

# **COMMUNICATING EFFECTIVELY WITH TOURISTS**

***ADAPTATION GUIDE FOR THE  
DELIVERING INSTITUTION***



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# The adaptation guide

## Purpose

This course is intended to get participants to think about the importance of communicating effectively with tourists, both from the tourists' viewpoint and their own. It is intended as a basic introduction for people who may not know much about tourists or ways of communicating with tourists.

As they go through the workbook participants will learn what communication is, why good communication is important, and how to communicate effectively in a range of situations.

We hope this package will help people in local rural communities achieve a better standard of living.

## Learning objectives

When the participants have completed this course they should be able to

- explain what communication is
- explain why and how people communicate
- identify the importance of communication in the tourism industry
- communicate effectively in a range of situations.

## Design

The package comprises

- **An Adaptation Guide**, which is mainly for the delivering institution (the school, business or community group teaching the course) to use. It contains a brief outline of what each module is about and what it aims to achieve. It also shows the resources the delivering institution should provide the participants.
- **A Tutor's Guide**, for the tutor to use. This contains all the teaching material. It suggests how to use the resources. It also gives some advice about teaching adults. The Tutor's guide has been written in simple, plain English. The language level is higher than that in the Participant's Workbook, but is still quite low. In some cases, translation into a local language may be needed.

- **A Participant's Workbook.** This contains practical activities that the participants can do. The language, activities and exercises in the workbook are designed for participants with limited formal reading and writing skills. It has been written in simple, plain English. The language level is quite low. In some cases, translation into a local language may be needed.

The package is designed to be adapted for several island nations. It is not written for a specific culture. Therefore, much of the presentation and support material has to be produced by the delivering institution for the local culture.

## The delivering institution's role

The delivering institution needs to provide a number of resources to supplement the Tutor's guide, and some additional written material for the Tutor's guide and the Participant's Workbook. These are explained in the 'Modules' section of this book.

Delivery may be completely by distance or using a tutor. Minor changes may need to be made to the Participant's Workbook, depending on the method of delivery.

## Resources

The delivering institution is required to provide the following resources. The details are given under the module headings.

- Audiotapes
- Videotapes
- Photographs and pictures
- Charts
- Original case study (written)
- Tourist brochures, travel magazines.

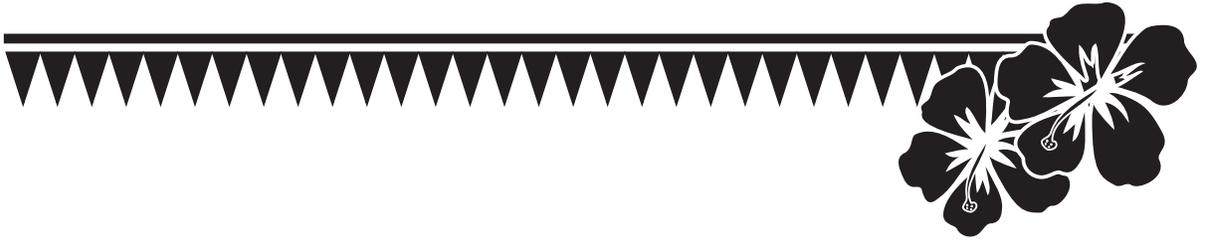
**Note on photographs.** The Participant's Workbook makes some use of photographs. These have been left blank to allow each country to use actual local material that will be relevant and meaningful to the participants. Suggestions for actual photographs are included in the blank frames in the workbook.

## **Further study**

This final section in the Participant's Workbook should list some of the available courses offered by the delivering institution - for any participants who may wish to study business at a higher level.

## **Recognition of attendance**

This material has not been designed for assessment. However, the delivering institution may want to give the participants a 'Certificate of Attendance' from that institution.



## ***MODULES***



## **Module 1**

# **What is communication?**

This module looks at what communication is, and how people communicate. It focuses on how problems of miscommunication between peoples of different languages and cultures can be identified and solved.

By the end of this module, participants should be able to

- identify communication topics
- define communication in terms of a communication model
- identify appropriate forms of verbal communication
- identify and analyse non-verbal communication
- identify barriers in communication and ways to overcome them.

## **Resources**

For this module, you will need to provide the following:

Photographs of people showing a range of body language ‘messages’, as shown in the Participant’s Workbook.

A short video clip of a conversation between two people, where clear barriers to communication are shown. The barriers could include examples of

- too much information
- poor listening skills
- poor speaking skills
- background or interfering noise
- accent/culture difference
- negative attitude(s).

Examples of story lines could include a discussion between a hotel worker and a customer, between a buyer and seller in a market or between a taxi driver and a customer - so long as the barriers are clear.

## **Module 2**

# ***Good communication in the tourism industry***

Good communication is important because it prevents misunderstandings and mistakes from happening. This is very important in the tourism industry, where the risks of misunderstanding are high, and so are the potential costs.

By the end of this module, participants should be able to

- demonstrate good communication skills
- identify the possible results of poor communication
- explain the importance of good communication in the tourism industry.

Being asked to give a talk in front of others may be difficult for some students, as it requires a high level of confidence, but being able to talk in front of others is a necessary communication skill.

## **Resources**

To support this module, you will need to adapt the following story to local conditions. You will need to **videotape** the story and photocopy a separate **written handout** for each participant. It will also need to be put into the tutor's guide, with discussion questions added. Alternatively, you could draw it as a **cartoon strip story** for the participants.

## ***The story***

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

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

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

'Where are all the other tourists?' asked Mary.

