Tour Guide to:
 - Provide PPE for the group
 - Check items before distribution/use
 - Ensure tour group members use/wear PPE as required



Slide 55

Slide No	Trainer Notes
55.	<p>Trainer advises</p> <ul style="list-style-type: none"> ● Safety equipment is often known as PPE (personal protective equipment and clothing) ● The intention of PPE is to prevent harm/injury ● It is the responsibility of the Tour Guide/Tour Operator to: <ul style="list-style-type: none"> ▪ Provide appropriate PPE for the group ▪ Check all PPE to be used (whether belonging to the Tour Operator or to individual tour group members) prior to use ▪ Ensure all participants use/wear PPE as required.

Slide

Ensure safety issues have been addressed

PPE:

- Is required for all customers and staff
- Must be appropriate to the activity
- Must address other risk identified as part of the general tour



Slide 56

Slide No	Trainer Notes
56.	<p>Trainer continues to discuss PPE stating it is required/provided for all tour group members (and staff) – in order to:</p> <ul style="list-style-type: none"> ● Enable them to participate in scheduled activities, sports, events, games and other inclusions ● For example when conducting white water rafting or kayaking there would be a need to provide high-visibility life jackets/PFD, safety/white water helmets, knee and elbow pads, whistles, rescue ropes, rescue rope throw bags, neoprene booties, white water knives, padded gloves ● Protect them from naturally occurring harm (including sunburn) when on-tour. <p>Classroom Activity – Excursion</p> <p>Trainer arranges for students to visit a Tour Operator who conducts interpretive activities so students can:</p> <ul style="list-style-type: none"> ● View facilities ● Talk to management and staff/Tour Guides ● Observe departure of tours ● Inspect PPE used by the organisation for the interpretive activities they conduct ● Gain experience on what items are used, when and why they are used and how to use them ● Learn checks made on PPE to ensure it is safe to use and will fit/accommodate needs of tour group members.

Slide

Ensure safety issues have been addressed

Checks of PPE must ensure:

- Items align with EMP and/or risk control protocols
- Items are available in required numbers and sizes
- Gear operates/functions as intended
- Items are safe to use



Slide 57

Slide No	Trainer Notes
57.	Trainer explains checks of PPE must ensure: <ul style="list-style-type: none"> ● Equipment is available in the sizes listed in the EMP ● Items are available in the numbers specified ● Gear is operating as required ● Items are safe to use.

Slide

Ensure safety issues have been addressed

Checks on human resources in relation to safety must ensure:

- Staff are suitable for allocated roles
- Sufficient staff are available
- Rescue/recovery staff are available (where required)
- Qualified first-aid staff are present
- All safety elements of risk management plans and EMPs can be handled



Slide 58

Slide No	Trainer Notes
58.	<p>Trainer discusses checks on human resources in relation to safety must be made to ensure:</p> <ul style="list-style-type: none"> ● Suitable staff to conduct safety briefings and demonstrations with participants – see following slides ● Sufficient staff are present to enable effective supervision of activities ● Appropriate staff are present to undertake rescue, retrieval or recovery if necessary ● Qualified staff to deliver first-aid in the event an accident or incident occurs ● Capable employees to implement all listed requirements of all relevant EMPs for the activity to be conducted.

Slide

Ensure safety issues have been addressed

'Security' checks often accompany safety checks to ensure security of:

- Property of tour group members
- Assets/property of the Tour Operator
- Local/host community
- The environment



Slide 59

Slide No	Trainer Notes
59.	<p>Trainer states as part of the check to ensure <i>safety</i> it is common for a <i>security</i> check to follow to ensure the security of:</p> <ul style="list-style-type: none"> ● Customer property and/or company assets during the activity to protect against accidental loss, theft or damage – this may require: <ul style="list-style-type: none"> ▪ Placing valuables into a designated locked cabinet/safe ▪ Locking items on the tour vehicle ▪ Use of security staff ▪ Removal of certain items from people while they are participating in the activity ▪ Activation of security systems ● Local/host community – to protect them from: <ul style="list-style-type: none"> ▪ Identified threats – as identified by the host people ▪ Unintentional intrusion into their private lives ▪ Illegal activities ▪ Unacceptable language and behaviour ● The environment – in terms of: <ul style="list-style-type: none"> ▪ Minimising impact ▪ Avoiding foreseeable negative impact ▪ Removing rubbish ▪ Minimising use of scarce local resources.

Slide

Provide for maximum engagement by customers

It is always necessary to maximise engagement of tour group with an activity because:

- This is why they have joined the tour and paid their money
- Higher levels of engagement mean higher levels of satisfaction – which leads to increased repeat and referral business



Slide 60

Slide No	Trainer Notes
60.	<p>Trainer explains it is always critical to maximise engagement by tour group members with every interpretive activity because:</p> <ul style="list-style-type: none"> ● This is why they have paid to be part of the tour – they will have chosen the tour (or the individual activity) because they have a definite interest in the interpretive activity which was advertised/promised ● Higher levels of engagement mean higher levels of customer satisfaction which, in turn, leads to: <ul style="list-style-type: none"> ▪ Increased rates of referral business – where those who have enjoyed their tour/the activity will tell others (their family, friends and colleagues) thereby referring them to the same tour/activity ▪ Greater likelihood of return/repeat business – where previous tour group members will: <ul style="list-style-type: none"> – Join another tour conducted by the Tour Operator because they were impressed with the first one – Come back and re-take a tour/activity they previously did simply because it was so enjoyable.

Slide

Provide for maximum engagement by customers

Providing for maximum engagement of tour group members at the preparation stage can involve:

- Unloading items from the tour vehicle/s
- Obtaining required resources from third party providers
- Ensuring sufficient equipment

(Continued)



Slide 61

Slide No	Trainer Notes
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|-----|---|
| 61. | <p>Trainer suggests at the preparation stage, providing for maximum engagement by participants may need to consider:</p> <ul style="list-style-type: none"> ● Unloading items from the tour vehicle – together with: <ul style="list-style-type: none"> ▪ Completing visual and other checks to confirm suitability ▪ Counting and recording items ● Obtaining identified resources from third party providers – as previously arranged: <ul style="list-style-type: none"> ▪ In accordance with purchase orders ▪ To align with individual requirements – for example: <ul style="list-style-type: none"> – Specific activity requirements – Agreements regarding economic opportunity for local community ● Ensuring sufficient equipment – for all participants: <ul style="list-style-type: none"> ▪ In-keeping with the plan for the activity ▪ In accordance with their individual need and personal characteristics ▪ To achieve objectives imposed by last-minute special requests. |
|-----|---|

Slide

Provide for maximum engagement by customers

- Taking action to address issues/missing items
- Locating items/resources in required positions
- Planning the positioning of tour group members



Slide 62

Slide No	Trainer Notes
62.	<p>Trainer continues suggesting ways to maximise engagement in the preparation phase:</p> <ul style="list-style-type: none"> ● Arranging for action to address missing/broken items – such as: <ul style="list-style-type: none"> ▪ Buying additional items ▪ Borrowing items ▪ Adjusting the activity ● Positioning of items in the most appropriate position – which may require attention to: <ul style="list-style-type: none"> ▪ Initial distribution of items at the participant briefing/demonstration ▪ Placement of items at different locations/stations along the way ▪ Maintaining security of items until they are used/required ● Planning for the positioning of customers – with reference to, as appropriate: <ul style="list-style-type: none"> ▪ Initial briefing/demonstration ▪ Practice session/s ▪ Key stages within the activity.

Slide

Summary – Element 1

When making on-tour preparations:

- Obtain and read the activity plans
- Clarify details about the group and the activity
- Realise the success of the activity hinges on effective planning and preparation
- Match planning and preparation to the identified needs of the group

(Continued)



Slide 63

Slide No	Trainer Notes
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63.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.
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Slide

Summary – Element 1

- Focus on the message/s, the theme/s and the objectives
- Acknowledge the activity is part of a wider, total package
- Determine the time and location for the activity
- Identify those who will assist in conducting/delivering the activity

(Continued)



Slide 64

Slide No	Trainer Notes
64.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Stay within budget
- Choose an appropriate presentation technique
- Organise all necessary resources
- Schedule the activity in accordance with all applicable agreements and arrangements

(Continued)



Slide 65

Slide No	Trainer Notes
65.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Set up for the activity in accordance with plans for the activity
- Respect local communities
- Prepare all required resources to reflect identified requirements

(Continued)



Slide 66

Slide No	Trainer Notes
66.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Liaise with others to confirm their roles and responsibilities
- Make safety a prime consideration for every activity
- Optimise customer engagement with the activity to increase enjoyment and satisfaction



Slide 67

Slide No	Trainer Notes
67.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Element 2 – Introduce the interpretive activity

Performance Criteria for this Element are:

- Alert people to the up-coming interpretive activity
- Welcome customers to the interpretive activity
- Explain the interpretive activity
- Demonstrate necessary pre-requisites for the activity
- Confirm customer understanding regarding the up-coming activity



Slide 68

Slide No	Trainer Notes
68.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none"> ● What is involved in introducing an activity? ● Why is this an important aspect of delivering/conducting an interpretive activity? ● How might this be done? ● Who is likely to be involved? ● Where might this process occur?

Slide

Alert people to the up-coming interpretive activity

It is essential to alert tour group members about up-coming activities in order to:

- Meet their expectations
- Generate excitement and anticipation
- Get people talking

(Continued)



Slide 69

Slide No	Trainer Notes
69.	Trainer emphasises making participants aware of all up-coming interpretive activities is essential in order to: <ul style="list-style-type: none"> ● Meet expectations – they expect to be made aware of what is happening ● Generate excitement and a sense of anticipation – which enhances enjoyment of the tour ● Get people talking – about the imminent event.

Slide

Alert people to the up-coming interpretive activity

- Keep people informed about what is happening
- Allow individuals to prepare personally
- Give a chance for questions to be asked and/or special requests to be made



Slide 70

Slide No	Trainer Notes
70.	<p>Trainer continues explaining need to alert tour group members to up-coming activities – in order to:</p> <ul style="list-style-type: none"> ● Keep people informed – to let them know how the tour is progressing in terms of the itinerary they have been given ● Allow individuals to prepare – on a personal basis, which may be: <ul style="list-style-type: none"> ▪ Getting ready ▪ Making a 'comfort stop' ▪ Checking their camera ▪ Having something to eat and drink ▪ Changing clothes/footwear ● Give them an opportunity to: <ul style="list-style-type: none"> ▪ Ask questions ▪ Lodge special requests ▪ Read handout material.

Slide

Alert people to the up-coming interpretive activity

Common ways to alert tour group members to an up-coming activity:

- Including activities on the itinerary
- Identifying activities as part of pre-tour briefing
- Making verbal activity-specific announcements

(Continued)



Slide 71

Slide No	Trainer Notes
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- | | |
|-----|--|
| 71. | <p>Trainer states common ways to alert tour group members to up-coming activities are:</p> <ul style="list-style-type: none"> ● Including them on the itinerary – and: <ul style="list-style-type: none"> ▪ Making sure everyone receives a copy of the itinerary when they are issued with their ticket ▪ Posting a copy of the itinerary in the camp or in the tour vehicle ● Identifying the activities as part of the pre-tour briefing – which may be conducted: <ul style="list-style-type: none"> ▪ At a special event shortly before departure day (for extended tours) ▪ On the day of departure before departing the Tour Operator's business ● Making verbal group-based announcements – which may be made: <ul style="list-style-type: none"> ▪ Along the way/route of a walking tour ▪ At rest or meals stops/breaks ▪ On the tour vehicle ▪ At end-of-day sessions (for multiple day tours) ▪ At briefing sessions at the start of each day (for multiple day tours). |
|-----|--|

Classroom Activity – Demonstration

Trainer demonstrates how to alert tour group members to an up-coming interpretive activity.

Slide

Alert people to the up-coming interpretive activity

- Advising of basic details regarding the activity
- Encouraging engagement
- Responding to questions and concerns
- Speaking to/following up with individuals on a one-to-one basis, if required



Slide 72

Slide No	Trainer Notes
72.	<p>Trainer continues to identify common ways to alert tour group members to up-coming activities:</p> <ul style="list-style-type: none"> ● Advising of the details of the of the activity – which will involve: <ul style="list-style-type: none"> ▪ Describing the physical/geographic location of the activity ▪ Identifying about timing – start and finish times ▪ Notifying of any necessary changes which have to be made – together with explanation of cause/reason ● Encouraging engagement – which can include: <ul style="list-style-type: none"> ▪ Motivating people to attend or watch ▪ Highlighting the benefits of participation ▪ Setting challenges ▪ Stressing the unique nature of the activity/experience ● Responding as appropriate – to: <ul style="list-style-type: none"> ▪ Questions ▪ Concerns ▪ Fears ▪ Issues arising ● Speaking to people on an individual basis – to: <ul style="list-style-type: none"> ▪ Ensure all group members are aware of up-coming activities ▪ Show interest in individuals ▪ Optimise likelihood of responding positively to all concerns/matters raised.

Classroom Activity – Role Plays

Trainer arranges for students to demonstrate role of Tour Guide to alert tour group members about up-coming interpretive activities.

Slide

Welcome customers to the interpretive activity

Standard requirements/protocols for 'The Welcome' for an activity are:

- Every activity should feature a formal/prepared 'Welcome'
- It must be a spoken/verbal welcome identifying the activity, creating anticipation and providing relevant context
- They should be relatively brief

(Continued)



Slide 73

Slide No	Trainer Notes
73.	<p>Trainer states when welcoming tour group members to an interpretive activity the activities below are standard practices:</p> <ul style="list-style-type: none"> ● There is a welcome for <i>every</i> interpretive activity – where there are multiple activities each activity must be given its own welcome because: <ul style="list-style-type: none"> ▪ They are different/unique – no two (at least on the same tour) should be identical although they may be similar ▪ They are each an important part of the total package bought by the customer and deserve their own introduction ▪ There is a need to provide activity-specific detail and information in order to enhance and illustrate the activity ● There must be an actual spoken welcome – which must: <ul style="list-style-type: none"> ▪ Identify the location/the physical location of the activity ▪ Identify the activity – by name and/or type and/or title ▪ Demonstrate enthusiasm for what is about to be presented ▪ Provide relevant background information to the activity ▪ Give a suitable context for the activity ▪ Link this activity to any previous activities which have similarity/relevance ● The welcome should be relatively short – it needs to happen but: <ul style="list-style-type: none"> ▪ It must not dominate ▪ It should not unnecessarily delay. <p>Classroom Activity – Demonstration and Practice</p>

	Trainer demonstrates how to welcome tour group members to an interpretive activity and provides an opportunity for students to do the same.
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Slide

Welcome customers to the interpretive activity

- Relevant materials are distributed
- Codes of Conduct are explained
- Staff are introduced



Slide 74

Slide No	Trainer Notes
74.	<p>Trainer continues presenting standard practices regarding The Welcome for an activity:</p> <ul style="list-style-type: none"> • Provision of relevant materials appropriate to the site and/or activity – such as: <ul style="list-style-type: none"> ▪ Notes and handouts; Information sheets and brochures; Maps; Samples; Snacks; Name tags • Presentation of site-specific Code of Conduct – with which all tour group members are expected to comply highlighting, describing and illustrating: <ul style="list-style-type: none"> ▪ Acceptable and unacceptable behaviour ▪ Acceptable and unacceptable language ▪ Rationale for same ▪ Consequences of failing to comply • Introducing other staff who will assist the Tour Guide – in terms of: <ul style="list-style-type: none"> ▪ Providing advice to tour group members ▪ Demonstrating requirements to participants ▪ Supervising and controlling the overall activity or particular aspects of it ▪ Specialist roles and responsibilities. <p>Classroom Activity – Handouts</p> <p>Trainer distributes and discusses examples of materials which may be distributed to tour group members at the start of an interpretive activity.</p>

Slide

Welcome customers to the interpretive activity

Some activities use 'recorded' welcomes – these:

- Remain the same for all tours for all groups
- May be audio and/or video
- Can incorporate explanations, demonstrations and safety
- Require the group to be assembled to listen/see the recording
- Should be supplemented by a 'live' face-to-face session



Slide 75

Slide No	Trainer Notes
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75.

Trainer explains some tours and activities feature the use of recorded 'welcomes' and these:

- Are standard video and/or audio welcomes shown at the start of nominated activities – to all tours/tour group members
- May incorporate other aspects of the activity also – such as:
 - Explanations of activities
 - Demonstrations of practice
 - Identified risk associated with the activity
 - Safety issues
- Will require tour group members to be assembled – so they can gain optimum information from them, either:
 - On the tour vehicle
 - In a room
- Should be supplemented by a face-to-face 'live' session – which:
 - Allows additional information to be provided
 - Enables questions to be answered.

Classroom Activity – Demonstration

Trainer obtains sample recorded welcome for an interpretive activity from a local Tour Operator/venue and:

- Plays it to the students
- Describes its context and application
- Facilitates discussion on its use/suitability.

Slide

Explain the interpretive activity

Practicalities of explaining an interpretive activity:

- Often done when demonstrating the activity
- Can be part of 'The Welcome'
- Tour group need to be suitably assembled
- Amplification (megaphone or PA) may be suitable/required

(Continued)



Slide 76

Slide No	Trainer Notes
76.	<p>Trainer advises practicalities in relation to explaining an interpretive activity are:</p> <ul style="list-style-type: none"> ● In many cases the presentation of this section is undertaken at the same time as 'demonstrations' for the activity – as described in later slides ● In some cases the 'Welcome' (refer previous slides) also includes an explanation of the activity – as well as demonstration of necessary pre-requisites ● Care must be taken to ensure correct positioning of tour group members and presentation staff – so: <ul style="list-style-type: none"> ▪ Everyone can hear what is said ▪ All can see what is done ● Amplification of explanations may be acceptable (or necessary) – where this: <ul style="list-style-type: none"> ▪ Does not negatively impact local amenity ▪ Does not intrude on the enjoyment of others.

