

# **SETTING UP A TOURISM PROJECT**

*ADAPTATION GUIDE FOR  
THE DELIVERING INSTITUTION*



THE COMMONWEALTH *of* LEARNING  
1285 West Broadway  
Suite 600  
Vancouver, British Columbia  
Canada V6H 3X8  
Telephone: 604 775 8200  
Fax: 604 775 8210  
<http://www.col.org>  
email: [info@col.org](mailto:info@col.org)

SAMOA POLYTECHNIC  
PO Box 861  
Apia, Samoa  
Telephone (0685) 21 428  
Facsimile (0685) 25 489

THE OPEN POLYTECHNIC OF NEW ZEALAND  
Wyndrum Avenue  
Lower Hutt, New Zealand  
Telephone 04 913 5300  
Facsimile 04 913 5308  
<http://www.openpolytechnic.ac.nz>  
Private Bag 31914, Lower Hutt

*Setting up a Tourism Project* is a regional Pacific project commissioned by The Commonwealth of Learning.

*This edition: September 2002*

Written and designed by  
Tauvaga Vaai and Tupe Tagamoa Isara, Samoa Polytechnic and Tina Wilks,  
Instructional Designer, The Open Polytechnic of New Zealand.

Edited by The Open Polytechnic of New Zealand.

Project managed by Jenny Williams, The Open Polytechnic of New Zealand.

# Contents

The adaptation guide

Purpose

Learning objectives

Design

The delivering institutions role

Resources

Module 1      Looking after the tourist

Module 2      Why start a tourism business?

Module 3      Making the goods, providing the service

Module 4      Pricing

Module 5      Promoting my business

Module 6      Selling

Module 7      Being a good business person

Module 8      Networking

# The adaptation guide

## Purpose

The purpose of this course is to assist people to set up a small business based on the tourist industry in island nations. This will help add commercial value to local cultural activities, increase the ability of people to harness their skills in planning successful small commercial enterprises, and help them realise that they can play an important part in ensuring that tourists enjoy their visit to their country.

Overall, we hope that this course 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

- describe the range of tourist products and services in \_\_\_\_\_ (country)
- identify the different needs of domestic and international tourists
- describe the level of demand for the product or service they wish to provide
- list the resources they will need to produce their product/provide their service
- calculate a competitive price for their product or service
- promote their product or service
- identify appropriate outlets for their goods or service
- describe the importance of accountability in business
- list local networks and business contacts.

# Design

The package comprises

- **An Adaptation Guide**, which is mainly for the delivering institution to use. It contains a brief outline of what each module is about, what it aims to achieve and the learning objectives. It also indicates the resources to be provided by the delivering institution.
- **A Tutor's Pack**, for the tutor to use. This contains the Tutors guide and all the teaching material from the delivering institution plus instructions for using the resources. It also gives some guidance 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 required.
- **Resource pack**, for the tutor to use with the participants. This may contain videos, audiotapes, travel and tourism brochures and any extra material necessary for the course.
- **A Participant's Workbook**. This contains a variety of activities for the participants. It has been written in simple, plain English. The language level deliberately maintained at a low level and this is one of the reasons why the learning objectives have not been included in the modules. The headings for the activities give the participants a clear view of what they are expected to do and achieve. In some cases, translation into a local language may be required.

The complete package is designed to be adapted across several island nations. It is not written to a specific culture. Therefore, much of the presentation 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 complete the Tutor's Pack, and additional written material for specific sections of the Tutor's Pack and the Participant's Workbook. These are set out below.

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 mode of delivery.

## **Resources**

The delivering institution must provide the following resources. The details are given in the 'Modules' sections.