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

You can see from this story what can happen when communication in the tourism industry is not good. The hosts are unhappy; the guests are unhappy and will not want to pay for a feast they did not ask for. Nobody will want to do it again.

## **Module 3**

# **What to say to a tourist**

It is important that participants recognise that tourists have different backgrounds and different expectations from locals. Some of these expectations may not be realistic. It is also important to recognise that locals also have expectations, and that these expectations, too, must be realistic. One of the best means of overcoming differences is to find common ground.

By the end of this module, participants should be able to

- define what a tourist is
- identify tourist expectations
- know what to talk about with tourists
- identify the host community expectations.

Role-playing, or being able to perform in front of others, may be another challenge for participants, but it is a necessary communication skill. The tutor should be encouraged to provide a 'safe' environment for participants to demonstrate their role-play to others. If the participant is not learning in a group, this activity will need to be adapted. For example, the participant could write a story instead of performing a role-play.

## **Resources**

Participants need to know something of the backgrounds of the main groups of tourists. Provide information on tourist numbers and types, where they come from, how long they stay, and so on. Use survey data, but present the information simply. Also provide some simple phrases in the tourists' languages.

You will also need to provide leaflets or brochures of your country's tourist products – events, facilities, things to see and do.

This module needs a **videotape** of a host greeting a tourist. This video will give a 'model' of how to greet a tourist appropriately. The video will need to show the host

- asking the tourist what they would like to do
- informing the tourist what they can do
- asking tourists about themselves and their interests
- showing he or she is willing to share (information etc)
- telling the tourist about local rules.

The video will also demonstrate 'how to make a tourist feel welcome' (Module 4) by showing

- a warm welcome to customers
- introduction by host of self first
- a friendly and polite attitude
- positive body language.

## **Module 4**

# ***How to make a tourist feel welcome***

Hospitality is more than just knowing the right things to say. It involves making tourists feel welcome by developing and using appropriate

- skills
- knowledge
- attitudes.

This module explores a range of ways that hosts can make their guests feel welcome. By the end of this module, participants should be able to

- identify aspects of quality service
- explain why it is important to warmly greet tourists
- demonstrate how to greet tourists
- demonstrate good hygiene and personal presentation and grooming.

Role-playing, or being able to perform in front of others, may be another challenge for participants, but it is a necessary communication skill. The tutor should be encouraged to provide a 'safe' environment for participants to demonstrate their role-play to others. If the participant is not learning in a group, Activity 4.2 may need to be adapted.

## Resources

This module will use the same videotape used for Module 3. This time, however, students will view it to identify and practise

- a warm welcome to visitors
- introduction by host of self first
- a friendly and polite attitude
- positive body language.

## **Module 5**

# ***Talking on the telephone***

The telephone is often used in the tourism industry for sending and receiving messages. It is not always a good instrument for communication because

- messages might not be understood
- messages might be forgotten or not passed on.

In this module, participants will learn how to use a telephone for effective communication. The module shows good practice and helps participants develop their own sets of 'rules'.

## **Learning outcomes**

By the end of this module, participants should be able to

- explain why good telephone communication is important
- answer a telephone appropriately
- make a telephone call appropriately.

## **Resources**

You will need to make a videotape showing good practice in answering the phone and making a phone call. The videotape should show a person answering the phone and taking a message to pass on to someone else. The voice of the person on the other end of the phone will need to be clear. The Tutor's Guide explains what kinds of behaviour should be shown. If participants are not working with a tutor, you should give them a **written handout** explaining the telephone behaviours, and Activity 5.4 will need to be adapted.

A set of telephone message pads will need to be made available so that each participant has several pages to write on.

## **Module 6**

# **Communication in Problem Solving**

Dealing with tourists is not always easy. Sometimes they may not understand you or you might not understand them, and you both might feel embarrassed.

Sometimes they might end up doing the wrong thing because they do not know any better, or they might just be a difficult person.

This module will help participants use communication skills, within a six-step process, to solve problems between hosts and tourists.

The process of problem-solving is sometimes difficult and complicated, and it is better done as a group than individually. Group problem-solving in this module is similar to what happens in real life situations, where the solutions reached by a group are usually better than those reached by an individual. If the participant is studying this module without the help of a tutor, they should be advised to discuss the problem and its solutions with friends and family rather than try and solve it alone.

## **Learning outcomes**

By the end of this module, participants will be able to

- handle difficult customers in appropriate ways
- deal with customer complaints
- solve communication problems using the six-step model.

## **Resources**

A large laminated wall chart should be provided, containing the headings of the six-step problem-solving process, so that it can be used to record group exercises.

## **Module 7**

# **Networking**

Networking involves communicating with many different people to get them to co-operate. This may involve planning, organising, encouraging, following up and checking, and making sure that everyone does their part, including the person who is doing the networking.

## **Learning outcomes**

By the end of this module, participants should be able to

- explain the importance of networking
- identify links or possible contacts in tourism issues
- demonstrate networking skills.

The final activity asks the participants to plan an event using networking skills and contacts they have identified while working through the module. This may be an actual event or a hypothetical (imaginary) one. The tutor should decide whether the participants are ready to plan and host a real event. Either way, working through this activity should enable participants to exercise all of the communication skills they have learned in the course so far. If the participant is doing this activity without a tutor, the advice in the Tutor's Guide will need to be given to the participant.

## **Resources**

Participants will need to get information about local people and about national and international organizations involved in the tourism industry. You may need to ask the Tourism Board for a set of leaflets for each group. Participants should get more local knowledge by asking friends and family.