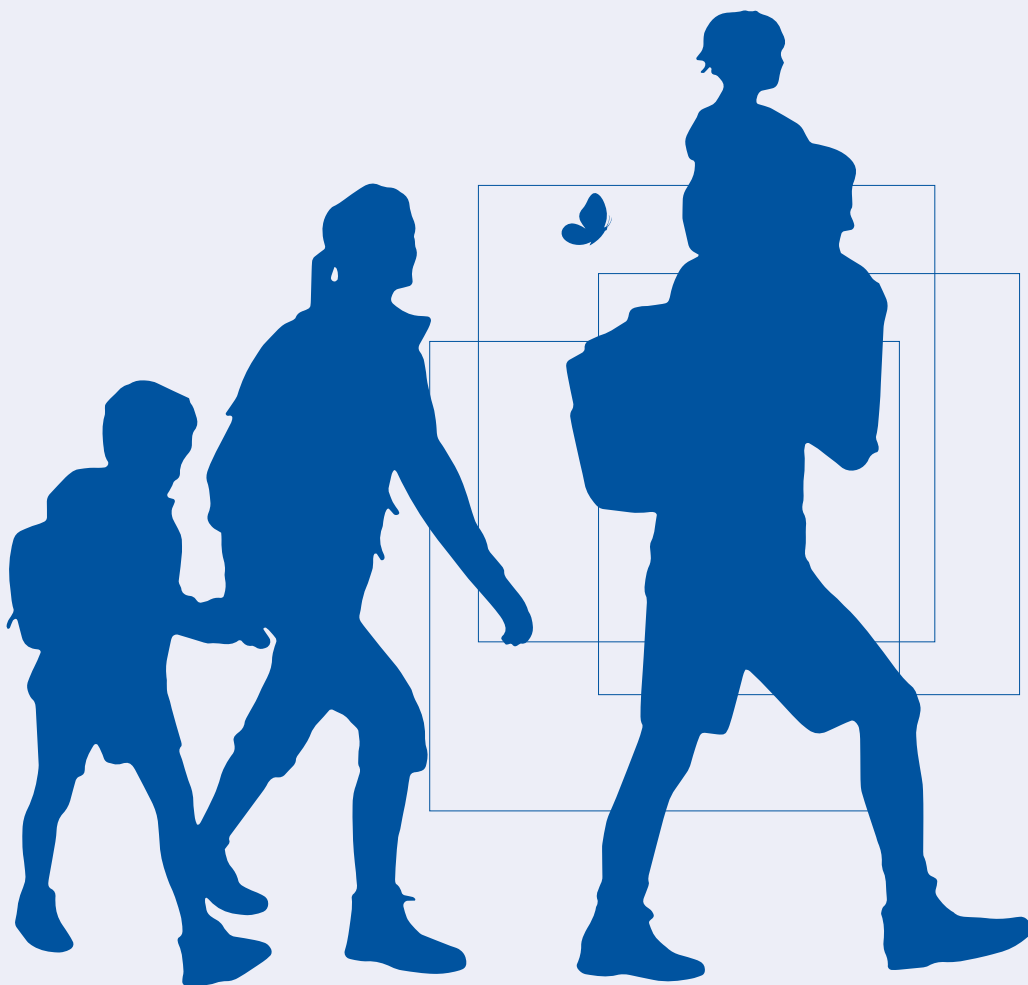




International
Labour
Organization

UNDERSTANDING TOURISTS & TOURISM

GUESTHOUSE OPERATORS TOURISM TRAINING | **MODULE 1**



TRAINER – RESOURCES 2

Copyright © International Labour Organization 2016

First published 2016

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Licensing), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: rights@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with reproduction rights organizations may make copies in accordance with the licences issued to them for this purpose. Visit www.ifro.org to find the reproduction rights organization in your country.

Guesthouse operators tourism training: Module 1,
understanding tourists and tourism - trainer resources 2

ISBN 978-92-2-131093-8 (print)

ISBN 978-92-2-131094-5 (web pdf)

Dili: ILO, 2016

ILO Cataloguing in Publication Data

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications and digital products can be obtained through major booksellers and digital distribution platforms, or ordered directly from ilo@turpindistribution.com. For more information, visit our website:

www.ilo.org/publns or contact ilopubs@ilo.org.

Printed in Timor-Leste

HOW TO USE THIS TRAINING PACKAGE

Welcome to the Guesthouse Operators Tourism Training package. This training program has been designed to be used by training professionals to deliver skills-based tourism training in remote parts of Timor-Leste.

The training program

The training program consists of three modules. Each module is centered on a different theme, and builds on the skills and knowledge of the previous modules. The modules are:

- **Module 1:** Understanding tourists and tourism
- **Module 2:** Food hygiene and preparation
- **Module 3:** Managing reception and housekeeping

Course resources

Each module contains all the resources required to deliver the training course. For each module you will find:

- **A course timetable:** a suggested format for how the training could be delivered, which matches the layout of the lesson plans. If you wish to locate individual sessions, you will find it's easiest to consult the course timetable.
- **Learning outcomes:** these have been numbered and themed for your reference. The learning outcome numbers match the references in the lesson plans.
- **Lesson plans:** sessions are grouped into days based on the course timetable. Each day has a lesson plan detailing how each session should be delivered, suggested timing, and the resources required. Timings can be adjusted to suit the strengths of your training group.
- **Activity guide:** lesson plans refer to numbered activities. You can consult the activity cards for each day to find out how activities are delivered. Any handouts, questions or game cards mentioned in the lesson plans can be found in the related activity card.
- **Participant manual:** participant manuals have been designed to provide participants with a take away resource that they can continue to refer to, and share with others in their community. You will also find that some activities will refer to corresponding sections of the participant manual. Each lesson plan refers to the relevant section of the participant manual that the trainer should read to prepare for the lesson. A separate trainer manual has not been provided. All required material can be found in the participant manual.

Learning outcomes

Learning outcomes are numbered for your quick and easy reference. If you are not delivering a training package in its entirety, you can use these numbers to identify the sessions you need to conduct in order to achieve your training goals. These outcomes will also help you to understand the level of understanding that participants should have achieved by the completion of the session or the day.