Slide

Explain the interpretive activity

- Presentation must reflect plans/planning
- Explanations must align with/support previous information provided
- Linkages should be made to previous activities
- Must cover relevant practical training (where required)

(Continued)



Slide 77

Slide No	Trainer Notes
77.	<p>Trainer continues to advise practicalities in relation to explaining an interpretive activity:</p> <ul style="list-style-type: none"> ● Presentation must reflect the plans for the activity – in terms of: <ul style="list-style-type: none"> ▪ What is said ▪ Sequence of information ▪ Individual roles and responsibilities of staff conducting the explanation ▪ Training undertaken for this part of the activity ● The explanation must be in accordance with previous information provided about the activity – as presented, for example: <ul style="list-style-type: none"> ▪ In advertisements and promotions for the tour/activity ▪ In contracts for the tour ▪ On itineraries ▪ At previous briefings/advisory sessions ▪ During earlier discussions ● Linkages should be made to previous activities – with reference to: <ul style="list-style-type: none"> ▪ Experiences ▪ Lessons learned ▪ New thoughts/perspectives gained ● Explanations must always include training for the activity – with reference to: <ul style="list-style-type: none"> ▪ Demonstrations – see following slides ▪ Practice

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ Tips and advice for optimising mastery/competency▪ Rules of the game▪ Objectives of the activity. |
|--|---|

Slide

Explain the interpretive activity

- Needs to 'long enough' but not 'too long'
- May require repetition/s and/or paraphrasing of what has been presented
- There is a need to check understanding of what has been explained/presented

(Continued)



Slide 78

Slide No	Trainer Notes
78.	<p>Trainer continues to advise practicalities in relation to explaining an interpretive activity:</p> <ul style="list-style-type: none"> ● Need to pay attention to the time spent on explanations – which means: <ul style="list-style-type: none"> ▪ There needs to be 'sufficient' explanation ▪ The explanation must never dominate or steal time from the actual activity ▪ Explanations must never be padded out ● There can be a need for repetition of explanations – with attention paid to perhaps: <ul style="list-style-type: none"> ▪ Repeating what has been said ▪ Paraphrasing – saying the same thing but using different words ● Checking for understanding – through a combination of activities as described in section 2.5. <p>Classroom Activity – Demonstration</p> <p>Trainer demonstrates how to explain an interpretive activity to four group members.</p>

Slide

Explain the interpretive activity

- May require/benefit from involvement of others in the presentation
- Includes need to identify associated risks
- Must address action to take in the event of incident, accident or emergency



Slide 79

Slide No	Trainer Notes
79.	<p>Trainer continues to advise practicalities in relation to explaining an interpretive activity:</p> <ul style="list-style-type: none"> ● Willingness to use other tour group members to help with explanations – where: <ul style="list-style-type: none"> ▪ This is appropriate ▪ More experienced persons appear ready to assist less experienced ones ● Highlighting risks associated with the activity – in terms of: <ul style="list-style-type: none"> ▪ Type and timing ▪ Location ▪ Management and control ▪ Potential impact ● Action to take in the event of certain eventualities – such as: <ul style="list-style-type: none"> ▪ Difficulty ▪ Danger ▪ Incident and accident ▪ Changed circumstances/weather ▪ Becoming lost/separated from group. <p>Classroom Activity – Role Plays</p> <p>Trainer arranges for students to demonstrate role of Tour Guide in explaining interpretive activities to tour group members</p>

Slide

Demonstrate necessary pre-requisites for the activity

Demonstrating necessary pre-requisites may involve/require:

- Implementing approved plans
- Distributing equipment
- Integrating explanations with demonstrations
- Using tour team/staff to conduct a model/simulated activity

(Continued)



Slide 80

Slide No	Trainer Notes
80.	<p>Trainer observes demonstrating necessary pre-requisites will/may involve:</p> <ul style="list-style-type: none"> ● Implementing approved plans for demonstration of the interpretive activity – according to: <ul style="list-style-type: none"> ▪ The individual activity ▪ Site factors/constraints ▪ Training, role plays and drills in this regard ● Distributing equipment – such as: <ul style="list-style-type: none"> ▪ Handing out items ▪ Naming the items ▪ Describing their use ● Integrating explanations with demonstrations – so: <ul style="list-style-type: none"> ▪ Understanding is optimised ▪ There is a seamless delivery of information ▪ Safety is a constant thread ● Using the tour team to conduct a simulated/model activity – to: <ul style="list-style-type: none"> ▪ Show how to undertake the activity ▪ Demonstrate tips and techniques ▪ Highlight certain aspects of the activity (as appropriate to the individual nature of the activity) such as: <ul style="list-style-type: none"> - Teamwork - Speed - Skill levels

	<ul style="list-style-type: none">- Observation of the environment/happenings- Interpretation of data, evidence or material- Application of the rules- Alignment with outcomes.
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Slide

Demonstrate necessary pre-requisites for the activity

- Using standard practice for demonstrations
- Walking the activity ground
- Distributing activity-specific items
(Continued)



Slide 81

Slide No	Trainer Notes
81.	<p>Trainer continues presenting information on demonstrating necessary pre-requisites for an interpretive activity:</p> <ul style="list-style-type: none"> ● Focussing on the standard presentation technique for demonstrations – which includes: <ul style="list-style-type: none"> ▪ Demonstrating at normal speed what needs to be done with no explanation whatsoever ▪ Then demonstrating slowly/step-by-step with explanations at each stage – perhaps asking participants what the next step is and/or why the next stage needs to occur ▪ Asking people to join in – and practice/demonstrate the activity along with/at the same time as the Tour Guide ▪ Providing time for practice – with supervision and assistance in order to generate some level of competency ▪ Building on known previous knowledge ● Walking the activity ground (for certain activities only) – which means: <ul style="list-style-type: none"> ▪ Physically walking around the activity ground/site ▪ Pointing to dangers/risks – and highlighting the actions/controls which are inherent to prevent accident or injury ▪ Providing specific techniques which may be useful at different points of the activity ▪ Highlighting location of safety equipment, rescue gear and/or emergency equipment ▪ Indicating where Safety Officers will be positioned – and how people can/should gain their attention/contact them

- | | |
|--|---|
| | <ul style="list-style-type: none">• Distributing activity-related items if required – together with:<ul style="list-style-type: none">▪ Providing Instructions and/or directions▪ Explaining rules for games or activities▪ Linking use of items to objectives/intended outcomes. |
|--|---|

Slide

Demonstrate necessary pre-requisites for the activity

- Distributing safety equipment
- Showing how to use equipment
- Showing use of PPE

(Continued)



Slide 82

Slide No	Trainer Notes
82.	<p>Trainer continues presenting information on demonstrating necessary pre-requisites for an interpretive activity:</p> <ul style="list-style-type: none"> • Distributing safety equipment, if required – including: <ul style="list-style-type: none"> ▪ Naming items – and important parts of same ▪ Explaining and demonstrating use of same ▪ Indicating why and when items are required ▪ Highlighting location of items during the activity • Showing how to use equipment – which should cover: <ul style="list-style-type: none"> ▪ Demonstrating how to use games equipment ▪ Illustrating use of activity-specific items ▪ Linking safety to use of equipment and items • Showing use of PPE – in terms of: <ul style="list-style-type: none"> ▪ Demonstrating how to wear necessary safety clothing ▪ Helping tour group participants put on/correctly wear protective clothing ▪ Demonstrating how to use personal safety items ▪ Helping individuals achieve basic competence in use of personal safety items. <p>Classroom Activity – Demonstration</p> <p>Trainer demonstrates how to demonstrate necessary pre-requisites for an interpretive activity to tour group members.</p>

Slide

Demonstrate necessary pre-requisites for the activity

- Showing how to use emergency equipment
- Employing use of 'sufficient' personnel to assist
- Allocating 'sufficient' time



Slide 83

Slide No

Trainer Notes

83.

Trainer continues presenting information on demonstrating necessary pre-requisites for an interpretive activity:

- Showing how to use emergency equipment – with attention paid to:
 - Indication of triggers for implementing use of same
 - Explanation/illustration of role of customers and role/s of tour staff in the event of an emergency
 - Identification of available items
 - Specification of location of emergency equipment
- Employing the services of 'sufficient' personnel – to:
 - Speed up the process
 - Facilitate the process of demonstration
 - Give enough options for all customers to look at and learn from
- Allocating sufficient time for the demonstration/s – such that:
 - Safety is optimised
 - The activity is never unnecessarily delayed
 - Understanding of requirements is confirmed
 - Proportionality is maintained – that is:
 - It is more important safety is covered where identified risks exist than is the case where no genuine risks have been identified
 - Serious things deserve serious treatment.

Classroom Activity – Role Plays

	Trainer arranges for students to demonstrate role of Tour Guide in demonstrating necessary pre-requisites for interpretive activities to tour group members.
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Slide

Confirm customer understanding regarding the up-coming activity

Reasons to confirm understanding:

- Helps to discharge Duty of Care obligations
- Helps optimise safety
- Helps to generate engagement with the activity

(Continued)



Slide 84

Slide No	Trainer Notes
84.	<p>Trainer explains there are several important reasons to ensure tour group members understand explanations and demonstrations relating to an up-coming interpretive activity:</p> <ul style="list-style-type: none"> ● It helps demonstrate discharge of the common law Duty of Care – and thus helps protect staff and the business against legal action ● It helps optimise safety for everyone – which must always be the primary consideration <i>regardless of all other factors</i> ● It generates increased involvement/engagement with the activity – and so optimises the twin potentials for increased levels of customer satisfaction and sense of achievement.

Slide

Confirm customer understanding regarding the up-coming activity

- Provides (another) opportunity for people to ask questions
- Provides (another) chance for people to become familiar with what is required
- Increases likelihood of learning
- Underlines potential for accident/injury thereby focussing people's minds on the activity



Slide 85

Slide No	Trainer Notes
85.	<p>Trainer continues explaining reasons to ensure tour group members understand explanations and demonstrations relating to an up-coming interpretive activity:</p> <ul style="list-style-type: none"> ● It allows an opportunity for people to ask questions – and further clarify issues or ambiguities ● It provides (another) chance for users to gain familiarity with what is required – and increase their personal level of mastery/competence ● It increases the likelihood participants/tour group members will learn from the experience – or achieve one or more of the identified objectives for the activity ● It underlines the potential for accident and injury – and thereby focusses the mind and attention on the activity.

Slide

Confirm customer understanding regarding the up-coming activity

Keys when confirming understanding are:

- Never safe/sufficient to assume everyone understands what is presented
- Extra staff should be used where there are large tour numbers
- Strategies contained in approved plans must be the strategies used
- There may be a need to obtain signatures on 'Voluntary Assumption of Risk' forms



Slide 86

Slide No	Trainer Notes
86.	<p>Trainer presents keys to remember when confirming understanding are:</p> <ul style="list-style-type: none"> ● it is never sufficient to present information and/or demonstrations – and simply assume (or <i>hope</i>) tour group participants will automatically understand what is required ● Use additional staff to assist in the process where there are significant numbers in the tour group – as this will speed up this part of the activity ● The confirmations/checks prescribed in the plans for the activity must be the primary strategies used – supplemented by other options ● There can sometimes be a need to obtain signatures on 'Voluntary Assumption of Risk' documents – to acknowledge the risks/danger and try to absolve Tour Operator from legal action in the event of accident or injury. <p>Classroom Activity – Handouts</p> <p>Trainer distributes and discusses sample 'Voluntary Assumption of Risk' forms.</p>

Slide

Confirm customer understanding regarding the up-coming activity

Options for confirming understanding:

- Asking questions
- Administering some form of 'test'
- Checking individual people

(Continued)



Slide 87

Slide No	Trainer Notes
87.	<p>Trainer stresses it is best to use a <i>combination</i> of techniques (rather than one, single approach) to confirm our group member understanding of an activity noting options include:</p> <ul style="list-style-type: none"> ● Asking questions – to check knowledge and/or understanding ● Administering a basic 'test' – which may be: <ul style="list-style-type: none"> ▪ A verbal informal assessment ▪ A written test – usually brief in nature such as 'True' or 'False', or 'Select the correct response' ▪ A practical test – which can cover: <ul style="list-style-type: none"> – Use of safety/emergency equipment – Implementation of basic/standard procedures ● Checking of individual customers – in terms of: <ul style="list-style-type: none"> ▪ Physically checking the items of equipment each person is going to use ▪ Physically checking the fit and wearing of safety clothing ▪ Asking people to move/function within their safety clothing ▪ Posing individual tests/trials for people ▪ Eligibility criteria.

Slide

Confirm customer understanding regarding the up-coming activity

- Encouraging the group to ask questions/seek clarification or more detail
- Providing additional guidance and explanation
- Monitoring the verbal and body language of individuals



Slide 88

Slide No	Trainer Notes
88.	<p>Trainer continues to identify options for confirming understanding:</p> <ul style="list-style-type: none"> ● Encouraging customers to ask questions – by: <ul style="list-style-type: none"> ▪ Asking for questions ▪ Responding politely and positively to them ▪ Thanking those who ask them ● Providing additional guidance and explanation – as deemed necessary based on: <ul style="list-style-type: none"> ▪ The nature of the question asked ▪ The degree of confusion/misunderstanding which appears to be present ▪ The threat/danger posed by the person not knowing the relevant information – this highlights not all information is ‘critical’: some is simply ‘nice to know’ ● Monitoring people actively to judge levels of understanding – by: <ul style="list-style-type: none"> ▪ Reading their body language ▪ Interpreting their facial expressions ▪ Listening to what they say and how they say it.

Slide

Summary – Element 2

When introducing the interpretive activity:

- Advise tour group members of upcoming activities
- Distribute information and materials about the activity
- Create excitement and expectation
- Encourage questions about the activity

(Continued)



Slide 89

Slide No	Trainer Notes
89.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Prepare a formal welcome to the activity
 - Explain relevant details, context and objectives
 - Demonstrate requirements
- (Continued)



Slide 90

Slide No	Trainer Notes
90.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Provide an opportunity for four group members to practice, where necessary
- Check physical capability of participants
- Emphasise safety

(Continued)



Slide 91

Slide No	Trainer Notes
91.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Distribute and demonstrate use of PPE
- Address emergency protocols
- Verify participants understand what is required



Slide 92

Slide No	Trainer Notes
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92.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.
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Slide

Element 3 – Conduct the interpretive activity

Performance Criteria for this Element are:

- Assemble tour group as required
- Provide commentary and interpretive presentation techniques
- Apply appropriate interpersonal skills
- Use prepared aids and materials and equipment to support presentation
- Encourage audience participation, where appropriate

(Continued)



Slide 93

Slide No	Trainer Notes
93.	Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.

Slide

Element 3 – Conduct the interpretive activity

- Respond to questions
- Respect environmental, cultural and social sensitivities
- Adjust presentation to suit emerging requirements
- Liaise with colleagues throughout the activity
- Deal with unexpected events
- Complete the activity



Slide 94

Slide No	Trainer Notes
94.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none"> ● What is involved in conducting/presenting an interpretive activity? ● What experience do you have in relation to this?

Slide

Assemble tour group as required

Standard protocols regarding assembly of tour group:

- Check personal requisites before convening the group
- Group assembly must flow from (if not actually be part of) the explanation and demonstration phase
- All the group should be assembled

(Continued)



Slide 95

Slide No	Trainer Notes
95.	<p>Trainer indicates standard on-tour protocols regarding assembly of the tour group are:</p> <ul style="list-style-type: none"> ● Check personal requisites before convening the group – this means: <ul style="list-style-type: none"> ▪ Double-checking own items and equipment before starting the assembly ▪ Verifying items and equipment of staff who are to participate before starting the assembly <ul style="list-style-type: none"> – It is very unprofessional to assembly the group and then have to delay events while employees get ready – This also does not engender faith/confidence in tour personnel ● Group assembly must flow from (if not actually <i>be part of</i>) the explanation and demonstration phase – it is incorrect to believe: <ul style="list-style-type: none"> ▪ These are separate and distinct ‘stages’ to the introduction and commencement process – rather they should be seen as blending into one seamless ‘pre-activity undertaking’ ▪ There are required timelines for any of the actions mentioned – some will be quite brief while others can be expected to take considerably longer. Strive to maintain the itinerary for the tour/activity ● All the group should be assembled – where possible/appropriate or time-effective <ul style="list-style-type: none"> ▪ Time can often not be spent ensuring absolutely everyone is present ▪ There must always be a requirement for ‘the greatest good for the greatest number’ which may mean repeating introductory remarks to those who missed them.

Slide

Assemble tour group as required

- Proper planning and preparation should precede the assembly
- A logical location/assemble must be selected
- Tell them what you're going to tell them, Tell them and then Tell them what you've told them

(Continued)



Slide 96

Slide No	Trainer Notes
96.	<p>Trainer continues to indicate standard on-tour protocols regarding assembly of the tour group:</p> <ul style="list-style-type: none"> ● The assembly of the group should occur with some planning – which may be: <ul style="list-style-type: none"> ▪ After all necessary explanations and demonstrations have been completed ▪ Once all handouts/distributions have taken place ▪ Following confirmation (as appropriate) that all tour group members understand what is required ▪ At the same location and at the same time as explanations and demonstration are performed ● Conduct the assembly at a logical point – this is/may be: <ul style="list-style-type: none"> ▪ Dictated by common sense and experience ▪ Stated in the plans for the activity ▪ Governed by the size of the group ▪ Determined by the weather and/or existing conditions ▪ Influenced by safety concerns ▪ Impacted by agreements/arrangements with the host/local community or the venue/operator where the activity is being conducted ● Follow the standard lecture/training dictum when assembling the group – which is: <ul style="list-style-type: none"> ▪ Tell them what they are going to be told – the Introduction ▪ Tell them – The Body ▪ Tell them what they have been told – repeat/recap things: the Conclusion.

Slide

Assemble tour group as required

- Be assertive when convening the assembly
- Create and maintain anticipation
- Notify all relevant others the assembly is about to start/is occurring



Slide 97

Slide No	Trainer Notes
97.	<p>Trainer continues to indicate standard on-tour protocols regarding assembly of the tour group:</p> <ul style="list-style-type: none"> ● Be assertive when directing the group to assemble – which means: <ul style="list-style-type: none"> ▪ Not being <i>aggressive</i> ▪ Giving clear directions ▪ Organising individuals/groups ▪ Speaking loudly enough to be heard ● Maintain and/or create atmosphere and anticipation – through: <ul style="list-style-type: none"> ▪ Choice of words and phrases used ▪ Personal orientation and/or enthusiasm ▪ Encouraging (as appropriate): <ul style="list-style-type: none"> - Competition between people - Commitment - Willingness to try/participate ● Notify relevant others at this stage – there can be a need at this point to: <ul style="list-style-type: none"> ▪ Update Head Office of progress ▪ Inform the local/host community ▪ Tell third party providers about timing.

Slide

Provide commentary and interpretive presentation techniques

Providing commentary and using interpretive presentation techniques is activity-dependent – meaning it/they will:

- Depend on the nature/type of activity
- Vary between Tour Guides and their personal style
- Change based on identified needs of the group
- Need to reflect adverts about the tour/activity
- Be relevant to the activity
- Be chosen to benefit the group



Slide 98

Slide No	Trainer Notes
98.	<p>Trainer explains providing commentary and interpretive presentation techniques is very much an 'individual' consideration meaning it/they will:</p> <ul style="list-style-type: none"> ● Depend on the nature and context of each interpretive activity – an approach totally satisfactory for one activity will be totally inappropriate for another ● Vary with the unique character and style of the individual Tour Guide – the approach that suits one Tour Guide will not suit another ● Have to change based on the known needs, wants and preferences of the tour group members – and, commonly, their demographic profile ● Need to reflect advertisements about the tour and/or activity – in order to meet customer expectations and avoid disappointment ● Be necessarily relevant to the activity – and the theme, messages, objectives and context for the activity ● Must be applied sensitively for each activity – this means their application must be for the benefit of the tour group members and not (just) for the benefit/pleasure of the Tour Guide or other tour staff.

