Course: Tourism 12 Teacher: Miss Ashley

Semester: 2 Year: 2011-2012

# Tourism 12 : Course Outline

Tourism 12 is a course designed to provide you with review of the tourism industry, a snapshot of world tourism, and key skills needed in the tourism workplace.

**The key elements of the course are:Inrism** Operations

1. *Tourist Destinations*

• trends and global events influencing the tourism industry • preparation for a trip abroad

1. *Tourism Products*

• geography and the impact on travel • multi-day package tours

1. *First Nations Role in BC’s Tourism Sector*

• BC First Nations cultures and traditions within BC’s tourism industry

1. *Operating Systems*

• characteristics of effective operating systems in tourism

1. *Organizational Structures*

• structure, relationships, and duties within a tourism sector

1. *Valuing Safety*

• safety in the workplace• workplace health and safety rights and responsibilities for employers, supervisors, and workers• hazards in the workplace

1. *Security and Responding to Emergencies*

• security procedures in the workplace

1. *Numeracy Skills*

• numeracy tasks and required skills • common methods of customer payments• inventory control processes

1. *Company Policies and Legislation*

• legislation pertaining to employment

1. *Entrepreneurship*

• characteristics of entrepreneurs • personal suitability for entrepreneurship

1. *Promoting the Tourism Industry*

• employee’s role in promotion of tourism

1. *Preparation for tourism industry experience*

• use their job search skills for work experience placements

1. *Community-based Application of Attitudes, Skills,and Tourism Knowledge*

• positive attitudes and transferable skills required of professionals • thinking skills and problem solving in the workplace • knowledge required in the profession • safe work practices in the workplace

1. *Reflection on tourism industry experience*

• impact of work experience on career plans

***Specific Learning outcomes***

*Tourism 12 Unit 1: Travel Planning*

*Tourist Destinations*

• analyse the trends and global events that influence the tourism sector

• identify major world tourist destinations

• analyse how travel motivators influence destination selection

• identify the features that attract visitors to destinations

• describe the role of different levels of government in maintaining and encouraging tourism

• analyse the effects of marketing on visitors

• discuss the economic benefits of tourism on the local community

• examine trends and how they affect four or more industries of the tourism sector

• analyse the impact of current global events on tourism markets

• research and design a major trip to a country outside Canada

• use research and information management skills to identify, collect, and document information required for planning a trip outside Canada

– identify the information and documentation required by international travelers

– suggest travel alternatives

– describe language, customs and culture, currency, food in the country of choice

– identify three major cities or regions and local tourist attractionsscribed Learning Outcomes Suggested Act *Tourism Products*

• describe the impact geography has on travelers

• identify the different provinces of Canada and what each has to offer the tourist

• identify the Pacific Rim countries and what each has to offer the tourist

• design a multi-day package tour

• analyse typical package tours and how they meet different customer interests

– identify package tour options, for example, those that focus on cruises, sports, culture

• identify the contents of a package tour, for example, accommodations, length of stay, meals

• create a brochure or mini trade fair to market a package tour to a specific group

*First Nations Role in BC’s Tourism Industry*

• analyse how BC First Nations cultures and traditions have a role in BC’s tourism sector

• identify common elements and values that contribute to the First Nations culture

• review and understand the terminology related to First Nations culture

• identify the range of First Nations cultural tourism activities

• discuss the benefits and drawbacks involved with the development of First Nations cultural tourism

*Tourism 12 Unit 2: Tourism Operations* Prescribed Learning Outcomes Suggested Achievement Indicators

*Operating Systems*

• analyse characteristics of effective operating systems in a number of the five industries

of the tourism sector

• describe the characteristics of an effective operating system

• explain the interdependence of departments within an organization

• identify the methods of communication among the components of the organization’s operating system

• explain the effects of communication breakdown

*Organizational Structures*

• chart the organizational structure and describe departmental relationships and duties within one tourism

industry

• identify the different types of hotel/motel management

• classify hotels and motels according to their use, location, and cost

• classify room types

• identify various types of rates

• demonstrate reservation and registration procedures

• describe the basic operations of a small food service operation

• practise safe and sanitary food handling methods

• examine menus, portion control, food choices, table settings

• practise techniques for dining services

*Valuing Safety*

• explain what it means to *value* safety in the tourism workplace

• describe how to keep the worksite safe

• identify workplace traffic guidelines

• identify safe lifting, pulling, and pushing practices

• identify WHIMIS hazard symbols

• analyse a Material Safety Data Sheet (MSDS)