Lesson plans

All sessions within each lesson plan are assigned a difficulty rating from 1 to 3.



Difficulty level 1: a level 1 session focuses on a general topic that should not be difficult for a qualified professional trainer to understand. A trainer does not need a specialist skillset to be able to understand, prepare and deliver this session effectively.



Difficulty level 2: a level 2 session will require substantial reading, preparation and practice for any professional trainer. A trainer does not necessarily need a specialist skillset to be able to understand, prepare and deliver this session effectively, though it would be an advantage. If this session is being delivered by a trainer that does not hold a hospitality or tourism qualification, significant background reading, preparation and practice is recommended prior to delivering this session.



Difficulty level 3: a level 3 session should only be delivered by a trainer with professional tourism or hospitality qualifications, preferably with management experience. The material in this session is of a technical nature, and may at times be difficult for participants to understand, and difficult for trainers to explain. Level 3 sessions often require advanced mathematic skills, and require trainers to be able to make accurate calculations on their feet throughout the session. A suitably qualified trainer should spend time practicing the delivery of level 3 sessions.

Activities

You will notice that each activity in each lesson plan has been assigned an individual reference number. This is to make it easy for you to locate the matching activity description in the activity guide. The activity reference number tells you the day, session and place within the session of any given activity. For example, an activity with the reference **1.2.3** would be delivered on **day 1**, **session 2**, and the **third activity** within that session.

Activities have all been assigned quick references so you can easily see if they are small group, pair, individual or large group exercises.

Activities

DAY 1

SESSION 1

ACTIVITY 1.1.1 – People bingo



Activity type


- Large group

You will need

- People bingo cards (see below) / prize for the winner

Instructions

- Trainers introduce the people bingo activity, used as a bit of an ice-breaker to encourage participants to get to know the other participants:
 - Using the questions on the handout from the activities.
 - Participants need to find a person in the group that matches each of the descriptions on the people bingo card.
 - Once they have found that person, write their name in the square.
 - The aim is to be the first to complete all the bingo squares.
 - The first person to complete all the squares should call out 'bingo!' to be declared the winner.



Can ride a motorbike	Has been to Australia	Can play a musical instrument	Lives here
Likes swimming	Likes eating fish	Likes cooking	Is married
Has children	Works at or owns a guest house	Has met a person from Australia	Has met a person from Portugal
Has met a person from England / United Kingdom	Has studied Tourism	Has met a person from New Zealand	Likes dancing

Guidance for the trainer

- This is a quick, simple and fun getting-to-know you ice-breaker for participants.
- The objective is to get all of the participants talking to each other.

SESSION 1

ACTIVITY 1.1.2 – Elements of tourism



Activity type

- Small group

You will need

- Markers / flipcharts / cards / pictures

Instructions

- Divide participants into 3 groups.
- Allocate one element card to each group (see below):
 - Resources
 - Infrastructure
 - Services
- Make sure each group understands what their allocated element means.
- Participants should read the information and examples on their element card and then list as many tourism examples of this that they can think of in this area, and some short explanations/descriptions.
- When they have finished, each group to present and discuss ideas.

Group 1: resources (attractions)

- Resources are the most important basic component of tourism. Without resources to attract tourists and to create the desire to travel to a specific destination, there can be no tourism.
- Resources can be natural or artificially created.
- Natural resources – the sea, mountains, rivers, lakes, national parks and reserves... These allow the practice of activities such as diving, trekking, river rafting, mountaineering, climbing, and paragliding.
- Cultural resources – temples, churches, old towns, palaces and squares, museums, festivals, people, cultural performances, arts, handicrafts (wood carvings, stone carvings, paintings).

Group 2: infrastructure (physical)

- Transport infrastructure – roads, airports, trails, and bridges, which allow the movement of tourists to the resource.
- Transport is the most important tourism infrastructure, because without it tourists cannot come.
- Hospitality infrastructure – places where tourists can find food and shelter in exchange for payment, e.g. hotels, guest houses, homestays, lodges, and restaurants.
- Other infrastructure – basic medical facilities, electricity, water, and communication systems.

Group 3: services

- In order for resources and infrastructure to be used, some services are necessary:
 - Accommodation
 - Food
 - Guides and travel organizers
 - Transport services – airlines, bus companies, taxis
 - Souvenir shops, workshops
 - Promotion of touristic resources
-

Guidance for the trainer

- We want each group to record as much information and examples to present back to the other groups as they can. You will need to monitor groups throughout this activity to make sure they understand what they need to do.
 - You need to make sure that participants are listing examples that are *specific*. What is it? Where is it? What is it called?
 - Be careful that participants are not simply re-writing the information on their activity cards instead of listing examples from their area.
 - If participants are struggling to think of examples just from their area alone, ask them to include some from surrounding districts.
-

SESSION 2

ACTIVITY 1.2.1 – Tourism industry working together



Activity type

- Small group

You will need

- Whiteboard / markers / flipcharts / cards (transport, accommodation, services, activities)

Instructions

- The aim of the activity is for participants to work together to identify who in their community will help to make tourism successful.
- Divide participants into 4 groups:
 - Allocate one topic card to each group – transport, accommodation, services, activities (see below).
 - Each Group to discuss the current situation in their district and then think about future possibilities.
 - Groups record their ideas on the flipcharts provided.
 - When they have finished, each group presents their thoughts / discussion to the rest of the participants.

Group 1: transport

- Transport means everything we use to get from one place to another.
- Examples of transport are – cars, buses, trains, planes, bicycles, boats and so on.
- Transport is important for tourism because without good transport your guests can get to your businesses easily, and they can't see the area with ease and enjoy themselves.

Questions:

- What is transport like in your area?
- What would you like to change or improve about the transport available to tourists?
- How would this happen?

Group 2: accommodation

- Accommodation means all the places that are available for guests to stay at in your area when they come to visit.
- Examples of accommodation are – guesthouses, homestays, hotels, resorts, eco-lodges.
- Accommodation is important because if our guests don't enjoy their stay, they won't come again and won't be comfortable and happy during their stay.