Slide

Provide commentary and interpretive presentation techniques

Commentaries:

- All tours have them but not all activities have them
- Commentaries may be 'scripted' or 'unscripted'
- A scripted commentary is pre-prepared and usually approved by management
- Tour Guides traditionally memorise their scripted commentaries
- Unscripted commentary normally needs to be added to the scripted commentary for every activity



Slide 99

Slide No	Trainer Notes
99.	<p>Trainer discusses provision of commentaries stating:</p> <ul style="list-style-type: none"> ● All tours will require some form of commentary ● Not all interpretive activities will ● Commentary may be described as: <ul style="list-style-type: none"> ▪ Scripted ▪ Unscripted ● A scripted commentary is a prepared talk about identified topics of interest to a group of tour group members <ul style="list-style-type: none"> ▪ The scripted commentary may be prepared by the Tour Operator and provided for use by the Tour Guide, or there may be a need for every Tour Guide to develop their own scripted commentary for each group they lead and for every interpretive activity they conduct ▪ A scripted commentary should be thought of as a guide about what needs to be said rather than a <i>complete list</i> of everything that needs to be said during an activity ▪ In many cases, experienced Tour Guides will memorise the scripted commentary for regular/scheduled tours and interpretive activities ● Unscripted commentary refers to the situation where information is provided to the tour group throughout the activity but reference is not made to a script when doing so <ul style="list-style-type: none"> ▪ There will always be a need to provide some <i>unscripted</i> commentary to supplement whatever scripted commentary is prepared. <p>Classroom Activity – Handouts</p>

	Trainer distributes and discusses sample scripted commentaries for interpretive activities.
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Slide

Provide commentary and interpretive presentation techniques

Basic communication strategies to deliver commentaries:

- Ensure visibility to tour group members
- Face the group
- Speak loud enough to be heard
- Remain enthusiastic

(Continued)



Slide 100

Slide No	Trainer Notes
100.	<p>Trainer presents basic communication strategies which can/should be used to deliver commentaries:</p> <ul style="list-style-type: none"> ● Ensuring visibility to all tour group members – it is preferable if all people participating in the activity can also read/see the lips of the Tour Guide when they are speaking but at a minimum they should at least be able to see the person speaking to some extent ● Facing the group – to the greatest extent possible ● Speaking loudly enough for everyone to hear – or using technology/amplification to help project the voice ● Remaining enthusiastic and appropriate to the nature and content of the activity – and appropriate to the nature/profile of the tour group members: some groups/topics require a sombre approach and others a lively and engaging demeanour. <p>Classroom Activity – Guest Speaker</p> <p>Trainer arranges for an experienced Tour Guide to attend and:</p> <ul style="list-style-type: none"> ● Describe preparation for delivering commentaries ● Provide sample scripted commentaries ● Demonstrate delivery of commentaries.

Slide

Provide commentary and interpretive presentation techniques

- Begin sufficiently 'in advance' of the activity/event OR deliver on-site?
- Focus on all the group

(Continued)



Slide 101

Slide No	Trainer Notes
101.	<p>Trainer continues to present basic communication strategies which can/should be used to deliver commentaries:</p> <ul style="list-style-type: none"> ● Beginning the verbal commentary sufficiently in advance of a scheduled event – so participants have time to focus on whatever is the focus of the commentary <ul style="list-style-type: none"> ▪ Alternatively a decision may be taken to arrive at a stop/location, and <i>then</i> deliver all the commentary at this point – timing constraints will often dictate which option needs to be used, as will the mood/response of the tour group ● Focussing attention on entire group – the commentary must be directed at, and embrace, all the tour group members Never fall for the common traps of: <ul style="list-style-type: none"> ▪ Talking only to those who are closest ▪ Directing commentary at those in the immediate line-of-sight ▪ Commentating only to one or two 'special' group members ▪ Focussing on a certain person, age group, nationality or gender.

Slide

Provide commentary and interpretive presentation techniques

- Speak at a level suitable for the audience
- Seek feedback throughout
- Encourage questions
- Make the commentary a 'unique event'

(Continued)



Slide 102

Slide No	Trainer Notes
102.	<p>Trainer presents basic communication strategies which can/should be used to deliver commentaries:</p> <ul style="list-style-type: none"> ● Communicating at level that will be understood by the audience considering their age, education, language, culture and special needs – this frequently means: <ul style="list-style-type: none"> ▪ Keeping things simple ▪ Using hand gestures to accompany verbal communication ▪ Using appropriate words, terms and phrases ▪ Highlighting points identified as being of interest to the group ● Seeking feedback from the group throughout the commentary: <ul style="list-style-type: none"> ▪ Can they hear/see? ▪ Anything else they want to know? ▪ Do they want a break/rest? ● Encouraging questions – and responding to demonstrate questions really are encouraged and appreciated ● Making the commentary a 'unique' event – avoid allowing commentaries to: <ul style="list-style-type: none"> ▪ Become boring and lifeless ▪ Sounding rote and mechanised/robotic ▪ Adding comments which include new information and target the interests of the group.

Slide

Provide commentary and interpretive presentation techniques

- Know when to be quiet
- Adjust commentary as required



Slide 103

Slide No	Trainer Notes
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103.

Trainer presents basic communication strategies which can/should be used to deliver commentaries:

- Knowing when to be quiet – many people who deliver commentaries seem to think their job is to talk ‘all the time’ and this is definitely not the case/requirement. It is important to keep quiet to allow participants to:
 - Have a break from being talked at/to
 - Experience the activity/tour in relative peace and quiet
 - Enjoy the experience on their own
 - Think
- Adjusting the commentary as required – to accommodate:
 - Identified interest of the group
 - Emerging events.

Classroom Activity – Role Plays

Trainer presents students with model scripted commentaries for certain interpretive activities and gives them opportunity to practice presenting them to nominated types of tour groups.

Slide

Provide commentary and interpretive presentation techniques

Role plays:

- Tour staff and/or tour group members act out designated roles
- Used to gain insight and personal experience
- Allows people to practice responses to situations
- Usually followed by a de-briefing
- May be taped for later review or to be given as a memento of the activity



Slide 104

Slide No	Trainer Notes
104.	<p>Trainer discusses using/application of interpretive presentation techniques</p> <p>Role playing</p> <p>Role playing</p> <ul style="list-style-type: none"> ● Involves prescribed situations where tour group members or tour staff act out nominated roles and scenarios – in order to: <ul style="list-style-type: none"> ▪ Give or gain a sense of engagement and reality to various topics ▪ Experience a set of circumstances ▪ Practice responses to a hypothetical situation ● Commonly a de-briefing sessions with discussion/s and informed input from the Tour Guide follows these activities ● The role plays may be filmed for inclusion in a video/DVD provided to customers at the end of the tour. <p>Classroom Activity (1) – Internet Research</p> <p>Trainer oversees research of and discussion on sites such as:</p> <p>http://www.nps.gov/idp/interp/103/103mod.pdf - Preparing and presenting and interpretive talk (National Parks Service: US Department of the Interior)</p> <p>http://www.nps.gov/idp/interp/210/210mod.pdf - Prepare and present an effective conducted activity (National Parks Service: US Department of the Interior)</p> <p>http://www.nps.gov/idp/interp/220/220mod.pdf - Prepare and present an interpretive demonstration or other illustrated program (National Parks Service: US Department of the Interior).</p>

Classroom Activity (2) – Demonstration and Practical

Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.

Slide

Provide commentary and interpretive presentation techniques

Voice techniques:

- Add interest, reality and flavour
- May include talking faster/slower, louder/softer or pausing
- Can put a Tour Guide 'into character'
- Allows use of local names, terms and pronunciations
- Demonstrates local accents and dialects



Slide 105

Slide No	Trainer Notes
105.	<p>Trainer discusses using/application of interpretive presentation techniques</p> <p>Voice techniques</p> <p>Different voice techniques:</p> <ul style="list-style-type: none"> ● Will add interest to the tour and to a commentary ● They include: <ul style="list-style-type: none"> ▪ Speaking faster or slower ▪ Pausing/stopping and allowing silence/a pause in the commentary ▪ Speaking louder/shouting or speaking more quietly/whispering ● Voice techniques can also include: <ul style="list-style-type: none"> ▪ Putting a Tour Guide 'in character' when discussing a certain person/individual ▪ Using local names, terms and pronunciations ▪ Using local dialects and accents. <p>Classroom Activity – Demonstration and Practical</p> <p>Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.</p>

Slide

Provide commentary and interpretive presentation techniques

Story-telling – can be used to:

- Illustrate or make a point
- Contribute personal anecdotes
- Pass on myths and legends
- Add interest and diversity



Slide 106

Slide No	Trainer Notes
106.	<p>Trainer discusses using/application of interpretive presentation techniques</p> <p>Story-telling</p> <p>Story-telling:</p> <ul style="list-style-type: none"> ● Can be used to: <ul style="list-style-type: none"> ▪ Illustrate a point or make a point ▪ Contribute personal anecdotes ▪ Pass on a myth or legend ▪ Add interest and diversity. <p>Classroom Activity – Demonstration and Practical</p> <p>Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.</p>

- Can be used to:

- Illustrate a point or make a point
- Contribute personal anecdotes
- Pass on a myth or legend
- Add interest and diversity.

Classroom Activity – Demonstration and Practical

Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.

Slide

Provide commentary and interpretive presentation techniques

Games, activities and sports:

- Played by tour staff and/or with or between tour group members
- Provide fun and action
- Give first-hand learning experiences



Slide 107

Slide No	Trainer Notes
107.	<p>Trainer discusses using/application of interpretive presentation techniques</p> <p>Games and activities</p> <p>Games (which can include playing sport/s):</p> <ul style="list-style-type: none"> ● Feature tour group member participation and as a result of their engagement they: <ul style="list-style-type: none"> ▪ Have fun ▪ Learn something ▪ Experience something new. <p>Classroom Activity – Demonstration and Practical</p> <p>Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.</p>

Slide

Provide commentary and interpretive presentation techniques

Demonstrations:

- Are very popular activities
- May be observed by group who learn by watching
- Can be complex involving participation in the demonstration by tour group members
- Will require commentary to explain
- Should always precede any activity where tour group is asked to perform a skill



Slide 108

Slide No

Trainer Notes

108.

Trainer discusses using/application of interpretive presentation techniques

Demonstrations

These are popular interpretive activities. They may:

- Be straight-forward demonstrations – where a skill is demonstrated to the group, and the group do not participate apart from observing
- Feature group action – where the tour group practices the skills being demonstrated
- Include descriptions/commentary as part of the demonstration
- Precede an activity where tour group members have to perform a skill.

Classroom Activity – Demonstration and Practical

Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.

Slide

Provide commentary and interpretive presentation techniques

Participant interaction - may:

- Require group to interact with each other
- Require interaction with a host community
- Require interaction with the environment or a situation
- Be followed by a de-briefing session
- May be taped for later use/distribution



Slide 109

Slide No	Trainer Notes
109.	<p>Trainer discusses using/application of interpretive presentation techniques</p> <p>Participant interaction</p> <p>Participant interaction:</p> <ul style="list-style-type: none"> ● Features activities where members of the tour group: <ul style="list-style-type: none"> ▪ Interact with each other ▪ Interact with members of a community ▪ Interact with the environment, situation or location ● A de-briefing and discussion session usually follows the activities so participants can compare experiences and share experiences ● This activity may also be filmed/taped or photographed for inclusion in an end-of-tour DVD/video or set of photos. <p>Classroom Activity – Demonstration and Practical</p> <p>Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.</p>

Slide

Provide commentary and interpretive presentation techniques

Sensory awareness exercises:

- May involve smelling items/food
- May involve taste testing
- May include feeling items/weights
- Commonly features discussion and sharing of personal thoughts and/or comparison with other opinions



Slide 110

Slide No

Trainer Notes

110.

Trainer discusses using/application of interpretive presentation techniques

Sensory awareness exercises

These are exercises where people are able to (for example):

- Smell 'the roses' or the coffee, or other items relevant to the theme of the tour
- Taste food and beverages
- Feel textures, temperatures and weights
- Discussions, analysis and personal comparisons and thoughts may accompany the experience or participants may be encouraged to experience the exercise in solitude and reflect on their own orientations.

Classroom Activity – Demonstration and Practical

Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.

Slide

Provide commentary and interpretive presentation techniques

Use of materials:

- Used to enhance illustration and experiences
- May feature use of:
 - Local product/s
 - Visual aids
 - Support materials
 - Prop kits



Slide 111

Slide No	Trainer Notes
111.	<p>Trainer discusses using/application of interpretive presentation techniques</p> <p>Use of materials</p> <p>The use of materials:</p> <ul style="list-style-type: none"> ● Is a commonly applied interpretive activity to enhance illustration and experiences ● Materials may feature the use of: <ul style="list-style-type: none"> ▪ Local product/s ▪ Visual aids ▪ Support materials ▪ Props/prop kits. <p>Classroom Activity – Demonstration and Practical</p> <p>Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.</p>

Slide

Provide commentary and interpretive presentation techniques

Use of technology:

- Involved in most activities to some extent
- May involve use of:
 - Audio-visual equipment
 - Sound and lighting technologies
 - A range of systems and technologies



Slide 112

Slide No	Trainer Notes
112.	<p>Trainer discusses using/application of interpretive presentation techniques</p> <p>Use of technologies</p> <p>Use of technology to assist with delivery:</p> <ul style="list-style-type: none"> ● Is increasingly common in all tour types and with nearly all tour activities ● It may require/include: <ul style="list-style-type: none"> ▪ Audio-visual equipment ▪ Sound and lighting technologies ▪ Systems and equipment designed to optimise safety and/or comfort. <p>Classroom Activity – Demonstration and Practical</p> <p>Trainer demonstrates the interpretive presentation technique identified on the slide (or arranges for an experienced Tour Guide to do so) and then provides opportunity for students to do the same.</p>

Slide

Apply appropriate interpersonal skills

Ways to optimise the interpretive activity experience for individuals:

- Using humour when talking with people (at appropriate times)
- Checking on people's welfare
- Applying suitable interpersonal and communication skills at every opportunity/exchange
- Involving members of the group in what is happening



Slide 113

Slide No	Trainer Notes
113.	<p>Trainer informs ways to optimise the interpretive activity experience for individuals can be:</p> <ul style="list-style-type: none"> ● Using humour when talking with people – most tours or activities contain an element of fun and the use of appropriate humour at appropriate times can set the scene for fun and actually impart fun and enjoyment as part of the experience ● Checking on people's welfare – by: <ul style="list-style-type: none"> ▪ Asking if they need anything ▪ Verifying they are OK and prepared ▪ Helping them ● Applying suitable interpersonal and communication skills at every opportunity/exchange – such as: <ul style="list-style-type: none"> ▪ Smiling and using eye contact ▪ Demonstrating interest ▪ Responding to questions ▪ Clarifying information ● Involving members of the group in what is happening – this can include: <ul style="list-style-type: none"> ▪ Telling them what is about to happen ▪ Providing them with advice of some sort to enable them to move forward with their learning, experience or whatever is the focus of the activity.

Slide

Apply appropriate interpersonal skills

Techniques to build rapport with participants:

- Extending/building on conversations when people were initially greeted
- Asking participants questions
- Using icebreakers

(Continued)



Slide 114

Slide No	Trainer Notes
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114.	<p>Trainer discusses building a good rapport stating:</p> <ul style="list-style-type: none"> ● Good rapport-building costs nothing but does require some effort ● It is necessary to enhance visitor experience of their tour/activity. <p>Trainer presents techniques to build rapport with participants may include:</p> <ul style="list-style-type: none"> ● Extending/building on conversations when people were initially greeted– such as: <ul style="list-style-type: none"> ▪ Remembering and using the person's name ▪ Mentioning something talked about as part of the previous contact ▪ Checking to ensure something they queries earlier has been resolved to their satisfaction ● Asking participants questions – about topics such as: <ul style="list-style-type: none"> ▪ Their country of origin ▪ Personal interests and specific interests for this tour ▪ Their reasons for being on tour ▪ Their previous experiences and tours ● Using icebreakers – these are quick exercises which can be used to 'break the ice' and introduce tour group members to each other at the start of a tour or activity. They are really only suitable where: <ul style="list-style-type: none"> ▪ The participants do not already know each other – if the group members already know each other then ice-breakers are often not appreciated and many resent having to participate in them
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- There is sufficient time to conduct them – they can be quite time consuming
- A suitable, comfortable location exists to do them – standing in the heat is not a good location.

Classroom Activity – Internet Research

Trainer oversees research of and discussion on sites such as:

http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf and <http://training-games.com/pdf/40FreeIceBreakers.pdf> for examples.

Slide

Apply appropriate interpersonal skills

- Using anecdotes when interacting with participants
- Sharing with individuals
- Applying suitable non-verbal communication techniques

(Continued)



Slide 115

Slide No	Trainer Notes
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115.

Trainer continues to present techniques to build rapport with participants:

- Using anecdotes when interacting with participants – these are short stories relevant to the tour and/or the activity and are used as they add interest and provide insight into the experience
- Sharing with individuals – in terms of:
 - Their findings within the activity
 - Their thoughts and feelings
 - Conclusions they have come to
 - Revised thinking
 - Experiences
- Applying suitable non-verbal communication techniques – such as:
 - Using similar body language and signals to those being used by individuals in the group
 - Focussing on being open, approachable, friendly, relaxed and inclusive
 - Realising the need for non-verbal language to align with/support verbal language to avoid confusion about the message being sent
 - Using appropriate voice tone and pacing.

Classroom Activity – Internet Research

Trainer oversees research of and discussion on sites such as:

<http://www.skillsyouneed.com/ips/rapport.html> - Building rapport

<http://www.wikihow.com/Build-Rapport> - How to build rapport

<http://www.mindtools.com/pages/article/building-rapport.htm> - Building rapport

Slide

Apply appropriate interpersonal skills

- Avoiding judgements about people and their opinions
- Embracing the diversity of all tour group members
- Giving compliments (where they are genuinely warranted)



Slide 116

Slide No	Trainer Notes
116.	<p>Trainer continues to present techniques to build rapport with participants:</p> <ul style="list-style-type: none"> ● Avoiding judgements – about: <ul style="list-style-type: none"> ▪ People and their experiences ▪ Choices made by individuals ▪ Thoughts and conclusions that tour group members come to as a result of the interpretive activity ● Embracing diversity – in terms of: <ul style="list-style-type: none"> ▪ Seeing beyond the ‘obvious’ indicators of tour group members – such as their age, gender, dress, race and/or disability ▪ Avoiding pre-judging and stereo-typing people ● Giving (warranted) compliments – in relation to: <ul style="list-style-type: none"> ▪ Comments made by tour group members ▪ Actions taken by individuals ▪ Thoughts and ideas held or contributed to the group. <p>Classroom Activity – Demonstration and Practice</p> <p>Trainer demonstrates how to build rapport with tour group members and provides an opportunity for students to do the same.</p>

Slide

Apply appropriate interpersonal skills

There can be a need to negotiate a decision regarding some aspect of an activity with the tour group where:

- There are several options (regarding the tour and/or the activity) to choose from
- Things are not going according to plan and action needs to be taken in response
- Members of the group want to do something other than what is planned
- Unexpected circumstances arise



Slide 117

Slide No	Trainer Notes
117.	<p>Trainer introduces 'negotiation' saying there can be a need to negotiate a decision regarding some aspect of an activity with the tour group where, for example:</p> <ul style="list-style-type: none"> ● There are several options available to choose from ● Things are not going according to plan and remedial action needs to be taken ● Members of the group want to do something other than what is planned ● Unexpected circumstances arise.

Slide

Apply appropriate interpersonal skills

Keys to negotiation:

- Strive for a win-win outcome
- Be prepared to give/compromise
- Plan in advance – what to say, when, where and how
- Know what is not negotiable

(Continued)



Slide 118

Slide No	Trainer Notes
118.	<p>Trainer presents keys to negotiation:</p> <ul style="list-style-type: none"> ● Strive for a win-win outcome – a negotiation is not about coercing or forcing the tour group/people into a pre-determined decision ● Be prepared to give – not just take ● Plan in advance – to develop a strategy and suitable tactics ● Know what is not negotiable – and ensure key elements of the activity are always delivered and safety is never compromised. <p>Classroom Activity – Internet Research</p> <p>Trainer oversees research of and discussion on sites such as:</p> <p>http://www.wikihow.com/Negotiate - How to negotiate</p> <p>http://www.brodow.com/Articles/NegotiatingTips.html - Ten tips for negotiating.</p>

Slide

Apply appropriate interpersonal skills

- Be inclusive
- Communicate well
- Explain the situation – the reasons for it and potential consequences/outcomes
- Give reasons for possible action which might be taken

(Continued)



Slide 119

Slide No	Trainer Notes
119.	Trainer continues to present keys to negotiation: <ul style="list-style-type: none"> ● Be inclusive – involve everyone, exclude no-one ● Communicate well – think before speaking and speak clearly ● Explain the situation requiring negotiation – never assume everyone knows what needs to be resolved ● Give reasons for (possible) action – rather than ultimatums.