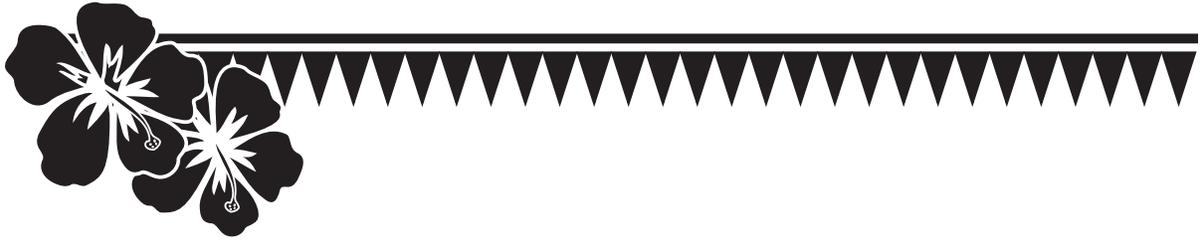
- Audiotapes and video tapes
- Tourism and travel videos
- Photographs and pictures
- Posters
- Charts
- Original case study (written)
- Tourist brochures, travel magazines
- Airline magazines

## **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 want to study further.

## **Recognition of attendance**

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



## ***MODULES***



## **Module 1**

# ***Looking after the tourist***

In this module the participants will explore what is meant by ‘tourism’ and how you can identify a tourist. Also, they will look at the types of goods and services that tourists want and how these might differ between international and domestic tourists.

## **Learning objectives for this module**

At the end of this module the participants should be able to

- define tourism
- identify who is a tourist
- identify the differences between international and domestic tourists
- identify the types of goods and services that tourists want.

## **Resources**

**Photographs:** Goods and services that tourists buy, pictures of tourists from different countries (these need to be clearly labelled)

**Video:** Showing tourists buying souvenirs and services tourists use (for example tour guide)

### **Tourist magazines and brochures**

**MAF, quarantine, CITES regulations:** Examples of these only as you cannot cover every possible country. Try to choose examples from countries where most of your tourists come from.

## **Module 2**

### ***Why start a tourism business?***

This module gives the participants an opportunity to talk about what they might make or provide as a tourist service. Participants are asked to think about why they are choosing a particular business and whether this is viable.

#### **Learning objectives for this module**

At the end of this module the participants should be able to

- describe what goods to produce or services to provide for tourists
- identify the level of demand for their business.

#### **Resources**

**Photographs/posters** of local crafts or skills to help promote discussion on types of products and services.

## **Module 3**

# ***Making the goods, providing the service***

This module considers the resources needed to produce the goods or provide the service. Participants are asked to identify raw materials, possible suppliers and other resources they will use.

Often when people are first starting up in business they do not consider other resources they will need, such as workforce and equipment. Also, raw material supplies may be sufficient for very small scale use but not enough once the business increases. So participants need to be encouraged to think about the future and alternative or supplementary raw material suppliers.

## **Learning objectives for this module**

At the end of this module the participants should be able to

- list the raw materials they require
- identify suppliers of the raw materials
- •identify other resources they will use
  - financial
  - physical
  - human.

## **Resources**

***Action plans:*** Have a number of these made up on card so that participants can look at them.  
Example plan on next page.

## Example

### Action Plan

I have found that I need to *buy another sewing machine.*

I will need to

- decide if I should buy a new one or second-hand one
- find out the price of the sewing machine
- check to see if I have enough money
- if I don't have enough money go to the bank to see if I can get a loan.

## Module 4

# Pricing

This module is about the cost of manufacture and the pricing of goods or services. The participants especially need to know the cost of materials, time, transport and so on. The concept of profit is introduced at a basic level.

Participants are introduced to this subject through reading a story of a person who produces craft for the tourist market. An example has been included in the Tutor Guide and Participant's Workbook, however this will need to be made specific to the particular country. Participants go through an exercise of pricing their goods or service. They then discuss whether or not they will end up with a profit, and whether this profit is sufficient.

## Learning objectives for the module

At the end of this module the participants should be able to

- link raw materials with cost
- calculate the total cost of raw materials
- identify any other costs
- calculate a final cost
- identify a price to be charged
- compare the price to be charged with that of their competitors.

## Resources

**Large charts:** With examples of how the price of craft goods and a performer's fee can be calculated.

**Laminated poster:** Large version of calculation worksheet so that tutor can work out the pricing using one of the participant's goods or services. (Lamination means that the poster can be wiped clean and re-used. If this is not possible, an enlarged photocopy may be used or the worksheet could be copied onto a whiteboard or blackboard.)