• make a statement about their personal decision to work safely

• describe workplace health and safety rights and responsibilities of employers, supervisors, and workers in the tourism workplace

• identify sections of the *Employment Standards Act* that relate to safety issues

• examine the Workers Compensation Guide for Young Workers Package

• recognize potential hazards in the tourism workplace

• suggest examples of potential hazards in the home, school, community, and workplace

• discuss what precautions can be taken to prevent these potential hazards from becoming disasters for themselves or others and how they could keep a worksite safe

*Security and Responding to Emergencies*

• identify security procedures that are found in the tourism workplace

• identify security and emergency problems

• identify fire safety information and symbols for common classes of fire

• list the steps in preparing for emergencies

• list the steps in responding to emergencies

***Tourism 12 Unit 3: The Business of Tourism***

*Numeracy Skills*

• perform tasks requiring numeracy skills in the tourism sector

• explain why numeracy skills are important in the tourism sector

• give examples of each type of numeracy skill that is used in the tourism sector:

– money math

– numerical estimations

– scheduling or budgeting and accounting math

– measurement and calculation math

– data analysis math

• demonstrate common methods of receiving customer payments

• process various forms of customer payments

– enter amounts into cash register

– receive payments

– make change

– total accounts and bills

– handle foreign currency

– calculate prices using formulae

– balance daily cash

– calculate tips to other staff members

– process cash payments

– process traveller’s cheques

– process credit/debit card payments

– process tabs and accounts

• describe the inventory control process

• define what inventory is

• identify reasons for inventory control

*Company Policies and Legislation*

• illustrate what is meant by “meeting the expectations of the workplace”

• explain what employers expect of employees

• explain employer standards

• discuss how employees can strive to provide quality products/services that meet or exceed company standards

• explain what it means to be conscientious

• assess the importance of legislation pertaining to employment in the tourism sector

• list and describe company policies for staff conduct

• demonstrate awareness of legal rights and responsibilities

• analyse liability issues found in the tourism sector

*Entrepreneurship*

• analyse the characteristics of successful entrepreneurs

• compare and contrast the differences between managers and entrepreneurs

• compare the skills of successful entrepreneurs with transferable skills

• identify the spirit of entrepreneurship in the local tourism sector

• analyse personal interest in and suitability for entrepreneurship

• describe the risks and rewards of entrepreneurship

• describe personal entrepreneurial characteristics

• report on own strengths and interest in becoming an entrepreneur

*Promoting the Tourism Industry*

• describe the employee’s role in promoting tourism

• explain why it is important to promote the tourism sector and the company

• explain the importance of company and product knowledge

– identify sources of tourism information

– identify required company knowledge

– list ways to promote products and services in the area, zone/region, province, and country

– list ways to promote the products and service of the company

• promote the tourism sector and the company

• describe three selling techniques:

– suggestive selling

– up-selling

– cross-selling

• demonstrate selling techniques

***Tourism 12 Unit 4: Tourism Industry Experience Pescribed*** Learning Outcomes Suggested Achievement *Preparation for Tourism Industry Experience*

• use job search skills for work experience placements

• commit time and energy to the job search

• use professional resumés as part of the work experience placement process

*Community-based Application of Attitudes, Skills, and Tourism Knowledge*

• demonstrate the positive attitudes required of the tourism professional

• demonstrate positive attitudes such as

– self-esteem and confidence

– professional appearance

– respect for others

– honesty and ethical behaviour

– confidentiality

– initiative

• demonstrate the transferable skills required of the tourism professional

• demonstrate responsibility, including

– accountability for actions

– punctuality

– managing risk

– maintaining clean, tidy, and organized work environment

• demonstrate adaptability, including

– being responsive to change

– learning from mistakes

– multi-tasking

– stress management

• show a willingness to continuously learn

• demonstrate communication skills, including

– reading

– writing

– verbal/speaking skills

– listening

– nonverbal communication skills

– presentation skills

– communication tools (e.g., telephone, e-mail, logbook)

• demonstrate computer skills, including industry software

• perform tasks requiring numeracy skills, including

– customer payments

– inventory control

• manage information skills

• use teamwork skills

• serve customers with special needs

• apply the thinking skills of decision making and problem solving in the workplace