Slide

Apply appropriate interpersonal skills

- Be prepared to suggest a solution
- Encourage people to participate in discussions
- Thank people for contributing to the negotiation process
- Confirm the agreed outcome
- Implement the negotiated decision as agreed



Slide 120

Slide No	Trainer Notes
120.	<p>Trainer continues to present keys to negotiation:</p> <ul style="list-style-type: none"> ● Be prepared to suggest a solution – for others to consider if they are unable to identify their own solution ● Encourage people – to participate in the process ● Thank people – for making contributions ● Confirm the agreed outcome – to verify the detail and make sure regarding the decisions that has been made ● Implement the negotiated decision as agreed – promptly and without variation from the agreement. <p>Classroom Activity – Demonstration and Practice</p> <p>Trainer demonstrates how to negotiate with four group members and provides an opportunity for students to do the same.</p>

Slide

Apply appropriate interpersonal skills

Tips of handling conflict:

- Realise no problem will ever resolve itself
- Take responsibility for taking action
- All identified issues must be addressed
- If appropriate/possible, look for 'safety angle' on which to focus the conversation

(Continued)



Slide 121

Slide No	Trainer Notes
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121.	<p>Trainer presents tips on handling conflict:</p> <ul style="list-style-type: none"> ● Realise no problem will ever resolve itself – problems require action to fix/address them ● Take responsibility for taking action – it is part of the job of the Tour Guide and the tour staff to do so ● All identified issues must be addressed – it is an option to ignore a problem ● If appropriate/possible, look for 'safety angle' on which to focus the conversation to be had with those creating/causing a problem or issue <ul style="list-style-type: none"> ▪ People are more likely to listen and comply if it can be demonstrated they need to alter what they are doing because it is unsafe or poses a risk to others. <p>Classroom Activity – Internet Research</p> <p>Trainer oversees research of and discussion on sites such as:</p> <p>http://www.crnhg.org/pages.php?piD=10 – Conflict resolution skills</p> <p>http://www.mindtools.com/pages/article/newLDR_81.htm - Resolving conflict rationally and effectively.</p>
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Slide

Apply appropriate interpersonal skills

- Treat people with respect
- Aim to make the other person feel special
- Talk with people who need to be spoken to 'in private'
- Try to stay calm
- Aim to 'act' but do not 'over-react'
- Avoid using a loud voice

(Continued)



Slide 122

Slide No	Trainer Notes
122.	<p>Trainer continues to present tips on handling conflict:</p> <ul style="list-style-type: none"> ● Treat people with respect – talk politely with them allow them their dignity ● Aim to make the other person feel special, not to feel victimised ● Talk with people who need to be spoken to away from others in order to respect their right not to be embarrassed or challenged in front of others ● Try to stay calm – when a need to intervene and say something to a participant arises ● Aim to 'act' but do not 'over-react' ● Avoid using a loud voice – try to speak so the conversation is private, and so those being spoken to do not feel as if they are being reprimanded in front of the rest of the group and being made to look silly or 'small'. <p>Classroom Activity – Guest Speaker</p> <p>Trainer arranges for experienced Tour Guide to attend and:</p> <ul style="list-style-type: none"> ● Discuss rapport building with tour groups ● Describe negotiation skills to use with tour groups ● Discuss conflict resolution techniques ● Demonstrate use of all the above.

Slide

Apply appropriate interpersonal skills

- Phrase what is said so it is not a personal 'attack' on the other person
- Give reasons why the request is being made
- Look through the eyes of the tour group member and try to see things from their perspective



Slide 123

Slide No	Trainer Notes
123.	<p>Trainer continues to present tips on handling conflict:</p> <ul style="list-style-type: none"> ● Phrase what is said so it is not a personal 'attack' on the other person – for example, instead of saying “You must not do that”, re-phrase the statement to “We prefer such action does not take place while here/on tour/in this location” <ul style="list-style-type: none"> ▪ Try phrasing statements asking people to modify their behaviour as 'requests' rather than 'commands' ● Give reasons why the request is being made <ul style="list-style-type: none"> ▪ There is big difference between 'Stop doing that' and “Could I please ask you not to do that because it scares the animals?” ● Look through the eyes of the tour group member and try to see things from their perspective <ul style="list-style-type: none"> ▪ For example, consider saying “I can see you are tired and I know we have walked quite a long way and it is hot, but I need you to know it is not acceptable for the safety of others for you to wander off on your own to have a rest”. <p>Classroom Activity – Demonstration and Practice</p> <p>Trainer demonstrates how resolve conflict with tour group members and provides an opportunity for students to do the same.</p>

Slide

Use prepared aids and materials and equipment to support presentation

Important considerations regarding aids and materials to be used in an interpretive activity:

- All aids and materials to be used need to be prepared and packed as part of planning and preparation
- Aids and materials must be appropriate to the individual nature of the activity
- Items must be sufficient in number
- Items must be 'user-friendly'



Slide 124

Slide No	Trainer Notes
124.	<p>Trainer notes the following are important considerations regarding aids and materials to be used in an interpretive activity:</p> <ul style="list-style-type: none"> ● All aids and materials to be used for an interpretive activity need to have been prepared and packed as part of the planning and preparation process for a tour – it is 'too late' to do this on-tour/at the activity site because there is just too much else to do ● Aids and materials must be appropriate to the individual nature of the activity – and: <ul style="list-style-type: none"> ▪ Allow the identified objectives to be attained ▪ Reflect required/requested information ▪ Revised regularly to ensure they match changed conditions ● Items must be sufficient in number – so every tour group member receives 'their own' copy of hard copy materials ● Items must be 'user-friendly' – this can mean they (may) need to be: <ul style="list-style-type: none"> ▪ Written/presented in a language which can be understood ▪ Clear and unambiguous ▪ Easy to carry/handle.

Slide

Use prepared aids and materials and equipment to support presentation

Examples of aids and materials:

- Hard copy items:
 - Safety tips and information handouts
 - Game rules, sports rules and score cards
 - Copies of the commentary
 - Maps, diagrams and photographs
 - Sight cards, activity sheets and exercise sheets
 - Question sheets

(Continued)



Slide 125

Slide No	Trainer Notes
125.	<p>Trainer gives examples of aids and materials commonly used:</p> <ul style="list-style-type: none"> ● Hard copy items which will vary depending on the type of activity – such as: <ul style="list-style-type: none"> ▪ Safety tips ▪ Information handouts ▪ Rules of the game ▪ Permanent ('take home') copy of the scripted commentary provided by the Tour Guide ▪ Maps ▪ Diagrams ▪ Photographs ▪ Sight cards ▪ Activity sheets ▪ Exercise sheets ▪ Question sheets ▪ Score cards. <p>Classroom Activity – Exercise</p> <p>Trainer asks students to develop hard copy materials to support presentation of an identified interpretive activity.</p>

Slide

Use prepared aids and materials and equipment to support presentation

Activity-related physical resources:

- Sports gear
- Props
- Costumes
- Activity-specific items
- Special needs gear
- Natural resources

(Continued)



Slide 126

Slide No	Trainer Notes
126.	<p>Trainer continues to give examples of aids and materials commonly used:</p> <ul style="list-style-type: none"> ● Activity-related physical resources (not including safety/PPE) – which may include: <ul style="list-style-type: none"> ▪ Sports gear ▪ Props ▪ Costumes ▪ Equipment and items specific to the individual nature and need of particular activities – for example: <ul style="list-style-type: none"> ▪ Pens; Note books; Binoculars; Nets ▪ Special needs gear – to optimise engagement who have medical issues, disabilities or other individual needs ▪ Natural resources – as appropriate. <p>Classroom Activity – Handouts</p> <p>Trainer distributes and discusses the use of a range of physical resources which might be used for an interpretive activity.</p>

Slide

Use prepared aids and materials and equipment to support presentation

Human resources:

- Observers
- Performers and actors
- Players, teams and troupes
- Presenters and demonstrators
- Guest speakers
- Aides and assistants
- Local/special interest groups



Slide 127

Slide No	Trainer Notes
127.	<p>Trainer continues to give examples of aids and materials commonly used:</p> <ul style="list-style-type: none"> ● Human resources – in the form of: <ul style="list-style-type: none"> ▪ Sufficient observers – to monitor activities and intervene when safety is threatened ▪ Performers and actors ▪ Players, teams and troupes ▪ Presenters and demonstrators ▪ Guest speakers ▪ Aides/assistants ▪ Involvement of local/special interest organisations and groups. <p>Classroom Activity – Guest Speaker</p> <p>Trainer arranges for Tour Guide to attend and:</p> <ul style="list-style-type: none"> ● Discuss preparation and use of aids and materials to support interpretive activities ● Provide examples of same ● Demonstrate use of same as part of presentation of an activity.

Slide

Use prepared aids and materials and equipment to support presentation

Equipment and technology:

- May be required to present an activity
- May be available at site/provided by the destination
- May need to be loaded as part of standard resources required



Slide 128

Slide No	Trainer Notes
128.	<p>Trainer discusses equipment and technology stating:</p> <ul style="list-style-type: none"> ● It may be required to present and/or conduct an activity ● These items may: <ul style="list-style-type: none"> ▪ Be available at the activity site by prior arrangement/supplied as a matter of course by the destination ▪ Need to be taken to the activity site/venue by the Tour Guide. <p>Classroom Activity – Internet Research</p> <p>Trainer oversees research of and discussion on sites such as:</p> <p>http://www.phonak-communications.com/en/products/tour-guiding/ - Phonak tour guiding</p> <p>http://www.acoustiguide.com/group-guiding - Acoustiguide group guiding.</p>

Slide

Use prepared aids and materials and equipment to support presentation

Equipment and technology may include:

- PA systems and microphones
- Megaphones
- Overhead projectors and data projectors
- Slides and transparencies
- Sound and lighting technologies
- Laser pointers
- Personal electronic devices



Slide 129

Slide No	Trainer Notes
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129.

Trainer advises equipment and technology often includes:

- PA systems and microphones
- Megaphones
- Overhead projectors
- Data projectors
- Slides and transparencies
- Sound and lighting technologies
- Laser pointers
- Personal electronic devices.

Classroom Activity – demonstration and Practice

Trainer demonstrates use of a range of equipment and technology for presenting interpretive activities as identified on the slide and provides opportunity for students to practice same.

Slide

Encourage audience participation, where appropriate

Tour Guides should encourage participation by tour group members but this must be done with sensitivity because:

- Some people simply do not want to participate in every activity
- Some people are unable to participate in every activity



Slide 130

Slide No	Trainer Notes
130.	<p>Trainer states where appropriate the Tour Guide should encourage individuals in the tour group/audience to participate in the activity but this must be done with sensitivity and it is important to be sensitive in this regard because:</p> <ul style="list-style-type: none"> ● Some people simply do not want to participate in every activity – they may be: <ul style="list-style-type: none"> ▪ Happy to observe and watch what others do ▪ Seeking to simply experience the moment on their own ▪ Shy and/or self-conscious ▪ Confined by traditional thinking ● Some people are unable to participate in every activity – due to: <ul style="list-style-type: none"> ▪ Tiredness ▪ Lack of physical capacity/ability ▪ Health/medical reasons ▪ Need to care for/look after other.

Slide

Encourage audience participation, where appropriate

Ways to encourage participation/engagement with activities:

- Being personally enthusiastic about the activity
- Verbally motivating people
- Circulating throughout the group

(Continued)



Slide 131

Slide No	Trainer Notes
131.	<p>Trainer explains encouraging active engagement of tour group members with activities can be achieved by:</p> <ul style="list-style-type: none"> ● Being personally enthusiastic about the activity – with reference to: <ul style="list-style-type: none"> ▪ Personal energy levels ▪ Actions ▪ Body language ● Verbally motivating people – through actions such as: <ul style="list-style-type: none"> ▪ Providing clear and detailed information and instructions ▪ Giving tips about how to optimise the performance of the tour group members ▪ Providing additional demonstration of what is required ▪ Highlighting the benefits of the activity and the gains which can flow from engagement ▪ Speaking from personal experience about feelings regarding involvement ▪ Drawing comparisons with other activities and/or situations ● Circulating throughout the group – and: <ul style="list-style-type: none"> ▪ Demonstrating personal passion for the activity ▪ Adding extra information or advice according to specific context ▪ Offering comment based on identified need ▪ Asking people about their progress and experience ▪ Setting achievable/realistic targets/challenges for individuals or groups ▪ Being understanding when people do not want to engage/participate ▪ Sharing frustrations and disappointments.

Slide

Encourage audience participation, where appropriate

- Tailoring provision of additional/ongoing information to the identified needs of the group
 - Using a prop kit
 - Using variety of approaches
- (Continued)



Slide 132

Slide No	Trainer Notes
132.	<p>Trainer continues to present ways to encourage participation:</p> <ul style="list-style-type: none"> ● Tailoring provision of additional/ongoing information to the identified needs of the group – while the <i>scripted</i> commentary will/should have done this, it is also essential to do this with ‘issues arising’ throughout the activity such as: <ul style="list-style-type: none"> ▪ In response to questions ▪ When unexpected events and sights arise ● Using a prop kit – to add action, excitement, interest and flavour <ul style="list-style-type: none"> ▪ Always consider including props which can be given to, and used by, tour group participants as a way of involving and including them – see previous notes ● Using variety of approaches – this means ‘mixing it up when communicating through the use of: <ul style="list-style-type: none"> ▪ Humour ▪ Statistics ▪ Questions ▪ Personal anecdotes and experiences ▪ Highlighting unexpected occurrences – and including them in interactions with the group or individuals.

Slide

Encourage audience participation, where appropriate

- Highlighting unexpected occurrences
- Interacting with all tour group members on an ongoing basis
- Improvising commentary
(Continued)



Slide 133

Slide No	Trainer Notes
133.	<p>Trainer continues to present ways to encourage participation:</p> <ul style="list-style-type: none"> ● Highlighting unexpected occurrences – and including them in interactions with the group or individuals ● Interacting with all tour group members on an ongoing basis – through personal exchanges and shared experiences and feelings <ul style="list-style-type: none"> ▪ Many complaints about a Tour Guide relate to their failure to mix with people, talk to/with them, and/or to demonstrate engagement with them ● Improvising commentary – by incorporating topics of current interest to the group as identified through interaction with them during the activity and/or tour.

Slide

Encourage audience participation, where appropriate

- Striving to deliver excellent service at all times regardless of the problems or situations which present themselves
- Demonstrating interest in tour group members



Slide 134

Slide No	Trainer Notes
134.	<p>Trainer continues to present ways to encourage participation:</p> <ul style="list-style-type: none"> ● Striving to deliver excellent service at all times regardless of the problems or situations which present themselves – this involves: <ul style="list-style-type: none"> ▪ Turning negative circumstances into positive demonstrations of good service, wherever possible ▪ <i>Asking</i> people to do things, rather than <i>telling</i> them ▪ Smiling ▪ Treating tour group members as individuals and not as a ‘herd’ ▪ Responding to requests where possible – and explaining why not when requests cannot be met ▪ Being polite and courteous ▪ Keeping promises made about the tour and the activity ▪ Providing relevant, accurate, timely and informative commentary and comments ▪ Keeping tour group members informed about the need to change planned/schedules activities – explaining the reasons why and (where possible) substituting a suitable alternative ● Demonstrating interest in tour group members – and their past, current and future experiences, such as: <ul style="list-style-type: none"> ▪ Where they have been ▪ Where they are going ▪ What they will be doing tomorrow/next week.

Slide

Encourage audience participation, where appropriate

Tour Guides may need to generate confidence in abilities of tour group members to:

- Optimise engagement with activities
- Enable people to get the most from their experience
- Demonstrate Tour Guide interest in individual tour group members and a willingness to help them
- Reassure people about the safety of activities
- Help customers believe they can do whatever is required



Slide 135

Slide No	Trainer Notes
135.	Trainer discusses Tour Guide need to generate confidence in tour group members in relation to interpretive activities noting this may be required in order to: <ul style="list-style-type: none"> ● Optimise engagement with activities ● Enable people to get the most from their experience ● Demonstrate Tour Guide interest in individual tour group members and a willingness to help them ● Reassure people about the safety of activities ● Help customers believe they can do whatever is required.

Slide

Encourage audience participation, where appropriate

Ways to generate tour group member confidence in their abilities include:

- Talking about the activity
- Demonstrating what to do
- Providing personal/one-on-one assistance
- Screening an instructional DVD

(Continued)



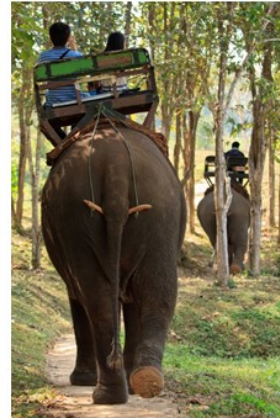
Slide 136

Slide No	Trainer Notes
136.	<p>Trainer observes confidence may be generated by:</p> <ul style="list-style-type: none">● Talking about the activity and giving examples of:<ul style="list-style-type: none">▪ What is required▪ What can be expected● Demonstrating what to do● Providing personal/one-on-one assistance● Screening an instructional DVD.

Slide

Encourage audience participation, where appropriate

- Initiating interaction on a graduated basis
- Congratulating individuals on effort as well as achievement
- Encouraging people to continue trying



Slide 137

Slide No	Trainer Notes
137.	<p>Trainer continues to provide ways to generate tour group member confidence in their ability:</p> <ul style="list-style-type: none"> ● Initiating interaction on a graduated basis – so the intensity of engagement increases as the skill/confidence of the individual grows ● Congratulating individuals on effort as well as achievement ● Encouraging people to continue trying.

