

# SETTING UP A TOURISM PROJECT

*TUTOR'S GUIDE*



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# The tutor's guide

## Using the tutor's guide

The Tutor's guide contains teaching material and ideas for local resources, together with suggestions on how to use these, so that you can lead the participants through this course. Parts of the participant's workbook have been included in the Tutor's Guide so that you can see it easily. The Tutor's Guide has been written in simple, plain English. The language level is higher than the Participant's Workbook, but is still quite low.

## Purpose

The purpose of this course is to help people to set up a small business based on the tourist industry in the island nations. This will bring financial benefits to their family, village and community as well as an understanding of the important role they have in making sure 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.

## Design

The course has been divided into modules. At the beginning of each module there is a short introduction to the topic and a list of the learning objectives. The headings used are the same as in the Participant's Workbook; however, the activities may be different. This is because the Participant's Workbook has been designed to be completed without the aid of a tutor. You, the tutor, can also start group discussion and other interaction.

References to pages in the Participant's Workbook have been included in the Tutor Guide so that it is easier to make the links between the two books.

## Adult learning

Whether adults have had much formal education or not, they have a great deal of knowledge and skills through their life experience. You should draw on this when you are teaching adult groups. Adults like to relate what they are learning to their experience. Talking about their experience and feelings is important.

Sometimes they will be shy when you first ask them to take part in discussions or to talk about themselves. You may need to lead with questions or be prepared to talk about your own experiences to start a discussion. You may also find that letting people talk quietly in twos or threes before they talk in front of the whole group is a good way to start.

Discussions are important for adult learning. Asking questions and looking for solutions to problems are good ways of helping adults to learn. It is more important for adults to learn by working things out for themselves than to have someone teach them. The tutor is a guide rather than a teacher.

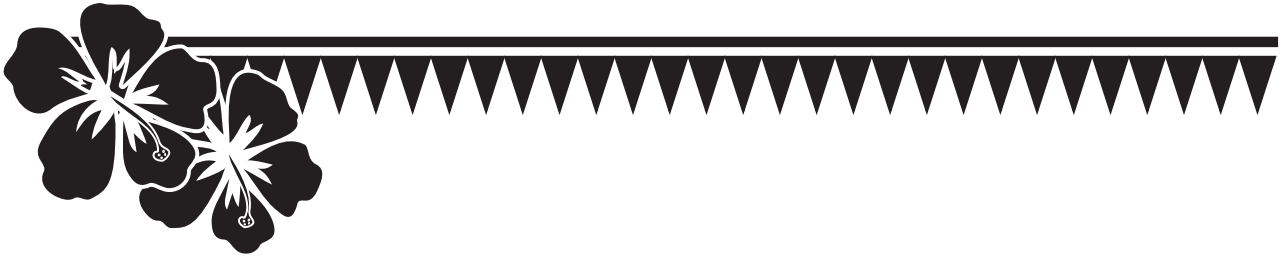
Above all, make every person feel that their thoughts, feelings, and experiences are important. People will then become more confident at taking part in group discussions and activities.

## Resources

You have been supplied with a number of resources. There are more details in the 'Modules' section.

- Audiotapes
- Tourism and travel videos
- Photographs and pictures
- Posters
- Work mats
- Role plays
- Case studies (audio and written)
- Tourist brochures, travel magazines
- Airline magazines.

You can also ask some local tourist business people to help you. They could talk about their business experiences and provide extra local resources.



# ***MODULES***



## **Module 1**

### **Looking after the tourist**

This module looks at what is meant by the term ‘tourism’ and who is actually a tourist.

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.

#### **Who is a tourist? What is tourism?**

Ask the participants what they know about tourism. Get them to think about

- people going to work, going shopping
- friends and relations visiting from overseas, another village or a neighbouring island
- an Australian travelling to the participant’s country.

#### **Discuss this**

- All the people in the examples on page 2 of the workbook are travelling but who is a tourist? Get the participants to put a tick next to the people they think are tourists.
- Using the map, find your country. Then get the participants to put the photos of the different tourists on their home countries.