**Audiotape:** consider producing an audio version of Sione's story.

## **Module 5**

# **Promoting my business**

In this module, the participants learn about how to promote tourist goods and services and why promotion will benefit their business. A range of options is discussed and participants are given the opportunity to put together their own promotional plan, taking into account limitations such as access to TV advertising, money available to spend on advertising, and so on.

The adapting institution will need to check how small businesses tend to advertise in their own country. For example, are roadside signs legal?

## **Learning objectives for the module**

At the end of this module the participants should be able to

- define promotion and advertising
- identify the benefits of promoting a business
- identify a range of ways goods and services can be promoted.

## **Resources**

**Printed material:** Provide newspaper and magazine advertisements, publicity brochures available to tourists visiting the country, local business cards and shop advertisements.

## Module 6

# Selling

Knowing where, when and how to sell tourist goods and services is vital to a successful business. In this module participants identify suitable outlets for their tourist goods and services. They also explore the range of selling techniques. It is important that participants realise that the way they sell may have an effect on their business. For example if they choose personal selling it is unlikely that they will be able to manufacture goods at the same time. Therefore they may need to consider getting someone to sell for them.

## Learning objectives for the module

At the end of this module the participants should be able to

- list potential outlets or markets
- identify suitable selling techniques
- identify appropriate selling times.

## Resources

**Poster:** Provide a poster with a clock face showing hours and a calendar showing weeks and months in the year. This may need to be translated into the local language and adapted.

**Photos:** images of local markets and other appropriate outlets.

**Role play scenario cards:** These focus on the personal selling technique. This may need to be adapted to reflect the style of selling in the country. Two scenarios will be needed, one showing a negative attitude to the tourist, the other showing a positive, helpful, friendly attitude.

**Video:** Features selling in local settings. This could use the same scenarios as the role play.

\*\*\* Video script insert here

## **Module 7**

# ***Being a good business person***

Accountability in business is a difficult yet important concept to understand. This module approaches it from the position of being responsible, being realistic and keeping your promises. Discussion of these ideas, either within the group or between the participant and their family, friends or colleagues, is an important part of this module.

## **Learning objectives for this module**

At the end of this module the participants should be able to:

- list potential outlets or markets
- identify suitable selling techniques.

## **Resources**

**Audio or video:** A recording of business people talking about an incident that has happened to them. Possible scenarios are

- Someone who makes a contract (probably spoken) to supply a shop with a certain amount of handcraft. The seller doesn't realise until later that they haven't got enough time to make the amount that was promised.
- Someone who organises tours of the island gets sick and can't drive the van but also does not contact the hotel to let the tourists know they won't be there.
- Someone who puts a sign up outside their shop/stall that they are open every day never opens at weekends.
- Someone usually only takes tourist on tours during the week. They are approached by a couple of tourists who are only in the area on Saturday, so the tour operator makes a special trip so that the tourists get to see the attractions (this is a good positive story that also illustrates how someone can added extra value to their business through being flexible and responsive to the market).

Stories need to be put into the context of the country so that they appear as realistic as possible.

***Story cards:*** The scenarios above can be used and written into an easy to read story.

***Cartoon strip:*** An alternative to a written story, useful when the target group has low reading levels.

***Local small business regulations:*** Copies of the relevant regulations will need to be put into the Participant's Workbook and the Tutor Guide.

## **Module 8**

# **Networking**

This module is about information in business and the importance of networking. Participants need to be made aware of any local agencies that they could go to if they need business advice. Also, that talking to other people who run small businesses can be useful because there are many problems that small businesses have in common.

## **Learning objectives for this module**

At the end of this module the participants should be able to

- identify sources of business information
- discuss the benefits of sharing business information.

## **Resources**

**Print:** Telephone book, Yellow Pages, newspapers, business listings.

**Business information booklets:** Examples of information produced by banks, small business support units.