Slide

Respond to questions

Tips for answering questions:

- Thank the person for the question
- Mention the person's name when thanking them
- Smile when responding – if appropriate

(Continued)



Slide 138

Slide No	Trainer Notes
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138.	<p>Trainer presents tips for answering questions asked as part of an activity include:</p> <ul style="list-style-type: none"> ● Thank the person for the question – this encourages others to ask questions as it shows questions are actually welcomed ● Mention the person's name when thanking them – many participants wear name tags which can be used to identify who they are <ul style="list-style-type: none"> ▪ This personalises the answer <i>and</i> people love to hear the sound of their own name ● Smile when responding – if appropriate – this is another way of showing providing answers to questions is not an imposition.
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Slide

Respond to questions

- Use polite and respectful language
- Provide a direct answer to the question which was asked
- Ensure personal opinion in an answer is specifically identified as such

(Continued)



Slide 139

Slide No	Trainer Notes
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139.	<p>Trainer continues to present tips for answering questions asked as part of an activity:</p> <ul style="list-style-type: none"> ● Use polite and respectful language – when replying, including the use of humour, where appropriate ● Provide a direct answer to the question which was asked – this means: <ul style="list-style-type: none"> ▪ Giving a full, detailed, comprehensive and honest answer as relevant to the question ▪ Not avoiding the question or re-directing or re-framing it ▪ Being prepared to say “I’m sorry but I don’t know the answer to that question.” See below for more on this ▪ Never fabricating answers ● Ensure personal opinion in an answer is specifically identified as such – and not offered as fact <ul style="list-style-type: none"> ▪ There is room when replying to some questions for the Tour Guide to offer personal opinions as part of certain answers (for example, questions asked regarding where to eat, the name of a good hotel, recommendations for other tours to take, identification of places to avoid) but it is important to make sure the customers know which part of the response it is.
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Slide

Respond to questions

- Present the answers to the most appropriate 'target'
- Respond promptly
- Check the response has answered the question to satisfaction of the person who asked it



Slide 140

Slide No	Trainer Notes
140.	<p>Trainer continues to present tips for answering questions asked as part of an activity:</p> <ul style="list-style-type: none"> ● Present the answers to the most appropriate 'target' – in some cases: <ul style="list-style-type: none"> ▪ The answer is best given just to the person who asked the question ▪ It is better to include the rest of the group in the response which is provided ● Respond promptly – taking care: <ul style="list-style-type: none"> ▪ Never to rush the response ▪ Not to appear curt ▪ To not give the impression there are better things to be done ● Check the response has answered the question to satisfaction of the person who asked it – this can involve: <ul style="list-style-type: none"> ▪ Encouraging another question ▪ Enquiring if clarification is needed ▪ Asking if illustration of a point is required. <p>Classroom Activity – Demonstration and Practice</p> <p>Trainer demonstrates how respond to questions asked by four group members in relation to an interpretive activity and provides an opportunity for students to do the same.</p>

Slide

Respond to questions

Where the answer to a question is not known:

- Apologise for not knowing
- Maintain positive relations with the person/group
- Give information on an associated topic

(Continued)



Slide 141

Slide No	Trainer Notes
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141.	<p>Trainer explains strategy for responding to questions where the Tour Guide does not know the answer:</p> <ul style="list-style-type: none"> ● Apologise for not knowing – this is a standard ‘customer service’ response and needs to be done <ul style="list-style-type: none"> ▪ The apology needs to be genuine and accompanied by appropriate supporting body language/facial expressions ● Maintain positive relations with the person/group – it is important: <ul style="list-style-type: none"> ▪ Not to show annoyance at not knowing the answer ▪ Not to be personally embarrassed about the lack of knowledge ▪ Not to give the person who asked the question the impression they should ask no more questions ● Give information on an <i>associated</i> topic – which: <ul style="list-style-type: none"> ▪ May give some generally broad detail in relation to the actual question asked ▪ At least shows a willingness to respond even though the real answer is not known.
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Slide

Respond to questions

- Refer the question to the rest of the group
- Refer customers to sources that may provide relevant information at the conclusion of the activity or tour
- Make arrangements to research the question and pass answer on



Slide 142

Slide No	Trainer Notes
142.	<p>Trainer continues to explain strategy for responding to questions where the Tour Guide does not know the answer:</p> <ul style="list-style-type: none"> ● Refer the question to the rest of the group – to see if anyone else participating in the activity has an answer to the question ● Refer customers to sources that may provide the relevant information at the conclusion of the activity or tour – this may be: <ul style="list-style-type: none"> ▪ Brochures, posters, handouts which are available at the point of disembarkation ▪ A website ▪ A Visitor Information Centre ▪ A business, organisation or government agency/authority ● Make arrangements to research the question – at the conclusion of the activity or tour and: <ul style="list-style-type: none"> ▪ Pass on the answer face-to-face at the point of disembarkation, if the person is willing to wait a few minutes ▪ Send a reply via email to the person if they are able to provide an address ▪ Give an SMS reply if they provide a number. <p>Classroom Activity – Demonstration and Practice</p> <p>Trainer demonstrates how respond to questions asked by tour group members where the Tour Guide does not know the answer and provides an opportunity for students to do the same.</p>

Slide

Respect environmental, cultural and social sensitivities

Can be a need to follow strict protocols/Codes when:

- About to enter a local/host community or area
- Tour Operator belongs to a body/association requiring Code to be communicated and followed while 'on site'
- Such agreements have been negotiated with local community



Slide 143

Slide No	Trainer Notes
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143.

Trainer reminds in some circumstances there can be a need to follow strict protocols make tour group members aware of requirements which apply to an upcoming activity and these protocols (often referred to as a Code of Conduct/Practice) often have to be observed when:

- About to enter a local/host community or area
- The Tour Operator belongs to a body/association who requires the Code to be communicated to customers and followed while 'on site'
- Such agreements have been negotiated with the people from an area/the lands to be visited.

Slide

Respect environmental, cultural and social sensitivities

Notification in this regard may occur:

- In hard copy form/handouts to tour group members
- Verbal communication on the tour vehicle or at the activity site



Slide 144

Slide No	Trainer Notes
144.	<p>Trainer indicates notification about the requirements of the Code will commonly take the following forms:</p> <ul style="list-style-type: none"> ● Inclusion of a hard copy of the Code in materials handed out to tour group members either: <ul style="list-style-type: none"> ▪ When they buy/receive their tickets ▪ As part of a pre-tour briefing ● Verbal communication to customers – which may occur: <ul style="list-style-type: none"> ▪ On the tour vehicle as the destination for the activity approaches ▪ As part of a formal pre-activity briefing.

Slide

Respect environmental, cultural and social sensitivities

General consideration in Codes:

- Determination of 'unacceptable' behaviour
- Requirement for all tour groups to be briefed
- Need for Tour Guides to intervene where necessary
- Need for adherence to all agreed/negotiated arrangements
- Consequences for non-compliance



Slide 145

Slide No	Trainer Notes
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145.	<p>Trainer instructs general considerations relating to Codes include:</p> <ul style="list-style-type: none"> ● Determination of 'unacceptable' behaviour of tour groups and individual participants – as relevant to each site/community ● Requirement for all tour groups to be briefed by Tour Guides before entering the community – highlighting what is deemed to be 'acceptable behaviour' in accordance with a prepared script developed in consultation with the local community ● Need for Tour Guides to intervene where necessary – and bring unacceptable behaviour by tour group members back in-line with what is required ● Need for adherence to all agreed/negotiated arrangements – at all times by all groups ● Consequences which apply for non-compliance.
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Slide

Respect environmental, cultural and social sensitivities

Topics covered by Codes may relate to:

- Parking only in designated areas
- Staying on designated walking tracks
- Prohibiting taking of photographs
- Banning use of limited/scarce local resources
- Identifying and banning carriage of nominated items/products onto community lands/property
- Cleaning up after using facilities



Slide 146

Slide No	Trainer Notes
146.	<p>Trainer gives specific examples of topics covered in Codes:</p> <ul style="list-style-type: none"> ● Parking only in designated areas ● Staying on designated walking tracks and agreed pedestrian routes ● Prohibiting taking of photographs – of certain areas or of people ● Banning use of limited/scarce local resources – such as water ● Identifying and banning carriage of nominated items/products onto community lands/property (such as fast food, newspapers, bottles) ● Cleaning up after using facilities – or a ban on using facilities. <p>Classroom Activity – Handouts</p> <p>Trainer distributes and discusses examples of Codes of Practice/Conduct required of tour groups in certain areas/communities.</p>

Slide

Respect environmental, cultural and social sensitivities

Environmental issues and sensitivities may be related to:

- Minimising impact on the environment
- Rehabilitation
- Land, flora, fauna, natural resources, pollution



Slide 147

Slide No	Trainer Notes
147.	<p>Trainer advises Environmental issues (and hence <i>sensitivities</i>) may be related to:</p> <ul style="list-style-type: none"> ● Minimising impact on the environment ● Redressing previous adverse impact on the environment - rehabilitation. <p>For the purposes of this section 'the environment' must be seen in its broadest context to embrace the widest range of topics relating to:</p> <ul style="list-style-type: none"> ● Land ● Flora ● Fauna ● Natural resources – conservation of water and air ● Pollution – including soil, water, air and noise pollution.

Slide

Respect environmental, cultural and social sensitivities

Ways to demonstrate respect for the environment:

- Not using local resources
- Limiting/restricting/rationing use of local resources
- Removing all rubbish created by the group/activity
- Staying on designated tracks, paths, areas
- Not picking the flowers

(Continued)



Slide 148

Slide No	Trainer Notes
148.	<p>Trainer indicates respect for environmental sensitivities may be demonstrated through actions such as:</p> <ul style="list-style-type: none">● Not using local resources● Limiting/restricting/rationing use of local resources● Removing all rubbish created by the group/activity● Staying on designated tracks, paths, areas● Not picking the flowers.

Slide

Respect environmental, cultural and social sensitivities

- Staying a set distance from wildlife
- Using only specifically identified and agreed areas for activities
- Limiting number of visits to the area
- Restricting number of tour group members and duration of activities

(Continued)



Slide 149

Slide No	Trainer Notes
149.	<p>Trainer continues presenting ways to demonstrate respect for environmental issues:</p> <ul style="list-style-type: none"> ● Staying a set distance from wildlife ● Using only specifically identified and agreed areas for activities ● Limiting number of visits to the area ● Restricting number of tour group members and duration of activities.

Slide

Respect environmental, cultural and social sensitivities

- Banning carriage of nominated items (known to cause damage/pollution) into the area
- Confining interpretive activities only to approved actions which have been agreed to by local/host communities
- Helping local communities in whatever way they require in order to rehabilitate and/or conserve their environment



Slide 150

Slide No	Trainer Notes
150.	<p>Trainer continues presenting ways to demonstrate respect for environmental issues:</p> <ul style="list-style-type: none"> ● Banning carriage of nominated items (known to cause damage/pollution) into the area ● Confining interpretive activities only to approved actions which have been agreed to by local/host communities ● Helping local communities in whatever way they require in order to rehabilitate and/or conserve their environment – as agreed through consultation and negotiation.

Slide

Respect environmental, cultural and social sensitivities

Cultural issues and sensitivities may relate to:

- Religion
- Race
- Language and symbols
- Norms, beliefs and assumptions



Slide 151

Slide No	Trainer Notes
151.	Trainer advises for the purposes of this section, cultural issues (and hence <i>sensitivities</i>) may be related to: <ul style="list-style-type: none"> ● Religion ● Race ● Language and symbols ● Norms, beliefs and assumptions.

Slide

Respect environmental, cultural and social sensitivities

Ways to demonstrate respect for cultural issues:

- Participating in 'cultural awareness' training
 - Learning about non-verbal communications relevant to the culture/s of people who are regular tour participants
 - Speaking in languages native to tour group members
 - Providing written material in different languages
 - Not pre-judging/stereo-typing people
- (Continued)



Slide 152

Slide No	Trainer Notes
152.	<p>Trainer indicates respect for cultural sensitivities may be demonstrated through actions such as:</p> <ul style="list-style-type: none"> ● Attending/participating in 'cultural awareness' training as part of standard Tour Guide training ● Learning about the meaning of a range of non-verbal communications relevant to the culture/s of people who are regular tour participants – to avoid giving unintentional offence ● Speaking in language that can be understood by tour group members ● Providing written material in different languages ● Not pre-judging/stereo-typing people based on their obvious cultural indicators.

Slide

Respect environmental, cultural and social sensitivities

- Avoiding race/culture-specific jokes
- Checking symbols, signs, examples and activities used are not offensive
- Refraining from culturally-based comments
- Demonstrating inclusivity
- Not joining in with culturally inappropriate behavior or language

(Continued)



Slide 153

Slide No	Trainer Notes
153.	<p>Trainer continues presenting ways to demonstrate respect for cultural issues:</p> <ul style="list-style-type: none"> ● Avoiding comments and jokes which are related to specific cultures ● Checking to ensure symbols, examples and activities used as part of an activity are culturally appropriate ● Refraining from comments which can be interpreted as being culturally-based ● Embracing/including all tour group members in conversation, provision of assistance, interaction and other activities ● Not joining in when/if customers engage in culturally inappropriate behaviour or language.

Slide

Respect environmental, cultural and social sensitivities

- Intervening when a need to do so arises
- Acknowledging differences
- Avoiding discriminatory language
- Being patient and understanding with people from different backgrounds



Slide 154

Slide No	Trainer Notes
154.	Trainer continues presenting ways to demonstrate respect for cultural issues: <ul style="list-style-type: none"> ● Intervening when a tour group member says or does something which is culturally insensitive ● Acknowledging differences and embracing diversity ● Offering all tour group members the same opportunity to engage with activities ● Avoiding any form of <i>negative</i> discriminatory behaviour or language ● Being patient and understanding.

Slide

Respect environmental, cultural and social sensitivities

Social issues and sensitivities may relate to:

- Personal values and norms
- Family units
- Individual circumstances
- Age
- Gender and sexual identity
- Disability



Slide 155

Slide No	Trainer Notes
155.	<p>Trainer advises for the purposes of this section, social issues (and hence <i>sensitivities</i>) may be related to:</p> <ul style="list-style-type: none"> ● Personal values and norms ● Family units ● Individual circumstances ● Age ● Gender and sexual identity ● Disability.

Slide

Respect environmental, cultural and social sensitivities

Ways to demonstrate respect for social issues:

- Acknowledging personal rights and freedoms
- Not judging people by their actions
- Supporting and helping individuals who are experiencing personal difficulties and hardship
- Using inclusive language

(Continued)



Slide 156

Slide No	Trainer Notes
156.	<p>Trainer indicates respect for social sensitivities may be demonstrated through actions such as:</p> <ul style="list-style-type: none"> ● Acknowledging personal rights and freedoms ● Not judging people by their actions ● Supporting and helping individuals who are experiencing personal difficulties and hardship when on-tour and/or as they participate in an activity ● Using inclusive language.

Slide

Respect environmental, cultural and social sensitivities

- Not making inflammatory remarks/comments when an individual's social issue/s cause delay or disruption to other tour group members
- Appreciating individual differences
- Intervening when a tour group member says or does something which is insensitive

(Continued)



Slide 157

Slide No	Trainer Notes
157.	<p>Trainer continues presenting ways to demonstrate respect for social issues:</p> <ul style="list-style-type: none"> ● Not making inflammatory remarks/comments when an individual's social issue/s cause delay or disruption to other tour group members ● Appreciating individual differences ● Intervening when a tour group member says or does something which is insensitive to a person's social circumstance/s.

Slide

Respect environmental, cultural and social sensitivities

- Not making personal comment about a person's social circumstances, choices or arrangements
- Treating everyone equally but providing extra assistance to those who are challenged or disenfranchised by virtue of social factors
- Catering for disabilities
- Showing understanding/empathy for people's thoughts and feelings



Slide 158

Slide No	Trainer Notes
158.	<p>Trainer continues presenting ways to demonstrate respect for social issues:</p> <ul style="list-style-type: none">● Refraining from making personal comment about a person's social circumstances, choices or arrangements● Treating everyone equally but being ready to provide extra attention/assistance to those who are challenged or disenfranchised by virtue of social factors● Catering for disabilities as required/notified in advance● Showing understanding/empathy for people's thoughts and feelings.

Slide

Adjust presentation to suit emerging requirements

Reasons to monitor and adjust presentations:

- Optimise customer enjoyment and engagement
- Accommodate and respond to issues arising
- Keep the activity on schedule
- Cater for individual needs
- Demonstrate customer-focus and service



Slide 159

Slide No	Trainer Notes
159.	<p>Trainer highlights there is an ongoing need to monitor the activity and adjust it to suit emerging requirements in order to:</p> <ul style="list-style-type: none"> ● Optimise customer enjoyment and engagement ● Accommodate and respond to general issues arising for the group ● Keep the activity on schedule and the tour running according to the itinerary ● Cater for individual needs, wants and preferences as they are identified ● Demonstrate customer-focus and a genuine service ethic.

Slide

Adjust presentation to suit emerging requirements

All activities are unique due to the dynamic mix of:

- Tour group members
- Activity type
- Location
- Conditions



Slide 160

Slide No	Trainer Notes
160.	<p>Trainer explains each tour/activity is unique mentioning:</p> <ul style="list-style-type: none"> ● The actions required to effectively adjust presentations for each interpretive activity will vary with each tour and activity ● It is important to remember every activity is a unique event even where the title/name of the activity is the same. No two interpretive activities are really ever the same because of the dynamic mix of: <ul style="list-style-type: none"> ▪ Tour group members – by age, gender, background, experience, expectations and number ▪ Activity type – and the whether or not the activity is essentially: <ul style="list-style-type: none"> – Passive or active – Observational or participatory – Group-based or individual ▪ Location – in terms of the changes which can occur as a result of crowds, weather, seasons and equipment/resources factors.

Slide

Adjust presentation to suit emerging requirements

Decision to make adjustments should be based on:

- Feedback from the group
- Local factors
- Personal experience
- Common sense
- Knowledge gained about the tour group members
- Knowledge held about the tour/activity to-date and the remaining inclusions and activities on the tour



Slide 161

Slide No	Trainer Notes
161.	Trainer advises adjustments to presentation will need to be made on-the-spot by the Tour Guide based on: <ul style="list-style-type: none"> ● Feedback from the group ● Local factors ● Personal experience ● Common sense ● Knowledge gained about the tour group members ● Knowledge held about the tour/activity to-date and the remaining inclusions and activities on the tour.

Slide

Adjust presentation to suit emerging requirements

Options for adjusting presentation:

- Changing the basic tenor of an activity
- Altering the pacing of the presentation
- Changing the scope of the activity itself
- Adjusting the duration of the activity

(Continued)



Slide 162

Slide No	Trainer Notes
162.	<p>Trainer suggests options for adjusting presentation may require:</p> <ul style="list-style-type: none"> ● Changing the basic tenor of an activity – which may mean: <ul style="list-style-type: none"> ▪ Switching from an active to a passive orientation ▪ Allowing the tour group to determine their approach to the activity rather than insisting the plans for the activity are followed ● Altering the pacing of the presentation – by (for example) <ul style="list-style-type: none"> ▪ Speeding up or slowing down commentary ▪ Adding more information or omitting ‘nice to know’ information and presenting only the ‘need to know’ detail ● Changing the scope of the activity itself – by: <ul style="list-style-type: none"> ▪ Adding new or different elements ▪ Reducing objectives and/or dimensions of the activity ● Adjusting the duration of the activity – which may take the form of: <ul style="list-style-type: none"> ▪ Making the activity longer or shorter ▪ Breaking the overall activity up into smaller, discreet sections ▪ Introducing breaks/rests periods into the activity.

Slide

Adjust presentation to suit emerging requirements

- Addressing the degree of engagement/participation of the tour group with the activity
- Taking action in relation to the administration of the activity
- Moving the location of the activity

(Continued)



Slide 163

Slide No	Trainer Notes
163.	<p>Trainer continues to suggest options for adjusting presentation:</p> <ul style="list-style-type: none"> ● Addressing the degree of engagement/participation of the tour group with the activity – which will commonly require either: <ul style="list-style-type: none"> ▪ The tour group members to do more or less ▪ The tour group members to do something different – such as something more active or less active/challenging/hands-on ▪ The Tour Guide and/or tour staff members to do more or less ● Taking action in relation to the administration of the activity – which may require changes in relation to: <ul style="list-style-type: none"> ▪ Monitoring of the group ▪ Supervision of the activity ▪ Provision of further advice ▪ Feedback given ● Moving the location of the activity – to: <ul style="list-style-type: none"> ▪ A better area given the nature of issues arising ▪ A safer site.