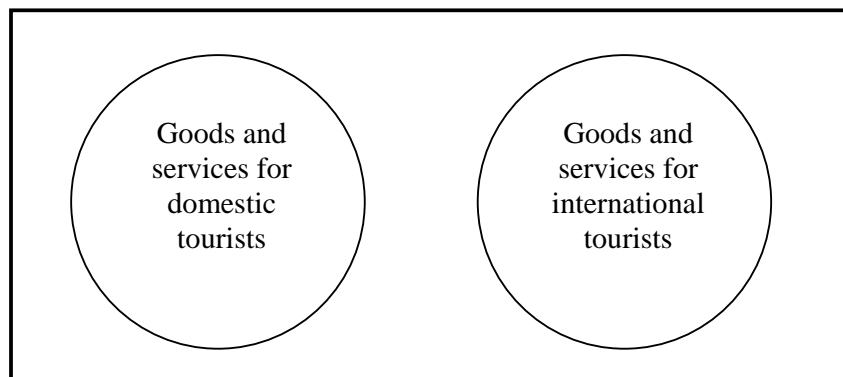
The word ‘tourist’ includes many people. Some come from within the country, maybe from a different island or village. These are called *domestic tourists*. Other people come from different countries and they are known as *international tourists*. It is important that participants can understand this because these two different tourist

groups will have different needs for service and will probably buy different types of goods.

## What are tourist goods and services?

Tell the participants to look at the local photos and pick out which ones show tourist goods and which are tourist services (Participant Workbook page 3). You can also look at a tourism video (if you have one) that shows some tourists buying goods and services.

Now using the same photos get the participants to place them on the mat in one of the circle



### Now get the participants to do this activity

- Pick out the goods that the international tourist might buy.
- Now pick out the goods that the international tourist might have problems with taking back to their own country because
  - they are too big
  - they are too heavy
  - there are quarantine restrictions. (You may need to explain this to the participants. Use the CITES, MAF and other Customs brochures to help you. Also think about what you are not allowed to bring back into your own country.)
- Now ask the participants if they plan to make any of these problem goods. You may need to spend time discussing this.
- Finally, get each participant to complete the checklist at the end of Module 1 (Participant Workbook page 5). If there are any statements that they cannot tick the participant will need to go back to the relevant section of Module 1.



## 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 would use e.g. tour guide

**Work mat:** to use with the photographs

**Tourist magazines and brochures**

**MAF, quarantine, CITES regulations:** Some examples of these are included. They are from the main tourist countries.

## **Module 2**

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

In this module we look at the different kinds of tourist goods and services as well as how to test how many people want the goods or service.

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.

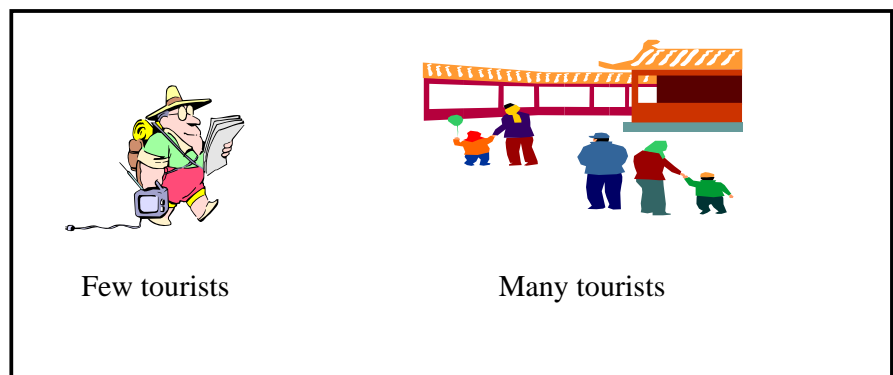
### **Identifying what to make or do for the tourist**

Ask the participants to talk together about what they want to make or do for the tourists. You may need to encourage them to speak. If a participant's answer is not clear, then try asking the following questions to help them:

- Can you name one or two things that you want to make or do for the tourist?
- What can you offer the tourist so you can earn some money?

## Discuss this

- Why did they choose that particular thing to make or do?  
Encourage the participants to think about the main reasons. You may need to suggest some reasons (these are also on page 6 of the Participant's Workbook):
  - Many tourists visit my village
  - Tourists like my handicraft
  - I like working with visitors
- Would tourists buy my goods or service? Using the picture in their workbooks (page 6) get participants to show whether this would be a few tourists or many tourists.



## Note

Make sure that participants have completed Module 2 before moving on.

## Resources

No extra resources are needed for this module.

## **Module 3**

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

This module looks at what is needed to produce the goods or provide the service.

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.

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

- List the raw materials that are required
- Identify suppliers of the raw materials
- Identify other resources they will use:
  - financial
  - physical
  - human.

Some participants may want to provide a service and some may want to make goods, and some questions will not apply to everyone. Encourage everyone to think about the questions and help each other.

## **What do I use?**

Ask the participants what materials they use to make their product. Get them to fill out the checklist in their workbooks (page 7) and to write down who they will get the materials from.