• describe decisions made within area of authority

• utilize the tourism knowledge required of the tourism professional

• demonstrate their knowledge about tourism, including

– knowledge of the five tourism industries

– sustainable tourism guidelines

– the economic impact of tourism

– factors affecting tourism in the local area

– organizational structures in the tourism industry where they will be working

– how to promote the tourism sector

– use selling techniques (e.g., suggestive selling, up-selling, cross-selling)

• demonstrate knowledge of safe work practices in the workplace

• demonstrate safe work practices, including

– workplace traffic guidelines

– safe lifting, pulling, and pushing practices

– knowledge of WHIMIS hazard symbols

– use of a Material Safety Data Sheet (MSDS)

– knowledge of security and emergency problems

– knowledge of fire safety information such as fire exits, alarms, and first-response personnel

– knowledge of symbols for common classes of fire

– the steps in preparing for emergencies

– the steps in responding to emergencies

– health and safety issues such as ergonomics, air quality, work space

*Reflection on Tourism Industry Experience*

• analyse the impact of work experience on their career plans

• update Portfolio emphasizing acquired skills and experience

ositive Attitudes of the Tourism Professional

Breakdown of marks

Your course work will be evaluated using portfolio assessment and a final presentation of learning. Practice work, assignments, course work, quizzes and tests will be compiled throughout the year and then assessed as a whole based on the learning outcomes to determine your final course mark. Below is a description of the these evaluation tools.

*Preparation (practice)*- This section will also consist of assignments that allow them to practice and prepare for final evaluation of their skills and abilities. This allows students to practice skills before final evaluation occurs. Self -evaluation and peer editing will be an important component of this mark based on performance standards and assignment rubrics. Discussions and oral work are also included.

*Assignments and Course Work*-This consists of writing assignments, classwork, projects, and presentations throughout the term.

*Quizzes / Tests / Exams*-This consists of quizzes, unit tests (based on one unit of study), and exams (based on several units of study).

*Final Presentation of Learning-*This will be a final project comprised of a series of assignments/projects and/or tests that compile an overview of the majority of learning outcomes.

Other things to remember:

Please let me know if you are having difficulties with your studies and arrange for help either during or outside of class time. Students are responsible for catching up on missed work. They should establish one or two people in the class with whom they can find out what they have missed. Students will be responsible for reading for 15 minutes for every day they miss, and completing a short reading log for each day that explains what they read, how long, and what it was about. They will also be responsible for completing a 10 minute timed write for each day they miss. If students are going to be away they should let the teacher know as far in advance as possible. If possible and feasible, work will be given for the time they are away however, there is no guarantee. They may need to catch up on this work when they come back. It should also be made clear that missing too much class time will have a detrimental affect on a students’ chance of success in class.

If a student fails to hand in an assignment and has not done so by the time indicated by the teacher for final submissions, they will no longer be able to hand in that assignment. In this event, it is possible that an alternate assignment may be given to allow the student to make up for the work they missed. If a student fails to hand in an assignment and has not done so by the time indicated by the teacher for final submissions, they will no longer be able to hand in that assignment. In this event, it is possible that an alternate assignment may be given to allow the student to make up for the work they missed based on the same learning outcomes. This evaluation may or may not be on a pass/fail basis. The only exception to this will be if there are valid reasons for the assignment not being handed in by the required time. All students writing assignments must follow the writing process and include evidence of their work, including brainstorming, notes, outlines, rough drafts, editing and of course, their good copy. If these steps are not followed the student may be required to redo the assignment . In addition, not completing all of the steps will result in a lowered mark for the assignment.

Enrichment work:

Should a student wish to do further study in a particular area related to Tourism they may speak with the teacher and submit a proposal for their study initiative. Please note that this type of assignment would not be considered bonus work, but rather, a chance to improve a student’s grades by having the chance to submit projects/assignments done at a high level of achievement. These marks would then be added into the overall mark scheme for final evaluation.

Last note: You will be required to give me a valid email address. If you do not want me to use your school email, please email me your address, so I can forward handouts and assignments to you. My email address is aashley@sd52.bc.ca . This is the easiest and best way to contact me. If possible I would also like an email address where I can reach your parents at in case I need to contact them. Please let them know that this is the quickest and most efficient way to get in touch with me.

PLEASE REMEMBER REGULAR ATTENDANCE IS CRUCIAL TO YOUR SUCCESS IN CLASS!