Slide

Adjust presentation to suit emerging requirements

- Responding to initial assessment of participant physical ability
- Responding to changing environmental and other factors
- Abandoning the planned activity and initiating a substitute/alternative activity

(Continued)



Slide 164

Slide No	Trainer Notes
164.	<p>Trainer continues to suggest options for adjusting presentation:</p> <ul style="list-style-type: none"> ● Responding to initial assessment of participant physical ability – and conducting a subsequent re-assessment based on their <i>demonstrated</i> capacity ● Responding to changing environmental and other factors – including those related to: <ul style="list-style-type: none"> ▪ Safety ▪ Weather ▪ Environment ● Abandoning the planned activity and initiating a substitute/alternative activity – where the original interpretive activity appears to be unacceptable and inappropriate to the group.

Slide

Adjust presentation to suit emerging requirements

- Allocating more and/or different resources, gear and equipment
- Being prepared to amend the itinerary for the tour in consultation with the group
- Altering the level of communication and interaction with individuals and/or groups



Slide 165

Slide No	Trainer Notes
165.	<p>Trainer continues to suggest options for adjusting presentation:</p> <ul style="list-style-type: none"> ● Allocating more and/or different resources, gear and equipment – to address resourcing issues which have occurred ● Being prepared to amend the itinerary for the tour in consultation with the group – where the presentation of <i>this</i> activity appears to warrant such a response ● Altering the level of communication and interaction with individuals and/or groups – to: <ul style="list-style-type: none"> ▪ Make people feel more included ▪ Address signs of distress, fatigue or other negative signals ▪ Enhance the connection between Tour Guide and the individual. <p>Classroom Activity – Excursion</p> <p>Trainer arranges for class to participate in a (different to earlier) tour featuring (different) interpretive activities so they can:</p> <ul style="list-style-type: none"> ● Gain first-hand experience of tours and activities ● Observe occurrences and work of tour staff ● Talk with tour staff ● Obtain handout materials ● Observe tour group members and their reactions to activities and interactions with tour staff.

Slide

Liaise with colleagues throughout the activity

Colleagues may include people/personnel from:

- Local/host communities
- Tour Operator
- Third party providers/suppliers

(Continued)



Slide 166

Slide No	Trainer Notes
166.	<p>Trainer identifies colleagues as possibly including:</p> <ul style="list-style-type: none"> ● Host communities – including: <ul style="list-style-type: none"> ▪ Acknowledged community leaders ▪ Designated elders ▪ Nominated spokespeople or representatives ▪ Vehicles operated by third party carriers in these communities ● Tour operator employees who are also part of the tour group – such as: <ul style="list-style-type: none"> ▪ Tour managers ▪ Drivers of coaches and other vehicles owner and operated by the Tour Operator ▪ Employees responsible for loading vehicles and conducting pre-departure checks ▪ Security and/or safety staff ▪ Aides and assistants ▪ Cooks ● Third party providers, joint venture partner and agencies – in terms of: <ul style="list-style-type: none"> ▪ Drivers they use/provide ▪ People provided to ‘meet and greet’ tour group members and to provide other services at and within activities ▪ Caterers ▪ Animal handlers.

Classroom Activity – Guest Speaker/s

Trainer arranges for selection of people from those mentioned on the slide to attend and:

- Discuss their roles in interpretive activities
- Illustrate the need for communication throughout interpretive activities
- Explain how the liaison occurs.

Slide

Liaise with colleagues throughout the activity

- Local guides
- 'Contacts'
- Land owners/managers
- Representatives from government authorities/agencies



Slide 167

Slide No	Trainer Notes
167.	<p>Trainer continues to identify colleagues as possibly including:</p> <ul style="list-style-type: none"> ● Local and independent guides – who may be have a role to play in: <ul style="list-style-type: none"> ▪ Leading part of the tour ▪ Conducting an activity ● Designated/arranged persons ('Contacts') at destinations, suppliers and venues – including: <ul style="list-style-type: none"> ▪ Hotels and restaurants ▪ Attractions and sites ▪ Retail shops ● Land owners and land managers – for areas which: <ul style="list-style-type: none"> ▪ May be protected by legislation or regulation ▪ May be subject to special listing and access requirements ▪ Require payment of access/user fees on arrival ● Representatives of statutory authorities – who may need to be advised of: <ul style="list-style-type: none"> ▪ Plans and intentions – for tours and activities ▪ Projected usage of areas/sites ▪ Numbers of visitors ▪ Other detail as applicable to the individual agency/authority. <p>Classroom Activity – Guest Speaker/s</p> <p>Trainer arranges for selection of people from those mentioned on the slide to attend and:</p> <ul style="list-style-type: none"> ● Discuss their roles in interpretive activities

- | | |
|--|--|
| | <ul style="list-style-type: none">• Illustrate the need for communication throughout interpretive activities• Explain how the liaison occurs. |
|--|--|

Slide

Liaise with colleagues throughout the activity

Examples of liaison activities:

- Responding to requests from people/colleagues for assistance
- Asking for assistance
- Communicating with individuals and properties

(Continued)



Slide 168

Slide No	Trainer Notes
168.	<p>Trainer illustrates the nature of liaison activities with others:</p> <ul style="list-style-type: none"> ● Responding to requests from people/colleagues for assistance – these can come from destinations, carriers and suppliers in cases where (for example): <ul style="list-style-type: none"> ▪ They notify they are unable to provide normal services as previously arranged/expected ▪ They advise scheduled activities cannot be delivered at planned times ▪ The expected/organised meals and/or some other service cannot be supplied as arranged ● Asking them for assistance – as dictated by a wide number of potential reasons such as: <ul style="list-style-type: none"> ▪ Seeking to accommodate special needs customers who have been identified as the activity begins/progresses ▪ Requesting changes to normal arrangements – to accommodate issues arising as the activity proceeds ▪ Responding to specific requests made by tour group members while participating in the activity ● Communicating with individuals and properties – in order to: <ul style="list-style-type: none"> ▪ Make operational decisions ▪ Alter planned arrangements ▪ Advise of changes and issues impacting the activity, the tour and the itinerary ▪ Keep people appraised of tour progress and where the tour 'currently' is and its expected arrival at other locations and activities.

Slide

Liaise with colleagues throughout the activity

- Providing support for the work of others
- Anticipating requests from colleagues
- Communicating with venues, sites, destinations and providers
- Making payment for services and products



Slide 169

Slide No	Trainer Notes
169.	<p>Trainer continues to illustrate the nature of liaison activities with others:</p> <ul style="list-style-type: none"> ● Providing support for the work of others – such as: <ul style="list-style-type: none"> ▪ Supplying information and facts as required by others in relation to the tour and operational details of individual activities ▪ Passing on feedback received from tour group members about the activity and the tour ▪ Assisting others complete their work as it relates to the activity ▪ Integrating other/new requested work-related activities into standard interpretive activity protocols ● Anticipating requests from colleagues – and: <ul style="list-style-type: none"> ▪ Responding positively ▪ Responding proactively ▪ Striving to achieve a mutually beneficial outcome ● Communicating with venues, sites, destinations and providers – and: <ul style="list-style-type: none"> ▪ Confirming forward bookings ▪ Advising sites and operators of expected arrival time, group numbers, special requests and timing constraints that may apply ▪ Making arrangements ▪ Negotiating changes to standard arrangements

- | | |
|--|--|
| | <ul style="list-style-type: none">• Making payment for services and products rendered according to previously agreed arrangements, or as required – to:<ul style="list-style-type: none">▪ Suppliers/providers▪ Communities▪ Carriers. |
|--|--|

Slide

Deal with unexpected events

Causes of unexpected events may be:

- Systems failure/s
- Tour vehicle problems
- Accident, injury or death of tour member

(Continued)



Slide 170

Slide No	Trainer Notes
170.	<p>Trainer states the nature of unexpected events and emergencies can vary with different tours and various activity types but may include:</p> <ul style="list-style-type: none"> ● Systems failure – including significant technical and equipment failure ● Incidents relating to tour vehicle – such as: <ul style="list-style-type: none"> ▪ Vehicle breakdown ▪ Vehicle accidents ● Situations involving tour group members – which may result in: <ul style="list-style-type: none"> ▪ Injury ▪ Accident ▪ Death.

Slide

Deal with unexpected events

- Inappropriate behaviour
- Adverse weather
- Unpredictable animal behaviour

(Continued)



Slide 171

Slide No	Trainer Notes
171.	<p>Trainer continues to give factors which may cause unexpected events:</p> <ul style="list-style-type: none"> • Inappropriate customer behaviour – which is: <ul style="list-style-type: none"> ▪ Impacting the enjoyment of the tour by other tour group members ▪ Contravening expected codes of conduct • Adverse weather conditions – including: <ul style="list-style-type: none"> ▪ Unsafe or inappropriate local conditions ▪ The impact locally (potentially and/or actually) of adverse weather conditions in a near-by or associated area – such as localised flooding caused by heavy rain in a near-by catchment area • Unpredictable animal behaviour – such as: <ul style="list-style-type: none"> ▪ Presence of wild animals ▪ Creatures which are normally placid but are proving to be uncontrollable.

Slide

Deal with unexpected events

- Problems with sites
- Unanticipated/problematic composition of tour group
- Delays caused by tour group members



Slide 172

Slide No	Trainer Notes
172.	<p>Trainer continues to give factors which may cause unexpected events:</p> <ul style="list-style-type: none"> ● Problems with sites, venues and/or destinations – such as: <ul style="list-style-type: none"> ▪ Impassable roads ▪ Unexpected closures of sites ▪ Unannounced restricted access to traditional areas ▪ Permits and permissions for areas which were previously granted being revoked ● Unanticipated composition of tour group – that is, the tour group: <ul style="list-style-type: none"> ▪ Is too large or small ▪ Comprises people with unexpected demographic characteristics ● Delays caused by tour group members – such as: <ul style="list-style-type: none"> ▪ Delays in terms of tour group members returning to a muster point ▪ Delays caused by participants re-boarding the tour vehicle.

Slide

Deal with unexpected events

It should be standard practice to:

- Try to predict 'unexpected events' and emergencies
- Plan for what is identified
- Create:
 - Operational plans
 - Emergency Management plans
 - Contingency plans



Slide 173

Slide No	Trainer Notes
173.	<p>Trainer introduced contingency planning/plans stating:</p> <ul style="list-style-type: none"> ● Unexpected events and emergencies should be planned for, as far as practicable, so that contingency plans or emergency plans can be put into effect when required ● It is SOP for tours to have three types/levels of plans created for them: <ul style="list-style-type: none"> ▪ Operational plans – these are the standard plans to be implemented/followed if everything goes according to plan ▪ Emergency plans – to be followed if there is an accident or another prescribed emergency impacts the tour/activity ▪ Contingency plans – see following slides. <p>Classroom Activity – Handouts</p> <p>Trainer distributes and discusses examples of Operational and Emergency (Management) plans.</p>

Slide

Deal with unexpected events

Pre-requisites for effective plans:

- Adequate resources
- Trialling and testing
- Review and revision
- Must be communicated
- Practice/drills must underpin implementation
- Post-activity review/up-dates



Slide 174

Slide No	Trainer Notes
174.	Trainer explains for plans to be effective several pre-requisites exist: <ul style="list-style-type: none"> ● They need to be properly and adequately resourced ● They need to be trialled and tested ● The trials/tests need to be reviewed and the plans revised, as/if necessary ● They need to be communicated to staff ● Demonstrations, practice and/or drills must underpin actual implementation ● They need to be reviewed and updated as tours and requirements/relevant issues alter.

Slide

Deal with unexpected events

Provision of plans to tour staff:

- Plans may be provided by the Tour Operator in an 'Operations Package/Folder'

or

- Plans may be available via electronic devices



Slide 175

Slide No	Trainer Notes
175.	<p>Trainer indicates all plans are prepared in advance/before the tour/excursion departs and provided for tour staff in an Operations Package/Folder that contains copies of all relevant plans for individual tours/excursions.</p> <p>All plans are usually also available in soft copy form via various electronic options such as iPhones, pads or tablets.</p> <p>Classroom Activity – Handout</p> <p>Trainer distributes and discusses sample Operations Package/Folder.</p>

Slide

Deal with unexpected events

Contingency plans:

- Are Plan B
- They detail what to do if normal events/activities cannot be implemented or followed
- They deal with issues that are not emergencies but have the potential to disrupt the tour



Slide 176

Slide No	Trainer Notes
176.	Trainer discusses Contingency plans Contingency plans are: <ul style="list-style-type: none"> • Plans prepared for tour staff to follow in case certain predictable, foreseeable or likely events actually materialise • They are Plan B – they detail what will be done when Plan A (what should <i>normally</i> occur as planned/as usual) cannot happen/take place • These events are not ‘emergencies’ (that is, they do not put life or property in danger) but they have the potential to cause disruption to the tour/excursion and cause disappointment to customers.

Slide

Deal with unexpected events

Contingency plans are prepared to:

- Ensure smooth operation even if there are problems
- Control costs, timing and activities
- Optimise chance of meeting expectations
- Provide direction to staff about what to do
- Comply with obligations



Slide 177

Slide No	Trainer Notes
177.	<p>Trainer explains need for contingency plans – to:</p> <ul style="list-style-type: none"> ● Ensure tours/activities operate smoothly event when there are difficulties/problems ● Control costs, timing and activities where there is a need to deviate from standard operational plans ● Optimise potential of tours/activities to meet customer expectations even where unexpected situation occur ● Give direction to Tour staff when things go wrong or do not go as planned/expected ● Comply with legislation and legal obligations regarding delivering a tour that complies with advertisements.

Slide

Deal with unexpected events

Contents of Contingency plans for interpretive activities:

- Name of activity
- Name of tour
- Relevant dates
- Trigger points for implementation

(Continued)



Slide 178

Slide No	Trainer Notes
178.	<p>Trainer states individual Tour Operators will determine the specific contents of their own contingency plans for interpretive activities but generically speaking they will contain:</p> <ul style="list-style-type: none"> ● Name/title of the activity – so there is clarity about the focus of the plan/the particular interpretive activity to which the plan applies ● Name of the Tour to which the plan applies – this is the name of any/every tour that includes the activity ● Relevant dates – including: <ul style="list-style-type: none"> ▪ Dates plan was developed and approved for use ▪ Review date for plan ● Trigger points for implementation – these points will vary between activities but each listed trigger point will: <ul style="list-style-type: none"> ▪ Describe <i>general context</i> for activation of the plan ▪ Illustrate with reference to specific examples of scenarios, situations and circumstances ▪ Indicate when and why: <ul style="list-style-type: none"> – Alternate activities should be substituted – Planned/scheduled activities need to be abandoned and no replacement activity provided in its place – The Terms and Conditions which tour participants agree to when they buy a tour/ticket usually contains a statement allowing Tour Operators to substitute activities, cancel activities or in other ways amend/alter the advertised itinerary.

	<p>Classroom Activity – Handout Trainer distributes and discusses example of tour 'Terms and Conditions' highlighting statements regarding rights of Operator to substitute/cancel activities.</p>
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Slide

Deal with unexpected events

- Lists/sets of action to take
- Required notifications
- Prompts for other considerations



Slide 179

Slide No	Trainer Notes
179.	<p>Trainer continues presenting contents of Contingency plans for interpretive activities:</p> <ul style="list-style-type: none"> ● Action to be taken – which will cover: <ul style="list-style-type: none"> ▪ Alterations to announcements, demonstrations/briefings and advice to participants to be made ▪ Changes which may be required to the activity itself – in terms of : <ul style="list-style-type: none"> – Scope; Duration; Engagement/participation; Resource allocations; Monitoring and supervision of the activity – Location of activity ▪ Presentation of detailed operational plans for alternate/substitute interpretive activities ● Required notifications – these may relate to: <ul style="list-style-type: none"> ▪ Notifying management/Head Office ▪ Advising other tours/Tour Guides ▪ Communicating with local communities ▪ Liaising with third party providers ● Prompts/lists of other factors which may potentially need to be considered as a consequence – these may include: <ul style="list-style-type: none"> ▪ Adjustments to other interpretive activities ▪ Variations to the itinerary ▪ Acquisition of extra supplies/resources ▪ Need to complete specified internal report at the end of the tour to explain/address the issue.

	<p>Classroom Activity – Handout</p>
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	<p>Trainer distributes and discusses example of Contingency plans for interpretive activities.</p>
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Slide

Deal with unexpected events

General requirements for dealing with unexpected events:

- Implementing pre-prepared plans
- Notifying authorities/emergency services
- Maintaining communication with the tour group

(Continued)



Slide 180

Slide No	Trainer Notes
180.	<p>Trainer discusses dealing with events and emergencies stating in practice the <i>detail</i> of handling events and emergencies will be contained in the plans, but generically the requirements may include:</p> <ul style="list-style-type: none"> ● Implementing contingency and/or emergency plans – as developed for each individual tour or activity ● Notifying authorities and/or emergency services – by phone or radio to obtain assistance <ul style="list-style-type: none"> ▪ The Operations Package/Folder for the tour will contain these plans and/or they may be available electronically ● Maintaining communication with tour group members – to: <ul style="list-style-type: none"> ▪ Advise them of action they need to take to remain safe ▪ Reassure them and keep them calm ▪ Notify them of action to be taken by the tour in response to the unexpected event.

Slide

Deal with unexpected events

- Prioritising action to be taken
- Taking charge/control
- Being proactive

(Continued)



Slide 181

Slide No	Trainer Notes
181.	<p>Trainer continues giving generic requirements for handling events and emergencies:</p> <ul style="list-style-type: none"> • Prioritising action to be taken – this ALWAYS means optimising the safety of customers and placing the safety of people above the protection/security of property and assets • Taking charge of the situation – by: <ul style="list-style-type: none"> ▪ Assuming authority ▪ Taking charge ▪ Issuing directives to those on-tour/in the tour group • Being proactive – in terms of: <ul style="list-style-type: none"> ▪ Responding in an appropriate and timely manner ▪ Taking action to minimise the adverse impact of the unexpected event on the conduct, and customer enjoyment of, the tour.

Slide

Deal with unexpected events

- Apologising
- Adhering to Tour Operator policies and procedures relevant to the situation



Slide 182

Slide No	Trainer Notes
182.	<p>Trainer continues giving generic requirements for handling events and emergencies:</p> <ul style="list-style-type: none"> ● Apologising for the event – this is standard practice even where the cause of the situation is not the fault of: <ul style="list-style-type: none"> ▪ The tour ▪ The Tour Guide ▪ The Tour Operator ● Adhering to host enterprise policies and procedures – with regard to: <ul style="list-style-type: none"> ▪ Never admitting liability on behalf of the Tour Operator in relation to any event or incident ▪ Not promising any form of recompense to those who have bought tickets/are on the tour ▪ Referring customers to management, head office or to duty supervisor – on arrival of the tour back at the departure point, where applicable ▪ Re-stating relevant statements in the Terms and Conditions of the tour – in relation to issues such as: <ul style="list-style-type: none"> – ‘The Tour Operator reserves the right to substitute destinations, attractions, activities and inclusions as required’ – ‘Where there is a need to alter the advertised itinerary the Tour Operator will make every effort to replace the amended inclusion with an event/activity of similar type and value-for-money’.

Slide

Complete the activity

Every activity needs a proper 'end' because:

- The end of the activity is as important as the start
- The end of the activity is often the last thing the participant remembers
- Participants pay for the entire experience

(Continued)



Slide 183

Slide No	Trainer Notes
183.	Trainer states there is a need for a proper end to an activity because: <ul style="list-style-type: none"> ● The end of the activity is as important as the start of the activity ● The end of the activity is often the last thing the participant remembers – especially if it is not a positive conclusion ● Participants pay for the entire experience – not just the beginning and the 'middle.'