There is a copy of the checklist on the next page.

## Student checklist

I use these raw materials

**Who supplies it?**

•

•

•

I will need money to set the business up

**How much?**

I will use this equipment

•

•

•

**Where can I get it?**

I will need people to help me.

**How many?**

Other things I need to set my business up are

•

•

•

Now ask them what else they may need. You may need to give examples.

- money – to buy tools
- a sewing machine – to sew clothes
- a car – to use as a taxi

### Discuss this

- Do they have all the other things they need?
  - All these things are known as **Resources**
- If they don't have them, how will they get them?
  - Show the participants the sample action plans (from the resource kit) and help them to write up one of their own.

Example of  
Action Plan

#### 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.

## Resources

**Action plan:** a number of different action plans printed onto card

## **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 items such as materials, time and transport and so on. 'Profit' is introduced at a basic level.

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.

## **How much should I charge?**

Ask participants to read Sione's Story in their workbook (page 8). This is an example of pricing goods. Go through each of the steps and explain any parts they do not understand.

### Sione's Story

Hi, my name is Sione and I am a wood carver. I carve many different wood handicrafts. I have just started making small canoes, they look very fine. I hope to earn a lot of money for my family from these but first I need to work out how much each one costs me so I can work out the price I need to charge tourists.

To make the canoes I need timber. I get this from my brother and it doesn't cost me anything. I have a good set of wood carving tools already so I don't need to buy any more.

I need to buy some sandpaper (sani pepa), one roll costs \$5 and is enough for 20 canoes.

I use sinet (afa) to bind the canoe parts together. This costs \$20 and I will use it all up to make 20 canoes.

I also need varnish. One pot costs \$12 and will do for 10 canoes. So for 20 canoes I need 2 pots, which costs me \$24.

It takes 4 hours to make 1 canoe. So to make 20 canoes would take me 80 hours, a lot of time. My nephew is also a good carver so I have asked him to carve them for me. He is happy because I am going to pay him \$1.60 for each hour, I will have to pay him \$128 to carve the 20 canoes.

When the canoes are ready I will take them to market. The bus costs me \$2 for each trip, so I will have to pay \$4 if I want to get home again.

Now I need to work out how much each canoe costs me to make.



## Working it out for yourself

1. Tell participants to look at the list of raw materials they will use and to write down how much each one will cost. Use the blank worksheet (one for tourist goods and one for tourist services) in their workbook (pages 12 – 15). Help the participants to write the costs in.
2. Now work through the sheet until they get a cost per product. Ask
  - Did you think it cost this much for you to make?
  - How much are you going to ask for?
1. Get the participants to work out the difference between what they will charge and what it costs them to make. The difference is the **profit** (if they are not charging enough it will be a **loss**).

You may need to explain the idea of profit and loss.

### Discuss:

- Which do they want – to make money or lose money?
- Is the amount of profit they are likely to make a good amount for them?

## Resources

**Charts:** examples of pricing goods and services (these also appear in the participant's workbook).

**Poster:** blank worksheet for working out price (may be laminated for re-use).

**Audiotape:** Sione's story may be available to listen to.

## **Module 5**

# **Promoting my business**

This module is about why and how to promote tourist goods and services. The participants will discuss the benefits of promoting their goods or services. They will also learn about the ways they can do this.

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.

## **How will tourists know about the participant's goods or service?**

Ask the participants how tourists will find out about their goods or services. The types of answers they might give are

- Being told by other tourists
- Being shown by tour operator
- Getting information from where they (the tourist) are staying.

If you need to explain the word **promotion** – it is letting people know about the goods or services.

Now show some examples of other people promoting their goods and services (some photos are also on page 16 of the workbook).

- TV adverts
- Newspaper or magazine advert - including tourist brochures
- Radio advert
- Business cards (own produced)
- Advert in hotel, shop window

Now ask the participants what sort of benefits they think they will get from promoting their business. In the workbook we have suggested two

- Sell more
- Earn more money

but they may think of others – get them to write any other benefits in their workbook (page 17) or discuss them with the group.

Tell the participants to talk about how they will promote their goods or service and help them to write it in the workbook. They may need to also think about

- cost – are there any materials they will need?
- other people to help
- when to start.

Finally ask the participants to write down how they will promote their goods or services on page 17 of the workbook.

## Resources

**Printed material:** Provide newspaper and magazine adverts, publicity brochures of tourists visiting the country, own-produced business cards.