Questions:

- What is accommodation like in your area?
 - What would you like to change or improve about the accommodation available to tourists?
 - How would this happen?
-

Group 3: services

- Services means all of the things that will help our guests to find the things they need, get around the area, and enjoy their stay.
- Examples of services are shops, tour guides, restaurants and cafes, tourist information centers.
- Services are important because when they are not available, it can be very difficult for guests to find and enjoy things around the area. If they cannot get things they want or need (such as meals, phone credit, cold drinks, hiking guides etc.) than they may not enjoy their stay.

Questions:

- What are services like in your area?
 - What would you like to change or improve about the services available to tourists?
 - How would this happen?
-

Group 4: activities

- Activities means all of things that are available for our guests to do or see during their stay.
- Examples of activities are hikes, swimming destinations, sightseeing, local attractions, museums, markets and so on.
- Activities are important because we want our guests to have things to do and see so they can enjoy and learn about the local area. When there are plenty of activities, our guests can be out and about, spending money in the local community and enjoying themselves.

Questions:

- What are activities like in your area?
 - What would you like to change or improve about the activities available to tourists?
 - How would this happen?
-

Guidance for the trainer

- You will need to supervise participants closely to make sure they understand and are discussing issues that fit within their given topic. We want the groups to be presenting different ideas and opinions so it is important they understand the things that fit within their discussion.
 - Ask participants to think hard about this, and be specific and creative wherever possible. When we are thinking about what is needed to improve tourism in the area, it is a good idea to try and come up with some short-term solutions and some that are longer-term to work towards. This means that ideas and opinions do not have to be things that can be implemented straight away, and whether or not it can be done should not be the focus of the session. Keep in mind that we do not want participants to be critical of each other in this activity, but focus on their ideas and creative solutions for the future.
-

SESSION 2

ACTIVITY 1.2.2 – Positive and negative social effects of tourism



Activity type

- Small group

You will need

- Activity cards / whiteboard / markers / blu tak

Instructions

- Divide participants into Small groups (4/5 participants):
 - Distribute the activity cards with statements about tourism effects (see below).
 - Groups to choose which statements are positive and which are negative.
 - Selected participants from all the groups stick cards on Whiteboard or Flipchart paper – which has been divided into positive and negative.
 - Trainer to summarize with class discussion regarding positive and negative social effects of Tourism.

Note: some effects can be both positive and negative.

Increase in youth exchange programs and village tourism.	Tourists may act in anti-social manner which could cause offence to the host nation.	Poor sanitation may lead to diseases for both tourists and local population.
More cultural and social events available for local people such as festivals, entertainment etc.	Language barriers which may create communication barriers.	Improved sport and leisure facilities created for tourists which local people may use.
Increased crime.	Conservation of the local cultural heritage of an area and rebirth of its crafts, architectural traditions and ancestral heritage.	The infrastructure may not be able to cope with the greater numbers created by tourism.
Traditional industries may be lost and local goods substituted for imported goods.	The local population may copy lifestyles of tourists through the 'demonstration effect' and the result could be a loss to local customs and traditions as well as standards of behavior.	There could be a loss of native languages and traditions.
Local community can mix with people from diverse backgrounds with different lifestyles which through 'demonstration effect' may lead to the development of improved lifestyles and practices from the tourists' examples.	There can be an improvement in local life through better local facilities and infrastructure (developed to sustain tourism) which could lead to better education, health care, employment opportunities and increased income.	Local population's activities and lifestyles may suffer intrusion from tourists leading to resentment towards tourists.

Guidance for the trainer

- We want participants to understand that tourism may have different effects on the social and cultural aspects of life in a particular region or area, depending on the cultural and religious strengths of that region. The interaction between tourists and the host community (locals) can be one of the factors that may affect a community as tourists may not be sensitive to local customs, traditions and standards. The effect can be positive or negative on the host community.

Positive social effects:

- Local community can mix with people from diverse backgrounds with different lifestyles which through 'demonstration effect' may lead to the development of improved lifestyles and practices from the tourists' examples.
- There can be an improvement in local life through better local facilities and infrastructure (developed to sustain tourism) which could lead to better education, health care, employment opportunities and increased income.
- More cultural and social events available for local people such as festivals, entertainment etc.
- Improved sport and leisure facilities created for tourists which local people may use.
- Conservation of the local cultural heritage of an area and rebirth of its crafts, architectural traditions and ancestral heritage.
- Increase in youth exchange programs and village tourism.

Negative social effects:

- The infrastructure may not be able to cope with the greater numbers created by tourism.
 - Poor sanitation may lead to diseases for both tourists and local population.
 - Local population's activities and lifestyles may suffer intrusion from tourists leading to resentment towards tourists.
 - The local population may copy lifestyles of tourists through the 'demonstration effect' and the result could be a loss to local customs and traditions as well as standards of behavior.
 - There could be a loss of native languages and traditions.
 - Increased crime.
 - Traditional industries may be lost and local goods substituted for imported goods.
 - Language barriers which may create communication barriers.
 - Tourists may act in anti-social manner, which could cause offence to the host nation.
-

SESSION 3

ACTIVITY 1.3.2 – What do tourists like?



Activity type

- Small group

You will need

- Whiteboard / markers / activity cards

Instructions

- Divide participants into 9 small groups (2/3 participants per group).
- Give each group a card with a different “like” (see below).
- Each group to explain to all participants what their “like” is and how this can be provided to a tourist visiting their district / village.

✂

Opportunity to experience and learn what makes Timor-Leste and its people different from other places in the world.	The chance to experience a new destination and have new experiences, which they can later recall to their families and friends.
Cultural exchanges to learn about the cultural and religious values of Timorese people.	Adventure and disconnect from their daily and stressful routines.
Reliable services.	Value for money.
Privacy.	Keeping well and fit.
Comfort – good mattress, clean sheets / bedding, clean toilets (with toilet paper), clean water...	

- ◆ Trainer to summarize and add “they like to feel welcome, & food and drink is an important part of any travel experience”.