Slide

Complete the activity

- It shows professionalism and demonstrates planning and organisation
- It allows people to 'finish up'
- The activity needs to finish 'on time'



Slide 184

Slide No	Trainer Notes
184.	Trainer continues giving reasons every activity needs a proper end: <ul style="list-style-type: none"> ● It shows professionalism and demonstrates planning and organisation ● It allows people to 'finish up' – whatever that might mean for them ● The activity needs to finish 'on time' – so that: <ul style="list-style-type: none"> ▪ The itinerary can be maintained ▪ Other activities booked for the same site/venue can take place.

Slide

Complete the activity

Generic practice for completing an activity will focus on:

- Need to plan the end
- Need to prepare for the end
- Need to communicate with others



Slide 185

Slide No	Trainer Notes
185.	<p>Trainer identifies generic practice to deliver an effective and successful completion of an activity will focus on:</p> <ul style="list-style-type: none"> ● Need to plan the closure/completion ● Need to prepare for the end of the activity ● Need to communicate – with: <ul style="list-style-type: none"> ▪ Staff who are assisting ▪ Stakeholders ▪ Tour group members/participants.

Slide

Complete the activity

SOPs for completing/closing an activity:

- Remaining positive and up-beat
- Communicating with other staff
- Forewarning tour group members

(Continued)



Slide 186

Slide No	Trainer Notes
186.	<p>Trainer presents standard protocols for ending an activity:</p> <ul style="list-style-type: none"> ● Remaining positive and 'up beat' – and not allowing personal energy/enthusiasm drop off towards the end of the activity ● Communicating with other tour staff and those working as part of the activity – in relation to: <ul style="list-style-type: none"> ▪ Advising the activity will conclude in X minutes ▪ Seeking confirmation from them it is appropriate to complete/finish up the activity ▪ They should commence 'close down' actions as relevant to the individual activity ● Forewarning customers in relation to the closure/end of the activity – which may be accomplished through: <ul style="list-style-type: none"> ▪ Making a public announcement – using as appropriate: <ul style="list-style-type: none"> – PA system – Megaphone – Loud voice ▪ Speaking to tour group members – quietly and individually or in small groups ▪ Ringing a bell or some other visual or audible warning. <p>Classroom Activity – Demonstration and Practice</p> <p>Trainer demonstrates practices for completing an interpretive activity as identified on the slide and provides opportunity for students to do the same.</p>

Slide

Complete the activity

- Providing a staged closure/finish
- Initiating closing activities
- Sharing feelings/thoughts of tour group members



Slide 187

Slide No	Trainer Notes
187.	<p>Trainer continues to present standard protocols for ending an activity:</p> <ul style="list-style-type: none"> ● Providing a staged-completion – that is, for example: <ul style="list-style-type: none"> ▪ Stage 1: Advise of completion in 15 minutes ▪ Stage 2: Advise of completion in 10 minutes ▪ Stage 3: Advise of completion in 5 minutes ▪ Stage 4: Advise activity is complete ● Initiating closing activities – which will depend on the nature of the activity but may include: <ul style="list-style-type: none"> ▪ Dimming lights ▪ Turning down sound/volume ▪ Turning off equipment ▪ Collecting items ▪ Closing entry points ● Sharing feelings of the group/individuals – such as: <ul style="list-style-type: none"> ▪ Amazement time has already passed and it is time to finish ▪ Disappointment at having to leave ▪ Enjoyment of the experience they have gained.

Slide

Complete the activity

Post-completion activities may be required – such as:

- Counting participants
- Retrieving items
- Preparing for next group/activity

(Continued)



Slide 188

Slide No	Trainer Notes
188.	<p>Trainer advises after activities have been completed there can be a need to:</p> <ul style="list-style-type: none"> ● Count participant numbers/tour group members – to make sure no-one is missing/lost ● Retrieve equipment and items that were distributed to customers – at the start of the activity and/or throughout it ● Prepare equipment and items ready for the next activity/group – which may include: <ul style="list-style-type: none"> ▪ Inspection ▪ Maintenance ▪ Cleaning.

Slide

Complete the activity

- Removing damaged/unsafe equipment
- Completing necessary paperwork
- De-briefing with the group
- Advising group of next/future arrangements



Slide 189

Slide No	Trainer Notes
189.	<p>Trainer continues to identify possible post-completion activities:</p> <ul style="list-style-type: none"> ● Remove damaged or malfunctioning equipment from service – and: <ul style="list-style-type: none"> ▪ Tag as 'Out of Service' ▪ Arrange for replacements ● Complete necessary paperwork – which may relate to: <ul style="list-style-type: none"> ▪ Timing/direction of activity ▪ Group/participant numbers ▪ Staffing ▪ Resources used ● De-brief the group – to: <ul style="list-style-type: none"> ▪ Share experiences ▪ Identify lessons learned by the customers as a result of their engagement with the activity ▪ Gather feedback about the activity ● Advise group of future arrangements – which may address: <ul style="list-style-type: none"> ▪ Timing, location and nature of next interpretive activity ▪ Return travel ▪ Changes to the itinerary ▪ Meals.

Slide

Summary – Element 3

When conducting the interpretive activity:

- Assemble the group
- Check readiness and safety issues
- Recap basic requirements
- Encourage questions

(Continued)

Slide 190

Slide No	Trainer Notes
190.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 3

- Provide scripted and unscripted commentary
- Follow the plan for the activity
- Interact with customers using appropriate interpersonal and communication skills
- Use a range of materials, resources and props to assist with presentation

(Continued)



Slide 191

Slide No	Trainer Notes
191.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 3

- Involve and engage the customers
- Responding positively to questions
- Be sensitive to environmental, cultural and social needs of people
- Respect the local communities
(Continued)



Slide 192

Slide No	Trainer Notes
192.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 3

- Modify the delivery/presentation as required to optimise satisfaction levels and maintain schedule
- Liaise with colleagues as required throughout the activity
- Use common sense and relevant plans to deal with unexpected events and issues arising
- Bring the activity to an organised conclusion



Slide 193

Slide No	Trainer Notes
193.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Element 4 – Review the interpretive activity

Performance Criteria for this Element are:

- De-brief with colleagues
- Seek feedback from customers
- Evaluate actual presentation of the interpretive activity against target performance criteria for the activity
- Revise operations on the basis of the review data



Slide 194

Slide No	Trainer Notes
194.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none"> ● What is evaluation? ● Why should it be concluded on interpretive activities? ● What would be involved? ● Who might be involved?

Slide

De-brief with colleagues

Evaluations:

- Are reviews of what has happened
- They rely on research and evidence gathered
- Current thinking is for '360° feedback' to be central to research/data generated



Slide 195

Slide No	Trainer Notes
195.	<p>Trainer introduces concept of Evaluations:</p> <ul style="list-style-type: none"> ● 'Evaluations' are reviews of what has taken place ● They rely on research and evidence gathered as a result of the research ● Current thinking/management 'Best Practice' in this regard is to seek '360° feedback' – which means seeking feedback from everywhere/all stakeholders (all points of the compass), as opposed to only gathering information from a single source or a limited set of sources.

Slide

De-brief with colleagues

Reasons to evaluate interpretive activities – to:

- Determine their effectiveness
- Assess relevancy
- Identify customer satisfaction levels
- Determine 'actual' delivery meets advertisements and expectations

(Continued)



Slide 196

Slide No	Trainer Notes
196.	<p>Trainer offers Interpretive activities need to be evaluated to:</p> <ul style="list-style-type: none"> ● Determine if the activities are effective – that is, if they are achieving their desired outcomes ● Assess whether or not the activities remain relevant – to the tour, to other stakeholders and tour objectives ● Identify satisfaction levels of tour group members – who have experienced/engaged with the activities ● Work out the extent to which the activities 'as delivered' in reality match: <ul style="list-style-type: none"> ▪ Advertisements and claims made about the activities ▪ Expectations tour group members have about the activities.

Slide

De-brief with colleagues

- Calculate costs
- Meet QA obligations
- Provide useable data to management
- Confirm viability of protocols



Slide 197

Slide No	Trainer Notes
197.	<p>Trainer continues giving reasons to evaluate activities:</p> <ul style="list-style-type: none"> ● Calculate the cost of conducting the activities – to compare this against projections for cost ● Meet quality assurance obligations – as imposed under various QA schemes the Tour Operator might subscribe to/use ● Provide current and actual data to management – to help with decision-making regarding the operation of tours and inclusion of activities ● Confirm all management protocols remain valid and effective – in terms of (for example) controls, supervision, staffing, safety, ethical operations.

Slide

De-brief with colleagues

There are two basic options:

- Option 1 = evaluate every X period/every X months
- Option 2 = evaluate every activity on a cyclical basis so all activities have been evaluated at the end of a longer period



Slide 198

Slide No	Trainer Notes
198.	<p>Trainer explains two basic options for evaluations exist:</p> <p>Option 1</p> <ul style="list-style-type: none"> ● All activities are evaluated every (say) 12 months ● This is the best/most effective evaluation option but is time consuming, costs more and (some argue) moves the focus away from delivery to less relevant matters. <p>Option 2</p> <ul style="list-style-type: none"> ● Certain/nominated activities are evaluated on a regular basis (say every 3 months) and at the end of a lengthier period (say 2 years) all activities will have been evaluated ● This spreads the workload out over a longer period yet may still provide feedback and information needed to make operational decisions. <p>Classroom Activity – Guest Speaker</p> <p>Trainer arranges for Tour Guide to attend and:</p> <ul style="list-style-type: none"> ● Discuss their role in evaluations ● Identify techniques and practices used ● Explaining timing ● Describe those involved ● Give examples of outcomes/findings and action taken as a result.

Slide

De-brief with colleagues

Keys to a 'scheduled system':

- Must be planned and prepared for
- Must be in writing
- Decisions must be made about what, how and when
- Staff training is vital



Slide 199

Slide No	Trainer Notes
199.	<p>Trainer discusses 'scheduled system observing the keys in such a system are:</p> <ul style="list-style-type: none"> ● The evaluation must be planned and prepared for <ul style="list-style-type: none"> ▪ This means the evaluation cannot be left to chance or undertaken on an <i>ad hoc</i> or random basis ● A formal written plan/schedule needs to be produced – as opposed to generating a mental idea of action <ul style="list-style-type: none"> ▪ A written plan allows information to be shared and supports common understanding ● Decisions need to be made about: <ul style="list-style-type: none"> ▪ The interpretive activities to be evaluated – by name/title and tour ▪ When to evaluate – dates times such as 'end of season', 'end of February' or 'every 6 months' ▪ Who will conduct/be part of the evaluation ▪ What aspects of activities to evaluate – such as: <ul style="list-style-type: none"> – Cost; Duration; Learning achieved by participants; Timing; Satisfaction levels; Impact on the environment; Safety; Stages/milestones for each evaluation for each activity ● Those involved in conducting the evaluation need to be trained in and informed about the evaluation – so data generated as a result of the evaluation process is: <ul style="list-style-type: none"> ▪ Objective – this means there is no bias or subjective input from Tour Guides about the activities ▪ Sufficient – there must be 'enough' information gathered to enable reliable decisions to be made

	<ul style="list-style-type: none">▪ Valid – the information gathered as part of the evaluation process must:<ul style="list-style-type: none">– Come from those who are legitimately entitled to make input– Relate specifically to the focus of the evaluation▪ Standardised – in terms of methodology of data generation and gathering so it is reliable and (if needed) can be replicated.
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Slide

De-brief with colleagues

Activities in establishing scheduled evaluation system:

- Identifying personnel to be involved in the process
- Allocating responsibilities
- Setting dates
- Creating supporting documentation

(Continued)



Slide 200

Slide No	Trainer Notes
200.	<p>Trainer lists additional activities in establishing the scheduled evaluation system:</p> <ul style="list-style-type: none"> ● Identifying personnel to be involved in the process with common participants being: <ul style="list-style-type: none"> ▪ Tour Operator staff/colleagues ▪ Members of local communities in which activities are presented ▪ Any external communities/stakeholders who should/need to be involved ▪ Tour group participants who engage with the activities ● Allocating specific responsibilities in relation to the evaluation ● Setting dates for formal evaluations – regardless of whether Option 1 or Option 2 is used there is always a need to set dates for evaluations <ul style="list-style-type: none"> ▪ The performance criteria which apply (also known as KPIs) also need to be developed at this point ▪ In addition, milestones dates need to be set for individual activity – in terms of: <ul style="list-style-type: none"> – Dates when data gathering must start for an activity – and the date by which it must be completed – Dates when data analysis must start and finish – Dates when final results, findings and outcomes are generated – Dates when decisions are made about the need (or not) for revisions to existing interpretive activities ● Creating documentation to support the evaluations – this can include a need to prepare: <ul style="list-style-type: none"> ▪ Training material for staff ▪ General information sheets – for distribution to stakeholders about the evaluation, the process, its objectives and other relevant information

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| | <ul style="list-style-type: none">▪ Feedback sheets for distribution to group tour members▪ Questionnaires – for use in interview sessions▪ Reports for staff/Tour Guides to complete. |
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Slide

De-brief with colleagues

- Establishing internal support facilities
- Establishing a complaint handling process
- Integrating evaluation activities
- Allocating required resources



Slide 201

Slide No	Trainer Notes
201.	<p>Trainer continues to list additional activities in establishing the scheduled evaluation system:</p> <ul style="list-style-type: none"> ● Establishing internal facilities to support the evaluation – such as: <ul style="list-style-type: none"> ▪ Databases for recording information ▪ Infrastructure to enable telephone, mail, fax or e-mail comments/input ● Establishing a complaint handling process – for handling complaints about the interpretive activity ● Integrating the evaluation activities – with other operational imperatives of the business so service delivery is not compromised/adversely impacted ● Allocating required resources to enable the evaluation to occur – in terms of: <ul style="list-style-type: none"> ▪ Staff/time ▪ Funds ▪ Internal information and data from associates, partners, agencies involved.

Slide

De-brief with colleagues

Implementation activities:

- Holding meetings with stakeholders
- Reviewing customer feedback received
- Distributing feedback forms
- Encouraging feedback
- Interviewing stakeholders and customers

(Continued)



Slide 202

Slide No	Trainer Notes
202.	<p>Trainer presents activities in implementing scheduled system of evaluation ('Make the plan, work the plan'):</p> <ul style="list-style-type: none"> ● Holding meetings – with groups/stakeholders ● Reviewing customer feedback obtained 'over time' – as part of the standard and ongoing feedback process the Tour Operator would/should normally engage in at the conclusion of every tour ● Distributing feedback forms – to those from whom feedback is required ● Encouraging feedback – and <i>asking</i> people to comment/provide input ● Interviewing stakeholders face-to-face – individually or in groups using formal questionnaires.

Slide

De-brief with colleagues

- Gathering together relevant internal data
- Observing/monitoring implementation of activities
- Entering data into databases
- Determining if more/different data is needed
- Assessing/analysing the data
- Developing findings
- Reporting



Slide 203

Slide No	Trainer Notes
203.	<p>Trainer continues to present activities in implementing scheduled system of evaluation:</p> <ul style="list-style-type: none"> ● Gathering together sales data/revenue and expenditure/cost figures ● Observing implementation/conduct of activities in order to capture/record required data ● Entering data into the system for analysis ● Determining whether or not more data needs to be obtained and/or if current data requires clarification ● Assessing and analysing the information against the objectives set for the review process – and making recommendations and/or drawing conclusions from the process based on evidence gained ● Reporting on the process – to management and identified stakeholders.

Slide

De-brief with colleagues

De-briefing occurs after an event and is undertaken to capture feedback on:

- What happened
- What could be improved
- Problems



Slide 204

Slide No	Trainer Notes
204.	Trainer states a de-briefing is a meeting with people/colleagues after an event (a tour or activity) has taken place and is undertaken to obtain feedback on: <ul style="list-style-type: none"> ● What happened ● What could be improved ● Problems occurring with the activity or tour.

Slide

De-brief with colleagues

De-briefings may occur:

- After every tour/activity
- After every X tours/activities
- At designated times
- One-on-one
- In a group setting/team meeting



Slide 205

Slide No	Trainer Notes
205.	<p>Trainer indicates de-briefings may occur:</p> <ul style="list-style-type: none"> ● After every tour or activity – as a standard operating procedure to be completed before the tour/activity has been completely finalised ● After every X tours/activities – such as ‘after every 10 tours/activities’ ● At designated times – such as ‘at the end of every week’ or ‘every 3 months’ or on pre-determined dates ● One-on-one – where a Supervisor talks individually with staff members ● In a group environment – where all Tour Guides meet together: <ul style="list-style-type: none"> ▪ Specifically for the purpose of providing feedback on tours/activities ▪ For another reason (training, departmental meeting).

Slide

De-brief with colleagues

De-briefings may be supported by:

- Paper-based or electronic reports
- Formal meetings
- Input from relevant others/third party partners



Slide 206

Slide No	Trainer Notes
206.	<p>Trainer highlights de-briefings may be supported by:</p> <ul style="list-style-type: none"> ● Paper-based or electronic 'End-of-Tour/Activity reports' – that staff are required to complete as a mandatory element of their role ● Formal meetings with management – when employees believe an issue warrants such a meeting ● Comments from 'relevant others' – such as feedback from customers, input from third parties and/or contributions from stakeholders. <p>Classroom Activity – Handout</p> <p>Trainer distributes and discusses sample staff feedback forms/reports.</p>

Slide

De-brief with colleagues

Colleagues who may be involved in de-briefings:

- Tour Guides
- Drivers
- Internal sales/counter/ticketing staff
- Agents and partners
- Presenters and performers



Slide 207

Slide No	Trainer Notes
207.	<p>Trainer identifies colleagues who may be involved in the de-briefing might include:</p> <ul style="list-style-type: none"> ● Tour Guides who present the tours and/or activities ● Drivers who assist with the tours/activities ● Internal sales staff – who sell tickets/tours/activities ● Agents and partners who assist in selling the tours/activities ● Presenters, performers and others used in the interpretive activities. <p>Classroom Activity – Guest Speakers</p> <p>Trainer arranges for a range of colleagues identified on slide to attend and:</p> <ul style="list-style-type: none"> ● Discuss importance of de-briefings ● Explain their roles in de-briefings ● Identify examples of issues which are raised and resolved ● Describes when, where and how they take place.

Slide

De-brief with colleagues

Activities in de-briefings might include:

- Soliciting verbal feedback
- Obtaining written feedback
- Analysing written reports

(Continued)



Slide 208

Slide No	Trainer Notes
208.	<p>Trainer describes de-briefing activities may include:</p> <ul style="list-style-type: none"> ● Soliciting verbal feedback – through: <ul style="list-style-type: none"> ▪ Talking to colleagues when they return after a tour/activity ▪ Raising de-briefing/feedback as a standing item at staff meetings ● Obtaining written feedback from colleagues – by: <ul style="list-style-type: none"> ▪ Making it mandatory for staff to complete and forward designated forms/reports within given timeframes (after a tour/activity has been conducted) ▪ Providing an electronic lodgement/reporting option ▪ Providing a variety of <i>pro forma</i> reports/forms for certain circumstances where staff simply have to supply details/answers to listed questions/prompts ● Analysing written reports – in order to: <ul style="list-style-type: none"> ▪ Identify issues ▪ Determine causal factors ▪ Decide action to take in response, if necessary ▪ Resolve issues, if required.