## **Module 6**

# **Selling**

In this module we look at where, when and how to sell the tourist goods and services. How they sell can have an effect on their business. For example if they choose to sell goods themselves then they will not be able to make goods at the same time. Getting someone else to do the selling might be a better idea.

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

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

## **Where to sell**

Get the participants to look at the photographs (page 18) and chose the best places to sell their goods or offer their services.

### **Discuss this**

- Why did they choose these particular places?
- If there were any places they didn't choose, why did they leave those places out?

During this discussion you are helping them to find the best places to sell their goods or services and to understand why some places will be better than others.

## How will they sell?

Say to the participants:

‘The way you decide to sell your product can have an effect on you. For example if you decide that you will personally sell your handicrafts then you will only ever be able to sell in one place at any one time.’

Ask the participants to find a partner to do the next activity.

## Looking at selling techniques

Role-play

- One person pretends to be the tourist, the other person has a range of different tourist goods to sell to them.
- The seller needs to try as many ways as they can to get the tourist to buy something.
- After a few minutes get the participants to change roles so they both have a chance at both roles.
- You could give the buyer instructions like “Try to bargain”, or “Pretend you don’t want the product”, or “Ask lots of questions”.

If a video is available you might want to watch that instead.

Now bring the group back together and discuss the following:

- Was it easy?
- Did the seller say hello to the tourist?
- Did they smile?
- How did the person pretending to be the tourist feel?

There is a range of selling techniques that can be used and each one has some things the participant needs to know about. Discuss these now.

- Personal selling – how to approach tourists, information the tourist might need, simple greeting.
- Selling through a shop, hotel – pricing changes, selling on commission, buy from you first.

## When to sell

Use the poster with the clock and calendar on it. Ask participants to show when they will sell their goods or service.

### Discuss this

- Some things, like drinks and food, are sold all the time, other goods and services may be seasonal. Get each participant to identify the best times for them and to write it on the calendar in their workbook (page 19).
- Will the selling times have any effect on
  - When they will be most busy?
  - How often they need to make their tourist goods or offer their service?
  - The money being earned from the business?

## Resources

**Poster:** Provide a poster with a clock face showing hours, and a calendar showing days of the week and months in the year

**Photos:** local markets and outlets

**Role-play:** looking at selling techniques

**Video:** selling techniques. There are two scenarios – one shows good technique and the other shows poor technique.

## **Module 7**

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

This module introduces the idea of being responsible in business and being able to add extra to the way a business is run.

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

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

## **Giving your word / keeping your promise**

The audiotape has recordings of two business people. One is an example of good business behaviour and the other is poor business behaviour. Now get the participants to listen to the first story on the audiotape.

### **Discuss this**

- Did the person keep his word?
- How would that have made the tourist feel?

Now get them to listen to the second story.

### **Discuss this**

- Did the person keep his word?
- How would that have made the tourist feel?
- What are the differences between the two stories?

- Now get participants to think about their own business. What things could they do to keep their promises? Some answers you might get are
  - Be there when you say you will be
  - Be able to supply all your orders

Tell the participants to complete the tick boxes at the bottom of page 20 of the workbook and perhaps add some of their own statements.

## Regulations for small businesses

Copies of local regulations that apply to small businesses have been included in the Participant's Workbook. These have also been included in this Tutor Guide. Get the participants to read through them and discuss them in the group. If there are any points that seem to be difficult for the participants to understand, you may need to discuss these more.

At the end of the discussion, ask:

- If you need more help with these regulations who could you go and talk to?

## Resources

*Audio or videotape:* Interview with two people in the tourist business. The case study and interview will be locally relevant.

*Story cards:* Same case study and interview but in written form.

*Cartoon strip:* Same case study and interview but in picture form.

*Local small business regulations*



## **Module 8**

# **Networking**

In this module the participants will be introduced to the benefits of networking and the common sources of business information  
At the end of this module the participants should be able to:

- Identify sources of business information
- Discuss the benefits of sharing business information

## **Making contact with other people in business**

Using various resources like the Yellow Pages and newspapers, get the participants to find similar businesses to theirs.

Tell the participants to complete the checklist on page 22 of the workbook, then discuss what they have written.

## **The benefits of sharing information**

Now ask the participants to find agencies that will provide information to businesses, for example the bank, small business support units.

Ask them to think about the benefits of sharing information and to write some of them in their workbook (page 22).

## **Resources**

*Yellow pages*

*Newspapers*

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

## Checklist

There is a checklist on page 25 of the Participant's Workbook. Get them to complete this to identify everything that they have covered in the course. If a participant cannot tick a statement, get them to turn back to that particular module.