SESSION 4

ACTIVITY 1.4.1 – Develop ideas for different types of tourists



Activity type

- Small group

You will need

- Tourist activity cards / flipcharts / whiteboard / markers

Instructions

- Groups develop ideas / recommendations for their specific tourist type.
- Divide class into four groups.
- Give each group a tourist type card (see below):
 - Older couple from Australia
 - Group of 5 backpackers from Europe
 - Family with 2 children from Australia
 - Young adventurous / fit couple from England

Group 1: develop ideas for:

An older couple from Australia (both in their 60's)

- Your visitors / tourists will be in your district for 3 days / 2 nights.
- Think about what a tourist needs:
Accommodation, food & drink, transport, attractions, activities, culture etc...
- You will need to provide ideas that will show them everything your district has to offer and also caters for their individual requirements.

Group 2: develop ideas for:

A young / fit couple from England

- Your visitors / tourists will be in your district for 3 days / 2 nights.
- Think about what a tourist needs:
Accommodation, food & drink, transport, attractions, activities, culture etc...
- You will need to provide ideas that will show them everything your district has to offer and also caters for their individual requirements.

Group 3: develop ideas for:

A family from Australia (2 adults & 2 children aged 8 & 12)

- Your visitors / tourists will be in your district for 3 days / 2 nights.
- Think about what a tourist needs:
Accommodation, food & drink, transport, attractions, activities, culture etc...
- You will need to provide ideas that will show them everything your district has to offer and also caters for their individual requirements.

Group 4: develop ideas for:

A group of 5 backpackers from Portugal & Switzerland

- Your visitors / tourists will be in your district for 3 days / 2 nights.
- Think about what a tourist needs:
Accommodation, food & drink, transport, attractions, activities, culture etc...
- You will need to provide ideas that will show them everything your district has to offer and also caters for their individual requirements.

-
- ◆ Each group to prepare and present their ideas to the other groups.
 - ◆ Trainer to summarize and discuss the idea “We need to offer tourists an experience”.

Guidance for the trainer

- Participant groups will need close supervision in this exercise so they can develop ideas for their tourists that are appropriate to what that type of tourist will need and like.
 - Groups do not need to develop tours or strict itineraries, but rather come up with some suitable suggestions that they would give to these guests about some activities each day, places to eat, cultural activities they would enjoy and so on. Participants groups should be coming up with different responses, as each of these groups will have different needs.
-

Activities

DAY 2

SESSION 1

ACTIVITY 2.1.1 – Tourist experiences



Activity type

- Small group

You will need

- Trip advisor reviews / flipcharts / whiteboard / markers

Instructions

- Divide participants into small groups (3-4 per group).
- Trainer to distribute the trip advisor extracts (see below).
- Explain what trip advisor is, and then each group read through the experiences of the tourists.
- Ask participants to work together to answer the questions at the bottom of the handout.
- Each group to record their answers on the flipcharts provided and present back to the group.

Read the extracts from Trip Advisor provided:



Backpacker accommodation in Dili

Ranked #3 of 9 Speciality lodging in Dili

“Loved staying here!!”

*Tucked away in the craziness of Dili this is a great place to escape. Cheap, safe, perfect place to meet other travelers and has its own bar!! For western standards it's not fantastically clean but for East Timor it is fantastic. Best part is that as females we could go outside at night as we had male friends to be with. Will be staying there later this year when I return for sure!!!
Stayed September 2013*

"Nice staff, but could use some serious TLC"

While I appreciate that Dili is still an up and coming destination, this place could truly use some freshening up. I have stayed at more than 50 hostels around the world and this one was definitely the most "rustic". A fresh coat of paint, a renovation of the bathroom, and a general bit of handiwork would go a long way.

That said, the staff were friendly enough and it is definitely the best place to stay in Dili as an independent traveler.

Stayed August 2013, travelled solo



Hotel in Dili

Ranked #1 of 19 hotels in Dili

Certificate of Excellence 2014

"A Timor-Leste experience"

Reviewed 29 March 2014

My partner and I visited Timor Leste in February 2014 for 5 days and were fortunate to have the Hotel Esplanada recommended to us as best value hotel accommodation.

The outstanding feature of the place is the personal attention to guests shown by both the owner and management. Any issues with the room or requests for assistance for travel around Dilli were dealt with immediately and with 120% effort.

Our lasting memory will be the elevated "veranda" restaurant and bar that serves very good food and has a millionaire's view of the ocean.

Visitors who expect a Hilton hotel will be very disappointed. This is Dilli East Timor and the Hotel Esplanada puts together a very nice package given the limited human and commodity resources, on this beautiful island, necessary to provide quality hotel accommodation.

“Very bad reception experience”

Reviewed 31 March 2014

We are business oil and gas customer. We wanted to check in for two rooms and a few days upon arrival in Dili. Rooms are not cheap and quite expensive for the quality of the service. 110 USD for a double.

Reception management has been awfully rude to us. First of all we discovered that we had to pay the full night price before we even saw the rooms, when usual process is just to take deposit or card print guaranty. We didn't wanted to pay 220 USD cash as we hadn't yet drawn ATM cash and discovered we had to be charged 5 % extra fee on credit card. We asked the manager what to do about it, she said “if you are not happy you can go to another hotel” in a very aggressive manner. This is inadmissible attitude from staff in a hotel of this pricing and category.

Of course, we cancelled our check in and went to another hotel, more friendly.

Stayed March 2014, travelled on business

Questions:

- What do tourists like and dislike?
- Why should we care what the feedback from our guests is?
- What could be done by staff to improve customer feedback?
- How can staff deal with problems?

Guidance for the trainer

- Ensure all groups have some supervision and guidance for this activity.
 - Keep in mind that this is not an exercise to analyse and discuss what is wrong with these particular accommodation businesses in Dili, but rather to learn from the information provided, and what it can inform everyone about guest experiences.
-

SESSION 1

ACTIVITY 2.1.2 – Charades



Activity type

- Pair

You will need

- Activity tips cards (below) / whiteboard / markers

Instructions

- Divide participants into pairs – each pair to choose one card.
- Give participants 5mins to work with their partner to prepare how they will act out the tip on their card (see below).
- Explain they cannot use words, only actions.
- Each pair to demonstrate the action on their card.
- The rest of the participants must guess what is going on.