Slide

De-brief with colleagues

- Evaluating staff perceptions
- Considering known complaints
- Advising of upcoming tours/activities
- Thanking staff



Slide 209

Slide No	Trainer Notes
209.	<p>Trainer continues explaining activities in de-briefings:</p> <ul style="list-style-type: none"> ● Evaluating staff perceptions – about nominated topics such as: <ul style="list-style-type: none"> ▪ Levels of customer satisfaction ▪ Input by third parties ▪ Suitability of resourcing ▪ Feelings regarding the need for change ● Considering complaints received, or overheard, from customers – with a view to: <ul style="list-style-type: none"> ▪ Determining legitimacy of issues ▪ Taking appropriate action in response – which may include: <ul style="list-style-type: none"> – Letter or phone call of apology – Refunding ticket price – Providing complimentary ticket/merchandise or discounted offer ● Learning lessons to improve delivery and prevent recurrence ● Advising staff of upcoming activities and tours – regarding: <ul style="list-style-type: none"> ▪ Special requests ▪ Changes to schedules ▪ Staffing arrangements ▪ New Private/Custom tours which have been booked ▪ Thanking staff – for their input and on-tour efforts/work.

Slide

Seek feedback from customers

Methods and timing of customer feedback:

- Making personal observations on-tour/during and after activities
- Seeking written feedback when activities have finished/as tours return to point of departure
- Using market research techniques on an ongoing basis
- Seeking and analysing input from partners/agents on an ongoing basis



Slide 210

Slide No	Trainer Notes
210.	<p>Trainer discusses methods and timing regarding customer feedback observing it can be obtained in several ways, including:</p> <ul style="list-style-type: none"> ● Making personal observations of customers by tour staff – in terms of: <ul style="list-style-type: none"> ▪ Noting the body language of people – and watching their reactions: <ul style="list-style-type: none"> – At various locations and activities – When they arrive at certain destinations to being activities/tours – When/as they engage with nominated interpretive activities ▪ Listening to what tour group members say:: <ul style="list-style-type: none"> – As they take part in an activity – When they get back on board the tour vehicle after an activity – When they return after the tour has finished ● Soliciting written feedback provided by tour group members – in terms of: <ul style="list-style-type: none"> ▪ Written Comments cards/feedback forms – as they leave the tour/Tour Operator's business at the end of a tour ▪ Online feedback received – which is available any time for people to use ▪ Letters of complaints and/or compliments received ● Using other market research techniques – such as: <ul style="list-style-type: none"> ▪ Surveys and/or Response Sheets – such as Customer Satisfaction surveys conducted at the end of tours/activities ▪ Targeted questionnaires – about activities and tours usually undertaken on a less frequent basis (say every 6 – 12 months)

	<ul style="list-style-type: none">▪ Focus groups – undertaken on a scheduled/regular basis with a cohort of participants whose characteristics mirror those of target markets/tour and activity users• Analysing comments made by and input received from third party providers, co-chair operators and/or joint-venture partners – on the basis of:<ul style="list-style-type: none">▪ Formal feedback made to them by customers▪ Feedback initiatives they have implemented▪ Overheard comments.
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Slide

Seek feedback from customers

Keys in effective customer feedback:

- Feedback must be asked for
- The feedback process **MUST** be formalised
- Input must be acknowledged, recorded, investigated and analysed
- It must never be ignored
- Action taken in response must be communicated



Slide 211

Slide No	Trainer Notes
211.	<p>Trainer offers important factors in relation to feedback from customers are:</p> <ul style="list-style-type: none"> ● It must be asked for – there is a need to be proactive and (for example): <ul style="list-style-type: none"> ▪ Ask customers to complete Customer Comment/Feedback cards ▪ Move around customers asking for their completed cards/forms' ▪ Clearly indicate on tickets, receipts, advertising information the online and telephone options available ▪ Inform partners and relevant stakeholders their contributions in this respect are expected ● The feedback process must be formalised – in terms of: <ul style="list-style-type: none"> ▪ Being entrenched as part of SOP for the business ▪ Having appropriate resources allocated to it ▪ Conducting underpinning staff training ▪ Being conducted on a regular/scheduled or ongoing basis ● Contributions received must be: <ul style="list-style-type: none"> ▪ Acknowledged – so people know their input is valued and has been received ▪ Recorded – for later evaluation ▪ Investigated – where necessary ▪ Analysed – to identify trends rather than one-off comments (unless they are significant/important) ● Obvious requests/suggestions for change must not be ignored – the information provided via customer feedback is highly valuable customer data and no Tour Operator can afford to dismiss it lightly

- | | |
|--|--|
| | <ul style="list-style-type: none">• Changes made to interpretive activities and tours on the basis of feedback received from customers must be communicated to them – so they:<ul style="list-style-type: none">▪ See demonstrated evidence of the customer-focussed nature of the organisation▪ Can see how their comments have impacted operations. |
|--|--|

Slide

Evaluate presentation of interpretive activity against target performance criteria

Performance criteria:

- Established during planning phase
- May be single or multiple
- They are standards to be achieved/sub-sets of primary objectives
- Also known as KPIs or 'evaluation criteria'
- The same criteria may be used to evaluate multiple/different criteria



Slide 212

Slide No	Trainer Notes
212.	<p>Trainer discusses/recaps performance criteria stating:</p> <ul style="list-style-type: none"> ● In relation to interpretive activities, 'performance criteria' refer to the range of indicators selected by Tour Operators to help them determine the extent to which individual interpretive activities which were conducted achieved the objective/s set for them during the planning phase. They are: <ul style="list-style-type: none"> ▪ Standards (criteria) against which performance is judged ▪ Sub-sets of individual objectives ● They can also be known as KPIs or 'evaluation criteria' ● There is no limit to what performance criteria can be used in an evaluation but they should have been clearly identified/described during the planning stage so staff/stakeholders know <i>in advance</i> how activities will be evaluated ● The one performance criteria can be used to help evaluate multiple objectives and interpretive activities.

Slide

Evaluate presentation of interpretive activity against target performance criteria

Performance criteria may relate to:

- Operational parameters
- Customer satisfaction levels
- Environmental/sustainability issues
- Alignment of delivery with advertisements
- Compliance with obligations
- Involvement of local communities
- Protection of local/host communities



Slide 213

Slide No	Trainer Notes
213.	<p>Trainer indicates performance criteria will always differ between interpretive activities and may relate to (for example):</p> <ul style="list-style-type: none"> ● Describing the physical, cost-related and physical/geographic parameters within which interpretive activities are required to occur/take place ● Expressing the required/anticipated level of satisfaction tour group members will experience from the activity ● Describing and quantifying the impact of activities on the environment, sustainability, local communities or other identified factors – such as infrastructure, business activity within local businesses ● Matching conduct/presentation of interpretive activities against advertisements and claims made – about what the activities will deliver ● Alignment between obligations the Tour Operator is under – in relation to requirements imposed by: <ul style="list-style-type: none"> ▪ Legislation; Codes; Agreements and compacts ● Involving local communities and nominated groups or individuals – in the planning and implementation of activities ● Protecting nominated aspects of host communities – in terms of: <ul style="list-style-type: none"> ▪ Observing restricted areas; Honouring agreements to keep identified information secret; Ensuring safety and security of the population; Providing required notifications and advice to visitors.

Classroom Activity – Guest Speaker

Trainer arranges for Tour Guide or Manager of Tour Operator business to attend and:

- Discuss setting of performance criteria
- Explain why they are established
- Describe the evaluation process
- Identify findings/action taken as a result of the evaluations.

Slide

Evaluate presentation of interpretive activity against target performance criteria

Keys to effective evaluation of performance criteria:

- The performance criteria as stated in the plans must be the basis for comparisons
- Actual evidence/proof must be used to make judgements
- Statistical analysis of proof/data must determine the end results

(Continued)



Slide 214

Slide No	Trainer Notes
214.	<p>Trainer explains the keys to this evaluation are:</p> <ul style="list-style-type: none"> ● The stated performance criteria as stated in the plans are the standards which must be used – it is always possible/permissible to add extra performance criteria but at a minimum those developed during the planning phase need to be implemented ● Actual evidence, proof or data must be used in the evaluation – as opposed to relying on hunches or 'beliefs'. In practice/reality: <ul style="list-style-type: none"> ▪ The information used for evaluation purposes may not always be objective data, but it should nonetheless be data as distinct from pure guesswork or a total lack of data ▪ There is often a need to undertake special activities/work to generate the required data for this purpose as (for example) standard Customer Comments/feedback do not always/usually address these criteria ● Statistical analysis is at the heart of the process – this means: <ul style="list-style-type: none"> ▪ Evidence needs to be quantified or presented in statistical form ▪ Analysis will need to be presented in some arithmetic format – such as in the form of percentage/s or ratio/s.

Slide

Evaluate presentation of interpretive activity against target performance criteria

- Practical implementation simply requires comparing evidence against projections/targets
- Findings/outcomes must result from the evaluation process
- The performance criteria used must be subject to evaluation to make sure they remain relevant



Slide 215

Slide No	Trainer Notes
215.	<p>Trainer continues presenting keys to this evaluation:</p> <ul style="list-style-type: none"> ● The evaluation itself is a simple process of comparing the projected/required/expected figure for each performance criteria as stated in the relevant plan with the findings of the actual data ● The process should result in the generation of findings – which may be/lead to: <ul style="list-style-type: none"> ▪ Expressed in terms of outcomes ▪ Written recommendations or suggestions ● The performance criteria used for evaluation need to be reviewed and revised where necessary at every evaluation – to: <ul style="list-style-type: none"> ▪ Ensure they remain relevant to changing conditions, activities, contexts, objectives and target markets/audiences ▪ Fine-tune them so they can be better used to analyse and evaluate performance. <p>Classroom Activity – Excursion</p> <p>Trainer arranges to visit local Tour Operator and for students to:</p> <ul style="list-style-type: none"> ● Talk to tour staff and management about evaluations and de-briefings ● Attend a staff de-briefing session ● Observe tour staff obtaining feedback from customers ● Obtain samples of relevant forms and reports.

Slide

Revise operations on the basis of the review data

Examples of possible revisions which may need to be made:

- Undertaking new risk management due to nature of changes
- Altering all types of tour/activity plans
- Acquiring new, more or different resources to support changes required

(Continued)



Slide 216

Slide No	Trainer Notes
216.	<p>Trainer observes:</p> <ul style="list-style-type: none"> ● It is important changes to be made to tours/activities are based on evidence/proof as revealed by the evaluation ● In some cases there can be a need to discuss proposed changes with host communities to obtain their approval prior to making implementing the revisions. <p>There can be a need for the following once evaluation of interpretive activities and tours has been finalised:</p> <ul style="list-style-type: none"> ● Undertaking new or additional risk management protocols – to ensure all proposed changes have has their risks identified and effectively controlled ● Altering plans – in terms of: <ul style="list-style-type: none"> ▪ Operational plans – to enable achievement of new/revised operational imperatives, requirements, objectives and performance criteria ▪ Contingency plans – generated to provide alternative activities/options ▪ Emergency plans – where the new/revised activity has introduced an issue which needs to be addressed ● Acquiring extra or different resources – to enable the activities to: <ul style="list-style-type: none"> ▪ Be conducted as intended ▪ Cater for revised numbers participating in each activity ▪ Provide items/equipment demanded by previous customers ▪ Feature more modern/upgraded or ‘better’ resources.

Slide

Revise operations on the basis of the review data

- Acquiring extra/new/different information
- Preparing new/different activities
- Scripting new/revised commentaries
- Changing promotional activities and advertisements

(Continued)



Slide 217

Slide No	Trainer Notes
217.	<p>Trainer continues to present possible changes which may need to be made:</p> <ul style="list-style-type: none"> ● Acquiring extra information – to: <ul style="list-style-type: none"> ▪ Meet requirements new/revised inclusions ▪ Cater for new/re-defined audiences or groups ▪ Address deficiencies identified by customer feedback ● Preparing revised or new activities – to: <ul style="list-style-type: none"> ▪ Accommodate newly identified requests/demands ▪ Respond to valid criticism of previous offerings ▪ Match the needs, wants and preferences of new/emerging markets ● Generating revised or new commentaries – to: <ul style="list-style-type: none"> ▪ Provide information appropriate to new/revised inclusions, routes, content, objectives, activities ▪ Reflect changes to the itinerary, travel routes and times ▪ Incorporate specifics of new/revised activities ● Changing the promotional activities for the tour – in terms of: <ul style="list-style-type: none"> ▪ Printed materials and signage/posters ▪ Online content ▪ Media campaigns.

Slide

Revise operations on the basis of the review data

- Amending staffing arrangements
- Changing customer-related criteria/requirements
- Revising itinerary



Slide 218

Slide No	Trainer Notes
218.	<p>Trainer continues to present possible changes which may need to be made:</p> <ul style="list-style-type: none"> ● Amending staffing for the tour – which may require: <ul style="list-style-type: none"> ▪ More or less staff ▪ More or less hours for existing staff ▪ Different staff with different experience, expertise and skills sets ● Changing parameters relating to tour customers – which could mean: <ul style="list-style-type: none"> ▪ Increasing or decreasing group size/numbers ▪ Imposing or easing restrictions or limitations on participants – regarding (for example) age, fitness, mobility, disability ● Changing the itinerary for the tour – which may require: <ul style="list-style-type: none"> ▪ Including new activities or removing previous activities ▪ Altering the sequencing and/or location of activities in the tour ▪ Modifying duration of activities.

Slide

Revise operations on the basis of the review data

Approved revisions must be communicated (as necessary) to:

- Trainers
- Host/local communities
- Tour staff
- Third parties/agents/partners
- Sales staff within the business
- Media



Slide 219

Slide No	Trainer Notes
219.	<p>Trainer indicates once changes have been approved for implementation they must be/need to be communicated to others such as:</p> <ul style="list-style-type: none"> ● Internal trainers ● Host communities ● Tour staff ● Third party providers ● Any other stakeholder potentially impacted by the changes made ● Sales staff within the business ● Agents and partners ● The media. <p>Classroom Activity – General Discussion</p> <p>Trainer leads discussion on <i>why</i> revisions need to be communicated to those listed on the slide and <i>how</i> they might be communicated.</p>

Slide

Summary – Element 4

When evaluating the interpretive activity:

- Understand the need/s to evaluate
- Establish a scheduled system of evaluations
- Develop detailed plans for evaluations

(Continued)



Slide 220

Slide No	Trainer Notes
220.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 4

- Communicate evaluation arrangements and support with necessary training
- Implement the evaluation plan
- Involve staff and other relevant stakeholders

(Continued)



Slide 221

Slide No	Trainer Notes
221.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 4

- Ensure customer feedback is a prime source of information on which evaluations are based
 - Obtain feedback through a variety of options/methods
 - Actively seek out feedback
- (Continued)



Slide 222

Slide No	Trainer Notes
222.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 4

- Make acquisition of customer feedback a regular/ongoing practice
- Record all feedback generated/received
- Evaluate activities against pre-determined objectives and criteria

(Continued)



Slide 223

Slide No	Trainer Notes
223.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 4

- Use actual data/evidence as the basis for evaluations
- Never ignore customer feedback
- Thank customers and acknowledge their feedback

(Continued)



Slide 224

Slide No	Trainer Notes
224.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 4

- Revise activities and tours on the basis of the findings of evaluations
- Communicate revisions made
- Provide resources and support for changes made



Slide 225

Slide No	Trainer Notes
225.	<p>Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.</p> <p>Trainer thanks trainees for their attention and encourages them to apply course content as required in their workplace activities.</p>

Recommended training equipment

- Examples of tourism-relevant QA schemes
- Sample documents including:
 - Materials given to tour group members at start of tour including handouts, fact sheets, brochures
 - Tour schedules
 - Operations package/folder
 - Safety instructions used by Tour Guides
 - Sample 'Tips for Guides' sheets
 - Sample standardised background information sheets to provide context for Tour Guides
 - Terms and Conditions for tours
 - Tour tickets
 - Receipts
 - Special request forms
 - Itineraries – operational and customer
 - End-of-Tour/Activity reports
 - Customer Comment/feedback sheets/forms/cards
 - 'Voluntary Assumption of Risk' forms
- Examples of advertising/promotional materials for tours which feature interpretive activities
- Examples of industry-specific market research tools – Surveys and/or Response Sheets; Customer Satisfaction surveys; Targeted questionnaires

Sample tour plans:

- For a range of interpretive activities
- Operational plans (for the tour)
- Contingency plans
- Emergency management plans
- Operations Package/Folder
- Sample Loading sheets – for tour vehicles
- Story-telling scripts
- Range of items used as props/prop kits including uniforms/costumes
- Host country legislation relating to tours/ interpretive activities
- Sample risk management policies, procedures and completed plans relating to tours/ interpretive activities
- Sample policies/SOPs for the evaluation, review and revision of tours/ interpretive activities
- Sample Codes (of Ethics, Conduct, Practice) applicable to location
- Sample interpretive activities Handbooks and planners
- Sample information files and tour budgets
- Relevant media articles and interpretive guiding reference books as applicable to local community, country, available topics/subjects for interpretive activities

- Rates and conditions of employment for third party services such as Site Guides, interpreters, assistants, players/actors, and support/facilitation staff
- Hard copy items (aids and materials) distributed/used within activities such as:
 - Safety tips
 - Information handouts
 - Rules of the game
 - Permanent ('take home') copy of the scripted commentary provided by the Tour Guide
 - Maps
 - Diagrams
 - Photographs
 - Sight cards
 - Activity sheets
 - Exercise sheets
 - Question sheets
 - Score cards
- Presentation equipment/technologies – such as:
 - Public address systems and equipment
 - Microphone
 - Megaphone
 - Videos, DVDs, CDs and films, including players
 - Electronic presentation facilities
 - Audio-visual equipment, including overhead projectors and data projectors
 - Sound and lighting technologies
 - Laser pointers
 - Computers with Internet access for research purposes
 - Printers.

Instructions for Trainers for using PowerPoint – Presenter View

Connect your laptop or computer to your projector equipment as per manufacturers' instructions.

In PowerPoint, on the **Slide Show** menu, click **Setup Show**.

Under Multiple monitors, select the Show Presenter View check box.

In the **Display slide show** on list, click the monitor you want the slide show presentation to appear on.

Source: <http://office.microsoft.com>

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

You can obtain more information on how to use PowerPoint from the Microsoft Online Help Centre, available at:

<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>

Note Regarding Currency of URLs

Please note that where references have been made to URLs in these training resources trainers will need to verify that the resource or document referred to is still current on the internet. Trainers should endeavour, where possible, to source similar alternative examples of material where it is found that either the website or the document in question is no longer available online.

Appendix – ASEAN acronyms

AADCP	ASEAN – Australia Development Cooperation Program
ACCSTP	ASEAN Common Competency Standards for Tourism Professionals
AEC	ASEAN Economic Community
AMS	ASEAN Member States
ASEAN	Association of Southeast Asian Nations
ASEC	ASEAN Secretariat
ATM	ASEAN Tourism Ministers
ATPMC	ASEAN Tourism Professionals Monitoring Committee
ATPRS	ASEAN Tourism Professional Registration System
ATFTMD	ASEAN Task Force on Tourism Manpower Development
CATC	Common ASEAN Tourism Curriculum
MRA	Mutual Recognition Arrangement
MTCO	Mekong Tourism Coordinating office
NTO	National Tourism Organisation
NTPB	National Tourism Professional Board
RQFSRS	Regional Qualifications Framework and Skills Recognition System
TPCB	Tourism Professional Certification Board

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