✂ Give guests a warm Timorese welcome.	Offer refreshments when they arrive.
Care for guests and their belongings.	Make eye contact.
Smile and be friendly – smiling when dealing with guests helps create a friendly atmosphere.	Be quick and efficient at providing for their needs, e.g. get the water, blanket, tea quickly. Do not keep your guests waiting.
Warn them about any safety issues such as low doorways or uneven steps.	Offer something before it has to be asked for, e.g. another drink, a condiment (salt, pepper, sauces etc), a map or directions.
Be proactive (anticipate their needs).	Ensure personal grooming is of a high standard – look neat and smell pleasant.
Adapt as per your guests – some may be more formal than others and will have different habits and expectations.	Give them your full attention – do not speak to another person at the same time as speaking to a guest or text / answer the phone.
Show your guests around – show them the facilities (bedroom, bathroom, toilets...), where to get water...when is power available...Where can they charge phone / computer etc...	Use a guest's name when addressing them, If you do not know a guest's name, it's ok to address them as "mana" or "maun".
Offer extra services such as laundry, local tours, and packed lunches...	Be attentive – listen to your guests, understand their needs and meet them.
On their departure, thank a guest for staying with you and wish them a safe journey.	Use friendly body language/gestures.

- ◆ Trainer to summarize these tips for hospitality and good service attitudes
- ◆ Ensure all tips are demonstrated (give groups 2 cards if necessary)

SESSION 2

ACTIVITY 2.2.1 – Guest requirements



Activity type

- Small group

You will need

- Topic cards (below) / whiteboard / markers / flipcharts

Instructions

- Divide participants into 5 groups.
- Give each group one of the topic cards (information, advice, assistance, reliable product/service, safety/security).
- Groups to work together to decide what their guests need in terms of the topic they have been given.
- Each group to present their ideas back to the class.



INFORMATION

What kinds of information do our guests need?
Why do we need to be able to give good information to our guests?

ADVICE

What kinds of advice do our guests need?
Why do we need to be able to give good advice to our guests?

ASSISTANCE

What kinds of assistance do our guests need?
Why is it important to be able to assist our guests?

RELIABLE SERVICE

What does it mean to provide reliable service to our guests?
Why is it important that we provide service that is reliable?

SECURITY AND SAFETY

What does it mean to provide safety and security to our guests?
Why is it important that our guests feel safe and secure?

Guidance for the trainer

Information: guests need all kinds of information – examples are things like room prices, meal prices, directions, contact details and so on.

It is important to be able to provide information to our guests because if we cannot give them the information they need, they will not know things they need to know, may not be able to find our business, and will not enjoy their stay.

Advice: our guests may need many kinds of advice. This could be things like recommendations for places to eat or to buy souvenirs, advice about the prices of tour guides or transport options, and advice of how they should spend their time.

It is important to be able to give advice to our guests because our guests are not local people. They will not know about the area and the things to do and see, and so will want to be able to get advice from you. Giving good advice will ensure your guests enjoy their stay.

Assistance: our guests may also need our assistance when they stay with us. Assistance means things like helping guests with their luggage, helping them find their rooms, pointing them in the right direction to hikes or beaches, organizing transport or tours they wish to go on, providing assistance with contacts and local knowledge. It is important to be able to provide this assistance because our guests want to relax. They will also often not be able to speak the local language, so it will be very difficult and stressful for them to organize activities for themselves. They will enjoy their stay much more if they can receive assistance with this.

Reliable service: providing a reliable service means meeting your guest expectations of the things that they have paid for. This means things like being at your accommodation/ restaurant when guests arrive, them receiving the meals they have ordered and the food they have booked, and your guests being able to rely on you to do the things you have said you will do e.g. book in a tour or organize transport. It is important to provide a reliable service because guests will not be disappointed and will feel happy when they receive the things that they have paid for. This will ensure that they enjoy their stay.

Security and safety: we can provide security and safety to our guests in many ways. This could be things like ensuring locks on doors and windows always work, that we have enough lighting for them to be able to see pathways at night, and that we keep our premises safe and secure. It is important to always keep our guests safe because we don't want anything bad to happen to them or for them to hurt themselves. Guests who feel safe and comfortable will also enjoy their stay.

SESSION 2

ACTIVITY 2.2.2 – Customer service statements



Activity type

- Small group

You will need

- Category cards for each group / customer service statements for each group

Instructions

- Divide participants into groups of 3-4 people per group.
- Hand out cards to each group (see below) & then circulate and help groups.
- Groups need to decide which statement fits under which category (Communication do, Attitude and ethics I do, Physical appearance I do, I do not do).
- Give participants time to complete the activity, and then ask for volunteers to explain which cards they have put under each topic and why.
- Trainer to summarize the discussion.

Choose correct statements – participants choose which goes where & which category:

✂	COMMUNICATION - I DO...
	ATTITUDE and ETHICS - I DO...
	PHYSICAL APPEARANCE - I DO...
	I DO NOT DO...

COMMUNICATION I DO...

✂	Speak clearly and understandable.	Speak with a smile.
	Speak with the customer about the service, hotel, restaurant or local tourism facilities or my culture.	Speak English or another language to foreigners.

ATTITUDE and ETHICS I DO...

✂	See and know when customers need assistance.	Want to help customers.
	Respect customers, my boss / supervisor and other staff.	Show initiative to find tasks.
	Complete my tasks.	Come to work on time.
	Rest-well before work.	Call my supervisor / manager in case of sickness, emergency or lateness.

PHYSICAL APPREANCE I DO...

✂ Dress in tidy and clean cloths.	Stand straight, appear confident.
Walk quietly (but not slow).	

I DO NOT DO...

✂ Phone/text during work.	
Smoke in front of customers.	Discuss personal matters with customers.
Stare at or laugh about customers.	Speak with anger, impatience, sarcasm or boredom.
Sniff, cough, spit, pick my nose, lick fingers or yawn.	Lean against walls or have my arms crossed.

SESSION 3

ACTIVITY 2.3.1 – Emergency contacts



Activity type

- Small group

You will need

- Markers / whiteboard / flipcharts

Instructions

- Divide participants into groups of 3-4.
- They need to create a list of the emergency contacts they would need to contact in different kinds of emergencies (fire, medical, crime):
 - Who would they contact?
 - How would they do this?
 - What is the contact number?
- Encourage all participants to keep a record of this list so it can be used in the case of an emergency.

Guidance for the trainer

- Wherever possible, develop a list that has the contact details of the relevant places to call in emergencies for the area you are conducting this activity.
- This way, if participants are able to work together to come up with the names of the places they would call, you will be able to provide the relevant contact details, which the participants will then be able to record the correct details during the lesson.

SESSION 4

ACTIVITY 2.4.1 – Authentic versus non-authentic experiences



Activity type

- Small group

You will need

- Flipcharts / whiteboard / markers

Instructions

- Trainer to introduce and discuss what is meant by authentic and non-authentic experiences of culture.
- Divide participants into groups.
- Each group to work together to brainstorm some authentic Timorese experiences for tourists that visit their area.
- Write down ideas and some basic descriptions of how this would work.
- Present back and discuss.

Guidance for the trainer

- The key points we want participants to understand out of this activity are:
 - Our guests are interested in finding, seeing and doing things that are *authentic* to this area.
 - When something is *authentic* this means that it feels real and genuine to the person experiencing it. Something authentic has not been organized to look or behave in a certain way. It is this way traditionally or naturally.
 - Authentic tourism means creating avenues for our guests to experience parts of Timorese culture the way they are, and the way that Timorese people experience and value them. This is what guests want to do.
 - Give your guests an authentic Timorese tourism experience. Do not try to create something that is not traditional, or non-authentic, and do not try and guess or produce something you think guests might enjoy.
 - Focus on being able to highlight and explain cultural elements and activities that are genuine and important parts of Timorese culture.
 - To succeed in Tourism, we need to think about what these things are, as only local Timorese people are able to explain and demonstrate their significance.

Activities

DAY 3

SESSION 1

ACTIVITY 3.1.1 – Chinese whispers



Activity type

- Large group

You will need

- Paper / pens / whiteboard / markers

Instructions

- Divide the group into 2 and form 2 lines.
- Two trainers whisper (at the same time) a message to the first person in each line.
- The message is passed down the line until the last player writes down the message.
- When both teams finish the trainer shares the messages with the entire group.
- Errors typically accumulate in the retellings, so the statement made by the last player differs significantly – and often amusingly – from the one given by the first player.
- Participants cannot ask for the message to be repeated if it is not clear.

Message examples:

- “Mana Kirsty will arrive at Atauro on the boat at 9am tomorrow”.
- “Maun John will come to Maubisse on Friday. He would like a room for 2 nights”.

Trainers ask participants:

- What did we do?
- Why was it difficult?
- What do you understand after having done it?

Guidance for the trainer

- This is a fun game, so it should be enjoyable for everyone involved. But, it also has an important underlying message that we want participants to understand. That is, when communication is not happening properly, important messages can easily become confused. We want to minimize the number of stages a message could get confused on its way to reach us, and be able to ask questions to ensure that we understand. This is important for good communication.

SESSION 1

ACTIVITY 3.1.2 – Verbal communication characteristics



Activity type

- Large group

You will need

- Whiteboard / markers

Instructions

- Participants stand in a circle and trainer demonstrates good and bad techniques for verbal communication, focusing on:
 - Volume
 - Tone
 - Pace

Guidance for the trainer

- Your voice communicates a lot about you. Your mood, your attitude to your listener, your energy level, your warmth and your sense of confidence are all expressed through your voice. If you say, “I’m full of energy,” but your voice sounds weak or tired, listeners will believe your voice, but not your words. You can say that you care about your listener and repeat the message, but if your voice doesn’t back you up, don’t expect to be believed.

Speech

- Certain characteristics which will affect the message that is being spoken:
 - **Volume:** loud speech may sound bossy or rude, very quiet speech cannot be heard.
 - **Tone:** use warm tones without sounding over-friendly. Cool tones are very unwelcoming.
 - **Pace:** fast speech is not easy to follow, but very slow speech makes the speaker sound stupid, or gives the impression that he or she thinks the listener is stupid. Speak at a reasonable pace so that the other person has a chance to understand.

Voice techniques

- The following tips can help you develop a stronger, warmer presence by developing a stronger, warmer voice:
 - Develop an awareness of your vocal expression.
 - Essential meanings are carried by the voice, work at making your voice carry the meanings you really want to convey.
 - Use Energetic Articulation- Expressing any idea with energetic mouth movement suggests that you are committed to that idea. This conviction in your voice persuades the listener that your ideas are worth listening to.

Relax your face

- It does not help to “set” your face in a smile. As the smile stiffens, your voice flattens and can even become nasal if your jaw tightens up too much.
- The smile itself becomes suspect the longer it lasts. Relax your smile. Relax your jaw. You’ll not only look more natural, you’ll sound more resonant.

Lean forward and get your body involved

- Voice and body are closely related.
- Get your body involved in communicating your message. You’ll sound livelier and more expressive.

Demonstration exercises

- **Animal noises:** discuss the difference and how we interpret the noise with the size & power of the animal.
E.g. compare a cat, dog and an elephant
-

SESSION 1

ACTIVITY 3.1.3 – Charades: guesthouse owner or guest?



Activity type

- Large group

You will need

- Activity cards / whiteboard / markers

Instructions

- Divide participants into 2 groups.
- Each group receives a set of statements (see below), and needs to decide whether these are statements that would be used by the guesthouse owner or by the guest.
- Participants to choose a statement each and act in out in charades.
- Participants need to guess which statement it is.

✂

Are you sick?	Did you sleep well?	Would you like more food?	Here is the bedroom
Are you having a good time?	What time do you need breakfast tomorrow?	Are you hungry?	Do you want a drink?
Can I have the bill?	Can I recharge my phone?	Have you seen my friends?	Can I rent a motorbike?

SESSION 2

ACTIVITY 3.2.1 – Your life story in 60 seconds



Activity type

- Pairs

You will need

- Whiteboard / markers / activity cards / stopwatch or clock

Instructions

- Divide participants into pairs:
 - One person tells the other as much as they can about their life in 60 seconds while the other person listens.
 - Then swap.
 - The listener cannot ask questions or interrupt.
- Ask participants:
 - Was their partner listening when they were speaking?
 - How did they know?
 - When you were listening, what was the body language you noticed in your partner?
 - What did you think it meant?
- Discuss what are the verbal and non-verbal cues that tell us that someone else is listening/interested both for the listener and the speaker.

Guidance for the trainer

- Ask participants to pair up with someone they don't know very well. Each pair should choose one person to be the speaker and one person to be the listener. Both people will get a chance to participate in both roles.
- People may think this activity is some kind of test and, if so, may interfere with their attentiveness to the 60 second autobiography. Acknowledge this tendency with your group and tell participants that this is a simple activity – not some kind of test.
- After 60 seconds, call time and have the pairs switch roles – the speakers become listeners and vice versa.
- After another 60 seconds, call time and ask everyone to come together for a discussion.

SESSION 2

ACTIVITY 3.2.2 – Gestures



Activity type

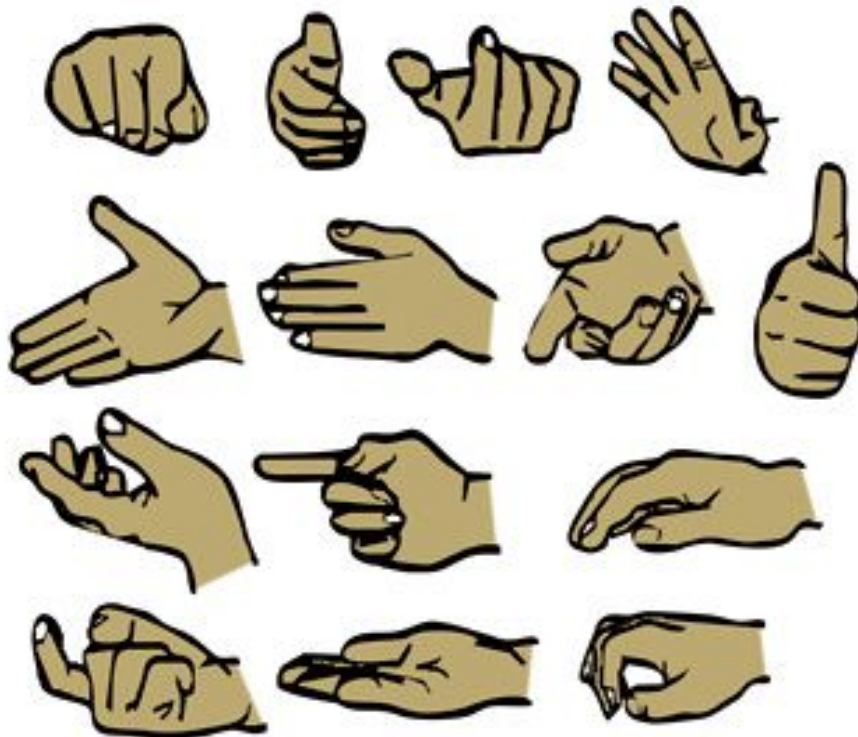
- Small group

You will need

- Whiteboard / markers / activity cards

Instructions

- Divide participants into small groups (3-4 participants), and distribute the gestures activity card (see below).
- Trainers ask participants:
 - Practice these gestures
 - Can you identify any of these symbols?
 - What do they mean?
 - What other gestures do they know and what do they mean?
- ◆ Practice these gestures:



Guidance for the trainer

- Gestures can help where verbal communication is difficult.
- Be careful with gestures as they can mean different things in different cultures / countries e.g. crossing fingers for luck.

SESSION 2

ACTIVITY 3.2.3 – Handling complaints role-play



Activity type

- Small group

You will need

- Whiteboard / markers / activity scenarios

Instructions

- Divide participants into groups – 3 participants per group.
- Explain instructions & give each group a scenario (see below).
- Each group needs to read and understand the scenario, then act out the complaint, demonstrating a good way to handle it, and also a bad way to handle it.
- Give participants 10 minutes to understand the scenario & how they will demonstrate it to the group.
- After acting out the scene (it should take less than 5 minutes), each group should explain what their scenario was.
- Trainer needs to ask other participants for feedback - takes turns to discuss / share / reflect on the role-play:
 - Which complaints were handled negatively and resulted in an unhappy guest?
 - Which complaints were handled positively, resulting in a happy guest?

A guest goes to the toilet, which is extremely smelly and dirty. There is no toilet paper available.

A guest wakes up very early to go on a long walk and see the sun rise. Before starting out, the guest orders a big, high-energy breakfast. He or she has to wait more than an hour until the food is ready and served.

A guest arrives at the guest house very tired after a long day. When he or she goes to bed, they find that the bed-sheets have not been replaced, are dirty, and have hair on them.

A guest arrives in the evening and has a big salad for dinner. The vegetables have been washed with tap water, as a result of which the guest suffers bad stomach problems during the night.

The person who serves the food has dirty clothes and hands, and smells strongly of sweat. The server does not talk to the guest – instead, he speaks loudly on a mobile phone all the time. He ignores the guest when he or she wants to order something to drink.

It is 8 am. A tourist comes to the guest house reception and complains – other guests were drinking and playing cards loudly in the dining room the evening before, dogs barked all night long, and this morning he was woken up by guests leaving early. He refuses to pay for the room.

It is time to pay the bill. The guest house operator hands his guests the bill, but the group does not understand why the amount is so high – everything is more expensive than in the previous guest house. The operator has to explain that this place is more remote and that everything has to be carried here. He tries to explain what his real costs are.

- ◆ Trainer to record key points on the whiteboard

SESSION 3

ACTIVITY 3.3.1 – Cultural word hunt



Activity type


- Large group

You will need

- Cultural words (18) / whiteboard / markers

Instructions

- Cut out & stick words (18 – see below) around the training venue.
- Divide participants into small groups – 3-4 participants per group.
- Groups go out and hunt for the words – let them know there are 18 words in total.
- Groups come back & share the words they have found.
- ◆ Trainer to get participants to talk about what the words mean & give examples & then trainer summarizes.
- Participants to discuss together:
 - What is culture?
“It is all things that are common to a group of people”



Rituals	Food
Drink	Customs
Dress	Greetings
Traditions	Festivals
Manner of eating	Religion
Language	Churches
Morals	Norms
Beliefs	Institutions
Physical objects	Medicine

Guidance for the trainer

- Culture is what is common to a certain group of people.
- It distinguishes the members of one group or category of people from another.

- Culture is what allows you to understand people from your group, or to feel part of that group.
 - We can talk about “Timorese culture” – what is common to the people of Timor-Leste – but also of “Timorese cultures” (plural) to designate what is common to groups within Timor-Leste, e.g. the culture of people from Los Palos, the culture of people from Oecusse or the culture of people from Atauro.
 - Culture is both material – arts, artefacts, books, tools, clothes, food – and non-material – customs, rituals, songs, language, common understandings, values, the way we interact with each other, the way we show respect, the way we cook, eat or grow rice...or simply “the way we do things”.
 - A culture nearly always borrows elements from other cultures, and spreads elements into other cultures. Think about musical instruments (e.g. the babdok), food, religion, and words in your own language that may have been borrowed from other cultures (e.g. Indonesia, Portugal). Therefore, a culture is always changing.
-

SESSION 3

ACTIVITY 3.3.2 – Dos and don'ts for tourists



Activity type

- Small group

You will need

- Activity handouts / whiteboard / markers

Instructions

- Divide participants into 4 groups:
 - Give each group 1 handout.
 - Groups to read handout & discuss the dos and don'ts.
 - Ask participants: do we agree with some/all? Why or why not?

Example from Myanmar culture

- Look at the examples:
 - Which ones are the same in Timor-Leste?
 - What do we need to add for Timor-Leste?

Do's & Don'ts for Tourists

1. The Myanmar people are friendly, helpful & polite.
 2. Respect the Myanmar people and their unique traditions.
 3. Do smile.
 4. Wear decent clothes when visiting religious sites.
 5. Don't touch anyone on the head.
 6. Please learn the basic words in Myanmar language.
 7. Don't kiss in public.
 8. Please learn the local customs before visiting villages.
 9. Do try Myanmar traditional transport facilities. It benefits the locals.
 10. Visitors may experience electricity outages.
 11. Spread your wealth, use your money wisely.
 12. Myanmar is a cultural destination.
 13. If tourists wish to help the people of Myanmar, they should consider creative ways to contribute to communities, not to individuals.
 14. Giving money or sweets to children is not advisable.
 15. Myanmar people are delighted when tourists participate in their festivals.
 16. Help us keep Myanmar clean.
 17. Do not go where you are advised not to go.
 18. Relax and enjoy your holiday!
- ◆ Using the handouts as an example, the groups now need to work together to come up with their own set of examples for tourists of Timor-Leste.
 - ◆ Each group records their ideas on the flipcharts provided and then presents back to the group.
 - ◆ Discuss common themes and ideas.

SESSION 4

ACTIVITY 3.4.1 – What is the environment?



Activity type

- Small group

You will need

- Whiteboard / markers

Instructions

- Distribute sticky notes to each participant.
- Participants answer two questions (write on Sticky notes):
 - What is the environment?
 - Think of examples of the Natural Environment.
- Trainer asks participants to share their ideas.
- Put the sticky notes up on a whiteboard or wall so that the participant group can see them.
- Trainer summarizes.
- Trainer to share and explain the definition; The environment is everything that is around us.
- The natural environment is trees, sea, rivers, lakes, mountains etc.
- The environment can be modified by people – through cultivation (farming), construction of cities and houses, the cutting or planting of trees, fires.

SESSION 4

ACTIVITY 3.4.2 – Guess the waste lifespan



Activity type


- Small group

You will need

- Activity handouts / whiteboard / markers / some or all of the following rubbish items: Aluminum foil, aluminum can, polystyrene tray, cigarette butt, newspapers or magazines, plastic shoe or rubber shoe sole, glass bottle, plastic bottle, plastic bag, disposable nappy, cotton clothing, paper serviette or tissue, banana peel, apple core

Instructions

- Divide participants into 4 groups.
- Trainer shows an item of rubbish to the participants.
- Participants try choose the correct card for how long it takes to degrade *make sure participants understand what it means for a rubbish item to degrade* (see below).



3 - 4 weeks	1 - 2 months
3 months	6 months
1 year	1 - 2 years
100 years	400 years
500 years	1000 years

- ◆ Ask participants to share their thoughts. Trainer to summarize – some things can be very harmful to the environment and take a long time to degrade.

Guidance for the trainer

- If possible, try to collect examples of rubbish that is usually found in the area.
 - Aluminum foil 100 years
 - Aluminum can 500 years
 - Polystyrene tray over 1000 years
 - Cigarette end..... 1 – 2 years
 - Newspapers & magazines 6 months to over 10 years
 - Plastic shoe or rubber sole..... 100 years
 - Glass bottle..... about 400 years
 - Plastic bottle or bag 100 – 1000 years

- Disposable nappy 400 years
 - Cotton or woolen garment 1 year
 - Paper tissues / serviettes 3 months
 - In comparison, for biodegradable items:
 - Banana peel 3 – 4 weeks
 - Apple core 1 – 2 months
 - In general, most food waste takes about 30 – 45 days to decompose.
 - Biodegradable waste, once composted and decomposed increases the fertility of your soil.
 - Non-biodegradable waste never does, and can even make the soil infertile (even when burnt).
-

Author: **Jocelyn Condon**
Graphic design: **Wide Vision**
Illustrator: **Gibrael Dias Soares Carcho**

Funded by:

