

# Tour Guide Training

*Module 5: Leadership*

*Trainer Guide*

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## Introduction

Welcome to Tour Guiding Course – Module 5: Leadership. The purpose of this guide is to provide you, the trainer, with guidelines about the presentation and learner support requirements for the course. This Trainer’s Guide will enable you to plan, prepare, deliver and evaluate this course.

## Course Duration

This is a 7-hour module.

## Target Audience

The following should attend this course:

- Existing tour guides
- New tour guides

## Learning Outcomes

At the end of this course, the learner should be able to:

- Solve problems and make decisions using a simple process
- Identify and manage risks to tour group members, their possessions and property of the tour operator
- Handle unexpected negative events
- Handle unexpected positive events
- Handle complaints using a simple process

### Resources Required

In order to teach this course, please ensure that you have the following available:  
The specific resources needed for each topic are listed in the lesson plans.

Resource	Quantity	Remarks	In kit?
<b>GENERAL/ADMINISTRATION</b>			
Trainer Guide			
Attendance Register			
Learner Evaluation Form			
PowerPoint presentation			
Projector			
Media pointer			
Whiteboard or flipchart with paper			
Whiteboard markers			
Permanent markers			
<b>PARTICIPANT STATIONERY: OPTIONAL</b>			
Pens			
Notebooks			
<b>FLASH CARDS AND HAND-OUTS</b>			
Activity 1: Flashcards: fox, goose and beans	1 set for each group		
Activity 6: Matrix game	1 set for each table		
Activity 7 Flashcards: steps	1 set		
Activity 8: Flashcards: Do & Don'ts	1 set		
<b>GENERAL</b>			

**Preparation Notes:**







Before the training starts, make sure you have the following available, ready and prepared:

1. Check that you know the answers to the puzzles!
2. Study the matrix and understand how to use it – make sure you know how the matrix activity works.
3. Make sure you checked that you understand all the case study scenarios and that you know the model answers provided.
4. Collect other stories or incidents from your own experience that you can use in this module.
5. Make copies of the assessment evaluation sheet for you to take notes during the assignment presentations.

## Trainer’s Checklist

Action		Complete
1.	Go through the presentation, together with this trainer guide, making sure that you know the content and can teach it.	
2.	Familiarise yourself with the Learner Guide.	
3.	On the day of the training, ensure you have the attendance register and know who is attending. Make sure you have Learner Guides Make sure you have all the necessary hand-outs.	
4.	Before the start – set up the classroom and have your Participant Guides ready to hand-out. Set up the presentation.	

**Training programme**

Time	Content	Timing
08.00 – 8.30	<b>Welcome</b> <ul style="list-style-type: none"> <li>Participant attendance register</li> </ul>  Slides 1 – 3  <b>Module overview and introduction</b> <b>Activity 1:</b> Problem Solving Puzzles	30 min
08.30 – 09.30	<b>Topic 1: Solve problems and make decisions</b>  Slides 4 – 24 <b>Activity 2:</b> Problem solving scenarios <b>Activity 3:</b> Cross Cultural Problem scenarios	60 min
09.30 – 10.00	<b>Topic 2: Identify and Manage risks</b>  Slides 25 – 61 <b>Activity 4:</b> Cell Search: ‘Risks’ <b>Activity 5:</b> Case Study: Identify Risks <b>Activity 6:</b> Risk assessment matrix	80 min
10.00 – 10.15	<b>Break</b>	
10.15 – 11.15	<b>Topic 2: continued</b>	
11.15 – 12.00	<b>Topic 3: Handle Unexpected Events</b>  Slides 62 – 88 <b>Activity 7:</b> Recognise events	40 min
12.00 - 1300	<b>Lunch Break</b>	
13.00 – 14.30	<b>Topic 4: Handle Complaints</b>  Slides 89 – 122 <b>Activity 8:</b> Flashcard sequence <b>Activity 9:</b> Flashcards: Do’s and Don’ts <b>Activity 10:</b> Complaint handling role plays	100 min
14.30 – 15.15	<b>Assignment presentations</b>	
15.15 – 15.30	<b>Break</b>	
13.30 – 16.30	<b>Assignment presentations</b>	
16.30 – 17.00	<b>Closure:</b>  Slides 123 – 126 <b>Assignment discussion</b> <b>Closing ceremony and certificates</b>	30 min

## Module introduction

Training instructions: Module Introduction	Time: 30 min
	Slides: 1 – 3
Teaching Methods	Time & Resources
<p>Present Slide 4 and briefly explain the content of the module:</p> <ul style="list-style-type: none"> <li>• Topic 1: Solve problems and make decisions</li> <li>• Topic 2: Identify and manage risks</li> <li>• Topic 3: Handle unexpected events</li> <li>• Topic 4: Handle complaints</li> </ul>	<p>5 min 25 min for activity</p>
<p><b>Attention Getter: Activity 1: Problem Solving Puzzles</b> <span style="float: right;"><b>Time: 25 min</b></span></p> <p>Refer the participants to the puzzles in their learner guides.</p> <ul style="list-style-type: none"> <li>• Puzzle 1: The Maze</li> <li>• Puzzle 2: Panda and bamboo</li> <li>• Puzzle 3: Spot the difference</li> <li>• Puzzle 4: River Crossing</li> </ul> <p>Give 5 minutes to do the <b>puzzles 1, 2 and 3</b>, and get the answers. Discuss the answers (below), before going on to Puzzle 4.</p> <p><b>Facilitation:</b></p> <p><b>Puzzles 1 and 2: Maze, and Panda and Bamboo</b></p> <ul style="list-style-type: none"> <li>• Ask them how many got it right the first time</li> <li>• Most of them would have had a few false starts before they got it right.</li> <li>• Explain that if they had a process, it could be easier: in this case it is easier and faster to follow a reverse order <b>from the bamboo to the panda</b>.</li> <li>• Having a method or a plan helps to get it right! This is the <b>key message</b>.</li> </ul> <p><b>Puzzle 3: Spot the difference</b></p> <ul style="list-style-type: none"> <li>• Identify the differences between the pictures (see underneath the pictures below – you have the answers).</li> <li>• See if everyone got the differences.</li> <li>• Ask them what process they used to spot the differences.</li> <li>• See if anyone used a specific method – like starting at the top left and working down or across.</li> <li>• This is the way to do a puzzle like this – having a method helps to get it right! This is the key message.</li> </ul>	

<b>Training instructions: Module Introduction</b>	<b>Time: 30 min</b>
	<b>Slides: 1 – 3</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>

**ComParrot** Can you spot 12 differences between these pictures?  
by Bonnie J. Malcolm



Solution: 1. Hair on right is missing. 2. Snow on mountain is missing. 3. Pack pocket detail is missing. 4. Top of nut is missing. 5. Stripe on pocket is missing. 6. Tree knothole is colored in. 7. Toe on boot is colored in. 8. Flowers have moved. 9. Bush detail above boot has moved. 10. Stick is longer. 11. Stump knothole is flipped. 12. Pack flap is longer.

**Puzzle 4: the River Crossing**

**Resources:** for each group:

- A4 sheet of paper with a river drawn on it
- 3 colour cards with the pictures of the fox, the goose and the bag of beans

**Instructions:**

1. Divide the participants into small groups to figure this out.
2. Give the participants a few minutes to discuss the problem – without giving them the pictures.
3. After a few minutes of them trying to figure it out give them a sheet of paper on which you have drawn a river (in blue), and the three cards with the fox, the goose and the bag of beans.
4. Once they have the tools, watch and see if they solve the problem more quickly.
5. They will probably be able to figure it out better with the pictures.
6. Discuss the answer with them once they have got it right – then:
7. **EMPHASISE** how much easier it is to solve problems when you have the right tools or a method to help you!

Note that this is just a fun exercise to provide some fun and to get the brains working on solving problems in a fun way.

**Puzzle 3: The River Crossing Problem**

Once upon a time a farmer went to market and purchased a fox, a goose, and a bag of beans.



Training instructions: Module Introduction	Time: 30 min
Teaching Methods	Slides: 1 – 3
	Time & Resources
<p>On his way home, the farmer came to the bank of a river and rented a boat. But in crossing the river by boat, the farmer could carry only himself and a single one of his purchases - the fox, the goose, or the bag of beans.</p> <p>If left together, the fox would eat the goose, or the goose would eat the beans.</p> <p>The farmer's challenge was to carry himself and his purchases to the far bank of the river, leaving each purchase intact. How did he do it?</p> <p><b>Solution:</b></p> <p>The first step must be to take the goose across the river, as any other will result in the goose or the beans being eaten. When the farmer returns to the original side, he has the choice of taking either the fox or the beans across next. If he takes the fox across, he would have to return to get the beans, resulting in the fox eating the goose. If he takes the beans across second, he will need to return to get the fox, resulting in the beans being eaten by the goose. The dilemma is solved by taking the fox (or the beans) over <i>and bringing the goose back</i>. Now he can take the beans (or the fox) over, and finally return to fetch the goose.</p> <p>His actions in the solution are summarised in the following steps:</p> <ol style="list-style-type: none"> <li>1. Take goose over</li> <li>2. Return</li> <li>3. Take fox or beans over</li> <li>4. Return with goose</li> <li>5. Take beans or fox over</li> <li>6. Return</li> <li>7. Take goose over</li> </ol> <p>Thus there are seven crossings, four forward and three back.</p>	

## Topic 1: Solve Problems and Make Decisions

### Training Content: Topic 1: Solve Problems and Make Decisions

Topic 1: Solve Problems and Make Decisions

- 1.1 Decision making process
- 1.2 Handling problems with tour group members

Training instructions: Topic 1: Solve Problems and Make Decisions	Time: 60 min Slides: 4 - 24
Teaching Methods	Time & Resources
<p><b>Decision making process</b></p> <ol style="list-style-type: none"> <li>1. Discuss why a process is useful for solving problems and making decisions.</li> <li>2. Emphasise that DMC protocols should always be used when solving problems!</li> <li>3. Run through the problem solving process and steps.</li> <li>4. <b>Important:</b> go through the full example in the Participant Guide – read each step with its example about to the vehicle breakdown</li> </ol>	<p><b>Time: 40 min</b></p> <ul style="list-style-type: none"> <li>• Scenarios in Participant Guide</li> <li>• Full <b>example</b> in the participant guide</li> </ul>
<p><b>Activity 2: Problem Solving scenarios</b>      <b>Time: 30 min</b></p> <ol style="list-style-type: none"> <li>1. Each group/table must get 1 problem scenario to discuss – e.g. Group 1 gets scenario 1.</li> <li>2. Give them 10 minutes to read and discuss their solution to the problem.</li> <li>3. Ask each group in turn to tell the others what their problem was, and what their solution is.</li> <li>4. If the solution is not the same as the ones given below – then add in your preferred solution, telling them that these are the solutions that the tour companies have given and prefer.</li> </ol>	
<p><b>Activity 2: Problem Solving scenarios</b></p> <p><b>Problem Scenario 1: Guest unhappy with room</b></p> <p>You arrive at a hotel and check the guests in. You wait in reception for 15 minutes in case of any issues. 2 guests come to you and complain that they are unhappy with their room.</p>	

<b>Training instructions: Topic 1: Solve Problems and Make Decisions</b>	<b>Time: 60 min</b> <b>Slides: 4 - 24</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p><b>Solution:</b></p> <ol style="list-style-type: none"> <li><b>Identify</b> – speak to pax to find out why they are dissatisfied: what exactly are they unhappy about, e.g. the room is dirty, too small, noisy, the curtains don't close, etc.</li> <li><b>Solutions and implement</b> – speak to hotel management to see if the issue can be addressed or a room change be organised at no cost to anyone: either a room change, or fix the issues that the clients are unhappy about – e.g. clean the room, fix the curtains</li> <li><b>Evaluate</b> - give pax a courtesy call later in the day or evening to ensure new room is satisfactory.</li> </ol> <p><b>Problem Scenario 2: Pre-booked Restaurant</b></p> <p>You arrive in a town, and announce the restaurant that you will be going to in the evening. It is a Western Style restaurant. However, the group of clients say that they don't want to go to that restaurant, they 'want to eat where the local people eat'.</p> <p><b>Problem Scenario 3: Alcoholic Client</b></p> <p>A client is on a group tour and is an alcoholic. He arrives every morning, drunk and smelling of alcohol. He brings down the atmosphere of the group and other people complain as they don't want to sit next to him.</p> <p><b>Solution:</b></p> <ol style="list-style-type: none"> <li><b>Identify</b> – the problem is obvious – drunk, smelly guest resulting in unhappy tour members and group unhappiness.</li> <li><b>Options:</b> there are three options: ignore him; speak to him directly to tell him to be a team player and stop being drunk and dreadful; or bring the issue to the attention of the DMC management.</li> <li><b>Solutions and implement</b> – speak to the client first and tell him that his behaviour is not fair on the rest of the group, and that he must kindly stop this or he will be asked to leave the group. Fill in an incident report and note it on the daily report. Call the DMC management to inform them of the situation in case further action needs to be taken. In the event that the client is 'kicked off' the tour, guide will need to keep the rest of the group informed and advise why this has happened</li> <li><b>Evaluate</b> - check with remaining pax if they are feeling happier now that he has been removed.</li> </ol> <p><b>Problem Scenario 4: Guest oversleeps</b></p> <p>You have a group of 10 clients. You are due to leave the hotel for an excursion at 8 in the</p>	

<b>Training instructions: Topic 1: Solve Problems and Make Decisions</b>	<b>Time: 60 min</b> <b>Slides: 4 - 24</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p>morning, after breakfast. Only 9 pax arrive at the vehicle. When you call the room of the other guest you wake him up! He says he will be there once he has had a shower and had breakfast which will take about 45 minutes.</p>	
<ol style="list-style-type: none"> <li>1. <b>Identify</b> – 9 guests are being kept waiting because of 1 guest who is being inconsiderate.</li> <li>2. <b>Options:</b> there are two options: wait for him – making the other guests unhappy, and causing delays in a tight itinerary; or don't wait for him, and provide him with the address of the place you are going for him to catch up with his own transport and cost.</li> <li>3. <b>Solutions and implement</b> – speaking to DMC management to ensure that you are not breaking contract by leaving the client. If they agree, then leave the client to catch up with you, and take the other clients. After all, they should not be disadvantaged because of one lazy guest. If the guest complains, then you have management approval of the decision taken.</li> <li>4. <b>Evaluate</b> – make sure you have a contact number for the guest and/or his river, and check where they are so that you can reconnect with him where and when agreed.</li> </ol>	
<p><b>Problem Scenario 5: Negative Client</b></p>	
<p>On your tour of 8 pax, 1 client is talking badly about the country and the whole tour – another place he has been to has been so much better, and this is not what he expects; the weather is too hot, the temples are boring, the food is not interesting, the roads are bad, etc. Soon other tour members also start complaining in the same way.</p>	
<ol style="list-style-type: none"> <li>1. <b>Identify</b> – the problem is that expectations are not being met.</li> <li>2. <b>Options:</b> you have to manage expectations. Explain more about Laos and its socio-economic situation and that this is what the country offers. Speak to DMC management to ask for advice and to avoid complaints.</li> <li>3. <b>Solutions and implement</b> –</li> <li>4. <b>Evaluate</b> – check with the clients regularly to see if they are enjoying the tour more.</li> </ol>	
<p><b>Note:</b> this is a case where there is not clear solution – and that is also something for the course participants to learn. In cases like this, normally, the guide will try to reason with the client first, but then will bring the case to the attention of management – the branch office manager will then try to meet the client, or even the Managing Director will meet the group. The problem can be that expectations are not met, but it can also be a personality issue – which is not easy to solve. The MD might then call or meet the client directly. Such cases are difficult – there are no clear solutions, but it is a good lesson to show that not all problems have solutions. If the guide is not able to handle the situation, then one of possibly a manager with a guiding license might fill the gap and take over the tour, but this would be exceptional.</p>	

<b>Training instructions: Topic 1: Solve Problems and Make Decisions</b>	<b>Time: 60 min</b> <b>Slides: 4 - 24</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p><b>Problem scenario 6: Lifejackets</b></p> <p>You are taking a group on a boat trip on the Mekong. When you check the safety equipment on board, you discover that there are only 6 lifejackets for your group of 12 passengers.</p> <ol style="list-style-type: none"> <li><b>Identify</b> – there are not enough lifejackets for the group and their safety is compromised.</li> <li><b>Options:</b> there are various options: ignore the problem and hope that nothing bad happens and take the group on the trip; call Operations and discuss options – either the boat owner finds or borrows enough lifejackets, or you find another boat that has enough lifejackets and can take the group; or you only take half the group that really wants to do the excursion.</li> <li><b>Solutions and implement</b> – speaking to DMC management would be the best solution. You cannot fail to deliver on an excursions that was promised in the itinerary, but you have to ensure Duty of Care, and cannot be negligent. You cannot go on a boat trip unless there are enough lifejackets for the group, and the whole group must go. Either borrow from another boat, or with permission from the DMC, find another boat of same quality with enough life jackets.</li> <li><b>Evaluate</b> – advise the boat owner to get enough life jackets in the future, and ask DMC to follow up an make sure that there is the right safety equipment on board in future.</li> </ol>	
<p><b>Handling problems with tour members</b></p> <p>Go through the slides and information on handling problems with tour members.            Explain that once they know the basics of how to handle these, they should be able to handle a range of different situations.</p> <div data-bbox="188 1455 1092 1881" style="border: 1px solid black; padding: 5px;"> <p><b>Activity 3: Cross-cultural problems</b> <span style="float: right;"><b>Time: 25 min</b></span></p> <p>There are a number of cross cultural problems listed in this activity. Ask participants to read them and come up with solutions. You can allocate one problem per participant: Participant 1 gets Problem 1, and so on.</p> <p>Get them to provide a solution, and discuss if this is appropriate or what else could work better. The answers below should guide you – but they are not the only answers.</p> </div>	<p><b>Time: 15 min</b></p> <ul style="list-style-type: none"> <li>Slides</li> </ul> <p><b>Note: this is an optional activity if there is time</b></p>

<b>Training instructions: Topic 1: Solve Problems and Make Decisions</b>	<b>Time: 60 min</b>
<b>Teaching Methods</b>	<b>Slides: 4 - 24</b>
<b>Time &amp; Resources</b>	
<p><b>Activity 3: Cross-cultural problems</b></p> <p>Below are some cross-cultural situations that you might encounter on a tour:</p> <p>In groups, discuss each situation and identify:</p> <ul style="list-style-type: none"> <li>(a) the problem;</li> <li>(b) a possible plan of action; and</li> <li>(c) what could be done next time to avoid the problem.</li> </ul> <ol style="list-style-type: none"> <li>1. A woman on your trek did not bring a sarong for swimming. She tells you that she will wear her T-shirt and shorts instead. She begins walking towards the river.           <p><b>Answer:</b> You need to tell client she is committing a cultural mistake, but probably little you can do on the spot. Issue can be avoided at daily tour briefing.</p> </li> <li>2. A couple is swimming in the river. While they are swimming, they start kissing each other.           <p><b>Answer:</b> Guides are unlikely to be direct in giving feedback and might let this pass, however guides should provide gentle feedback to clients, perhaps using a touch of humour to avoid the awkwardness of a situation guides will feel uncomfortable raising. Some tour operators will provide pre departure guides advising that displays of emotion or affection should not be public.</p> </li> <li>3. After taking a swim in the river, everybody gets out to dry off. One of the guests does not have a towel and decides to change behind a bush in the nude.           <p><b>Answer:</b> efforts have been made to be conservative – this is OK. Or the guide can ask another pax to lend a towel.</p> </li> <li>4. It is evening in the village and the village chief is pouring glasses of Lao whiskey for the tourists. One of the tourists refuses the whiskey, but the villager insists that she drink the whiskey, thinking that the guest is only being shy.           <p><b>Answer:</b> if the guide is there, the guide will encourage the client to drink in order to be polite – however if the client really does not want to drink the villager will almost certainly have no problem with this. Most Asian cultures are far more tolerant of indiscretions or strange habits made by foreigners than the other way around ... This sort of scenario is best staged when clients have been briefed on what to expect.</p> </li> </ol>	

<b>Training instructions: Topic 1: Solve Problems and Make Decisions</b>	<b>Time: 60 min</b>
	<b>Slides: 4 - 24</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p>5. One of the tourists likes Lao whiskey very much. He has had a lot to drink. He's very drunk and is talking very loudly. The villagers are no longer enjoying the party because your guest is too loud and drunk.</p>	
<p><b>Answer:</b> The guide might enlist the help of others in the party ... end the party early and go back to hotel, take the client back to the hotel</p>	
<p>6. It is time to eat in the village chief's house. Everybody comes up stairs. One of the tourists does not take his shoes off.</p>	
<p><b>Answer:</b> A Lao person will be forgiving, but the guide should ask the client to take off shoes and explain why. Few people have an issue with gentle reprimands, when reason is given and is founded.</p>	
<p>7. You are eating dinner. One of the tourists is very tall and does not have enough room. So, he stretches out his legs, pointing directly at the food (or the monk at a baci ceremony!).</p>	
<p><b>Answer:</b> Guide should be frank and tell pax not to do this, and guide should have covered this in the pre briefing.</p>	
<p>8. You stop in a village to eat lunch. Inside house where you are eating is a man who is smoking opium. One of the tourists is very interested in the opium smoker and sits next to him. He then asks to try the opium pipe.</p>	
<p><b>Answer:</b> Good travel businesses will have a drug and alcohol policy and the guide will be aware that this is something the tour operator does not condone. The guide should make this point clear to the pax, and also point out the end-effects of tourists wanting to sample drug use (end effect = more and more tourists ask to experiment and then you have an industry in drug sampling as was seen in Vang Vieng). Ultimately the guide cannot stop the client doing this unless the client has breached a condition of being on tour.</p>	
<p>9. While on a short break, one of the tourists sees some people in the fields planting rice and rushes to take pictures. Without asking, he starts taking pictures.</p>	
<p><b>Answer:</b> From a distance, there is no cultural offence. For close up, the guide should ask the villagers for permission to be in the photo, or teach the client how to ask for this permission. If people do not want to be photographed, do not photograph them.</p>	
<p>10. You're having a discussion with the village elders. One of the tourists asks you to translate</p>	

<b>Training instructions: Topic 1: Solve Problems and Make Decisions</b>	<b>Time: 60 min</b>
<b>Teaching Methods</b>	<b>Slides: 4 - 24</b>
	<b>Time &amp; Resources</b>
<p>why the men in the village are so lazy and why the women do all of the work.</p> <p><b>Answer:</b> The guide will and should paraphrase this question (ask it in a different way), in order to avoid cultural offense.</p> <p>11. You've been talking with the village chief for an hour. The tourists keep asking questions. The village chief hasn't asked any questions and seems quite tired of the discussion.</p> <p><b>Answer:</b> The guide needs to tell the pax that it is better to move on .... that the chief just not seem to be up to responding to any more questions. Most people will understand this.</p> <p>12. A tourist asks you to help him find a girl that he can sleep with.</p> <p><b>Answer:</b> Guide should explain that he is not prepared to assist. Guide could explain that this is potentially a dangerous thing to do. If the client wants to sleep with a child, I'd suggest that the guide contacts the DMC office. There are organisations such as ChildSafe which will advise on what do to.</p> <p>13. A villager offers to sell a barking deer antler to a tourist.</p> <p><b>Answer:</b> Guide should strongly discourage the selling and the purchasing – it is irresponsible to consume or purchase animals which are not farmed.</p> <p>14. A tourist asks you where he can buy some marijuana</p> <p><b>Answer:</b> As for question 12 – guide cannot assist.</p> <p>15. While visiting a village, a tourist ask you to help hand out some books. You think they may be about religion.</p> <p><b>Answer:</b> The books should only be handed to the village head person, and the village head person should be told what the books are about.</p>	



## Topic 2: Identify and Manage Risks

### Training Content: Topic 2: Identify and Manage Risks

#### Topic 2: Identify and Manage Risks

- 2.1 What is a risk?
- 2.2 Managing risks
  - 2.2.1 Identify Risks
  - 2.2.2 Assess Risk
  - 2.2.3 Control Risk

Training instructions: Topic 2: Identify and Manage Risks		Time: 80 min
		Slides: 25 - 61
Teaching Methods		Time & Resources
<b>What is a risk?</b>		<b>Time: 10 min</b> <ul style="list-style-type: none"> <li>• Participant’s mobile phones</li> <li>• Slides</li> <li>• Flipchart and markers</li> </ul>
<div style="border: 1px solid black; padding: 10px;"> <p><b>Activity 4: Cell Search: ‘Risk’</b> <span style="float: right;"><b>Time: 5 min</b></span></p> <ul style="list-style-type: none"> <li>• Using your mobile phones, look up the word “risk”</li> <li>• Come up with a short explanation of what a risk is.</li> <li>• List at least 5 risks that you can recognise in the tours you guide.</li> </ul> <p><b>Facilitation:</b></p> <ol style="list-style-type: none"> <li>1. Help participants to look the word up on their phones</li> <li>2. They must not just look for the translation to Lao – they need to understand what the term means</li> <li>3. Ask the participants to call out a few key words from the definitions they find</li> <li>4. Write these on the flipchart.</li> <li>5. Words that are important are: danger, threat, injury, harm, people, property, etc.</li> <li>6. When you show them the slides with the explanation of the definition – link the words you have written up to the same words in the slides.</li> </ol> </div> <p>Show the slide with the official definition, then explain the parts of the definition using the next slide.</p>		

<b>Training instructions: Topic 2: Identify and Manage Risks</b>	
	<b>Time: 80 min</b> <b>Slides: 25 - 61</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p><b>Managing risks</b></p> <p>Explain that the type of risk depends on a number of factors, and show the slide.</p> <p>Show that there are 3 simple steps to risk management in tour guiding:</p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> any risks</li> <li>2. <b>Assess</b> how serious the risk is</li> <li>3. <b>Control</b> the risk</li> </ol>	<p><b>Time: 5 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p><b>Identifying risks</b></p> <p>Show and explain the different types of risk that you could encounter in tour guiding: These can be:</p> <ul style="list-style-type: none"> <li>• Environmental</li> <li>• Group characteristics</li> </ul>	<p><b>Time: 15 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> <li>• Case study in Participant Guides</li> </ul>
<div style="border: 1px solid black; padding: 10px;"> <p><b>Activity 5: Case Study: Identify and Manage Risks</b> <b>Time: 10 min</b></p> <p><b>Facilitation:</b></p> <ol style="list-style-type: none"> <li>1. Provide 5 minute for the participants to read the Risk Scenario and identify the risks.</li> <li>2. Allow another 5 minutes for them to develop actions to manage the risks.</li> <li>3. Facilitate feedback from the group by asking one person what risks they identified</li> <li>4. Ask the rest of the group if all the risks were identified.</li> <li>5. Write the risks up on the flipchart.</li> <li>6. Ask one person what he would do for the first risk.</li> <li>7. As another person what he would do for the 2<sup>nd</sup> risk, and so on</li> <li>8. Some discussion will be generated, and good ideas may come from the floor. Manage what they say to ensure that what they are suggesting is within the law and within Duty of Care.</li> </ol> </div>	

<b>Training instructions: Topic 2: Identify and Manage Risks</b>	<b>Time: 80 min</b>
	<b>Slides: 25 - 61</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p><b>Activity 5: Case Study: Identify and Manage Risks</b></p> <p>You are guiding a group of retired Americans doing a general tour of Laos. The average age is 72, with quite a few being older than that. Some of them are quite overweight, and one or two of them walk with the help of a stick. Once you see the tour group profile, you sit down and think about the tour itinerary and try to think about specific risks that you may have to manage:</p> <p>It is the end of the cool season in Laos, and the temperature is already in the mid 30s every day, with high humidity.</p> <p>You will be taking them on a boat trip on the Mekong, and they will have to walk along a plank to get onto the boat.</p> <p>The tour itinerary includes a lunch at a local restaurant where the local food is quite spicy, unusual and exotic (for them), and you are not sure of the quality of the food and hygiene standards.</p> <p>You will be travelling, stopping and walking around some villages where there may be some village guard dogs.</p> <p>Sometimes you arrive at hotels when they are cleaning the public areas, and the floors are wet.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Identify the various risks in the tour story above.</li> <li>2. What actions can you take to manage these risks as part of your Duty of Care responsibility? See below:</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. Heatstroke, dehydration, stomach cramps, food poisoning, slipping and falling, drowning, and numerous other medical issues which the clients are likely to have, particular because they are elderly</li> <li>2. There are a number of things:               <ol style="list-style-type: none"> <li>a. Understand the brand the pax are travelling with (is it an adventure brand, a culturally-focused brand, other) – as this will tell you a bit about the demographic and what the pax are expecting</li> <li>b. Obtain a copy of the pre departure client registration information, so that you know in advance key things about the pax (medical conditions, swimming ability etc)</li> <li>c. Guide must ensure that at all times he has ready access to pax insurance company emergency contact number and next of kin emergency contact details ... as well as the usual information on hospital and medical care contact numbers, embassy contact numbers, etc.</li> <li>d. Tour briefing at start of trip must emphasise the importance of keeping well hydrated, and wearing a hat</li> </ol> </li> </ol>	

<b>Training instructions: Topic 2: Identify and Manage Risks</b>		<b>Time: 80 min</b>
		<b>Slides: 25 - 61</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>	
<ul style="list-style-type: none"> <li>e. Guide to make an early assessment of agility of each individual pax, so that touring can be delivered safely and accordingly</li> <li>f. Boat – should begin cruise with a safety briefing, covering location of fire extinguisher and emphasising importance of life jackets being readily available</li> <li>g. The dogs may not be an issue, however if someone does get bitten, must contact medical advice and consider getting a post-bite rabies injection</li> </ul>		
<p><b>Example of Travel Insurance information given to tourists: Small Group Journeys</b></p> <p>Take note of the following information that is provided to travellers with a particular tour company. See how the insurance information must be provided to the tour company.</p> <p><b>Travel insurance</b></p> <p>It is a condition of travel on our Small Group Journeys that all travellers are adequately covered by travel insurance prior to arrival. Insurance should cover personal accident and medical expenses, evacuation and repatriation, baggage loss, and cancellation or curtailment of holiday. Insurance details must be supplied to us at the time of booking, and where they are not provided we reserve the right to cancel bookings and apply charges as per our cancellation policy (in the booking conditions section of our brochure and on our website). <b>Travellers will be asked to confirm their insurance details upon arrival in Asia</b> as part of a tour registration process, <u>including policy number and insurance company emergency contact number</u>. In the event that possession of insurance is unable to be confirmed, in the interests of the traveller and fellow travellers, Insider Journeys reserves the right to prevent participation in the journey. In such instances, we will assist with onward travel arrangements, however full cancellation penalties will apply.</p> <p>Note that <b>travel insurance ‘attached’ to credit cards is often limited in scope</b> (e.g. not covering serious medical, repatriation or evacuation expenses) and in any case is usually effective only if travel arrangements have been purchased with the card. You will be asked to provide your 16-digit credit card number on the Tour Registration form - we will not ask you for your expiry date or security code - but your local guide or Western tour leader must have the card number in order to be able to liaise with your insurance company in the unlikely event of an incident.</p>		
<p><b>Assessing risks</b></p> <ol style="list-style-type: none"> <li>1. This section is tricky as they must be able to understand the risk assessment matrix.</li> <li>2. Explain carefully how to use the matrix to determine if action should be taken.</li> </ol>	<p><b>Time: 30 min</b></p> <ul style="list-style-type: none"> <li>• Slides: risk assessment matrix</li> <li>• Flashcards and risk matrix printed</li> </ul>	

<b>Training instructions: Topic 2: Identify and Manage Risks</b>	<b>Time: 80 min</b>
	<b>Slides: 25 - 61</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p>3. Make sure that they understand.</p> <p><b>Use some examples:</b></p> <ol style="list-style-type: none"> <li>1. A storm is approaching: what is the likelihood of it hitting where we are going in the boat, and how bad will the storm probably be?</li> <li>2. You are taking the group into a village where there are some guard dogs. What is the risk of someone being bitten? What is the likelihood, and how bad could it be if it happens? What action should you take?</li> </ol> <p>Make up other examples of risks you have come across in guiding, or get the participants to give some ideas of other risks.</p> <p>Run Activity 6 to provide participants with some opportunity to apply the technique to some scenarios.</p>	
<p><b>Activity 6: Risk management game</b> <span style="float: right;"><b>Time: 20 min</b></span></p> <p><b>Resources:</b> Hand out to each group a colour copy of the Risk Assessment Matrix and a set of the colour cards:</p> <ul style="list-style-type: none"> <li>• <b>Situation 1: dog and dog bite</b></li> <li>• <b>Situation 2: kayak and dead body</b></li> <li>• <b>Situation 3: narrow gangplank and broken leg</b></li> </ul> <p><b>The situations are as follows:</b></p> <p><b>Situation 1:</b> You will be travelling, stopping and walking around some villages where there may be some village guard dogs.</p> <p><b>Situation 2:</b> The river is in flood with some dangerous rapids. Your tour is booked to do a kayaking activity.</p> <p><b>Situation 3:</b> Your group of elderly, and some overweight tourists has to walk across a narrow, slippery gang plank to board their boat for the Mekong River cruise.</p> <ol style="list-style-type: none"> <li>1. Tell the participants that they must do the risk assessment activity in their books</li> </ol>	

<b>Training instructions: Topic 2: Identify and Manage Risks</b>		<b>Time: 80 min</b>
		<b>Slides: 25 - 61</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>	
<ol style="list-style-type: none"> <li>2. They can work in groups/tables</li> <li>3. Each table must get a colour copy of the Risk Assessment Matrix and the colour pictures of each situation.</li> <li>4. They must put the cards where they think they fit on the matrix in order to identify the seriousness of the risk and then decide what to do.</li> <li>5. Each group must give ONE answer – so e.g. Group 1 gives the answer to Situation 1, Group 2 gives the answer to Situation 2, and so on</li> <li>6. Discuss the answers and see if they have assessed them correctly.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Situation 1: medium to low risk – Action:</b> get the group away from the dog/s or have the dogs taken away, just in case</li> <li>• <b>Situation 2: high risk: Action:</b> do not do the kayaking – do another activity instead, or go to another water areas where it is safe to kayak</li> <li>• <b>Situation 3: medium risk: Action:</b> get a bigger gang plank and cover it with something, like sack cloth, that is not slippery. Help/hold the hands of people as they board the boat.</li> </ul>		
<p><b>Control risks</b></p> <ol style="list-style-type: none"> <li>1. Go through the options of controlling risks</li> <li>2. For each option to control risks - use the examples in the Trainer manual: as provided below.</li> <li>3. Go through the general guidelines on how to control risks.</li> <li>4. Keep using examples from your own experience!</li> </ol>	<p><b>Time: 20 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> <li>• Examples from your own experience</li> </ul>	
<p><b>1 Remove the risk hazard or threat/danger.</b>  This is the best, most effective and most preferable way to manage/control risk. If you cannot remove the risk then you must try to reduced it using one or more of the following methods:  <i><b>Example:</b> there is a big storm on its way, and you are about to get on a boat on the Mekong. The winds will be strong and there is a danger of the boat capsizing. The safest option is to wait until the danger is over and the storm has passed before going on the boat.</i></p>		
<p><b>2 Replacement</b> – this involves replacing a dangerous activity with a safer one that still gives a similar experience.</p> <p>It may involve using model/fake items rather than the ‘real thing’, or having tour group participants watch a video rather than experience an actual (potentially unsafe) action.  <i><b>Example:</b> on a mountain walk, the path that you were going to use has become very</i></p>		

Training instructions: Topic 2: Identify and Manage Risks	Time: 80 min
	Slides: 25 - 61
Teaching Methods	Time & Resources
<p><i>slippery with rain, and is very steep, which makes it quite dangerous as people could slip and injure themselves. The replacement is to take a different, safer path.</i></p>	
<p>3 <b>Isolation</b> – this creating a distance between a danger and the tourists, for example moving them a safe distance away, or placing a protective barrier/shield between them and the risk source.</p> <p><b>Example:</b> <i>you arrive at a village, and while getting out of the vehicle, a vicious dog comes barking and wants to bite the tourists. Ask them to get back in the vehicle while you arrange for the dog to be removed somewhere else before they tourists get out of the vehicle.</i></p>	
<p>4 <b>Making changes</b> – this is changing the way you do things, or changing the equipment or tools used in the activity to make things safer.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Smoothing out uneven ground</li> <li>• Using some type of equipment or items to protect tourists from being injured</li> <li>• Limiting the number of participants taking part at any one time</li> <li>• Managing the number and group size for an activity</li> <li>• Closely watching and monitoring activities.</li> </ul> <p><b>Example:</b> <i>you want to show them how to play an outdoor game, but the area where you want to play has some broken glass on it. First pick up and throw away the broken glass before playing the game there.</i></p> <p><b>Example:</b> <i>a group of tourists are going kayaking in 2-man kayaks. The mothers in the group each want to take their children. Instead, you should direct the women to go together and the men to take the children. This balances out the strength of the paddlers in case they get into a strong current and get into difficulties</i></p>	
<p>6 <b>Personal protective clothing and equipment (PPE)</b> – supply and use of items and clothing (gloves/gauntlets, footwear, eye protection, hats, sporting protection) to provide protection.</p> <p>PPE is usually needed for high risk sports activities where the type of activity poses a risk. In this case, special equipment is provided to keep participants as safe as possible.</p> <p>PPE is needed for tour group members to let them take part in activities, sports, events, games, etc. Examples are cycling, motorbike riding, kayaking, ziplining, etc.</p> <p><b>Example:</b> <i>kayaking PPE includes high-visibility life jackets, safety helmets, knee and elbow pads, whistles, etc.</i></p>	

### Topic 3: Handle Unexpected Events

Training Content: Topic 3: Handle Unexpected Events
<p>Topic 3: Handle Unexpected Events</p> <ul style="list-style-type: none"> <li>3.1 Types of unexpected events</li> <li>3.2 Contingency plans</li> </ul>

Training instructions: Topic 3: Handle Unexpected Events	Time: 40 min
Teaching Methods	Slides: 62 - 88
	Time & Resources
<p><b>Type of unexpected events</b></p> <p>Discuss that there are 2 kinds of events you may encounter:</p> <ul style="list-style-type: none"> <li>• Negative</li> <li>• Positive</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Activity 7: Recognise Events: Positive and Negative</b>  <b>Time: 5 min</b></p> <p>Each guide to think about tours they have done, and identify 3 negative and 3 positive events they have had to allow for. What did they do?</p> </div> <p>See what ideas come from the floor: ask various participants to each give one negative event first, then go on to the positive events. Ask what they did about the event.</p>	<p><b>Time: 25 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p><b>Contingency plans</b></p> <p>Explain what contingencies are, and how having a contingency plan helps a guide to handle these situations.</p>	<p><b>Time: 15 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>



## Topic 4: Handle Complaints

<b>Training Content: Topic 4: Handle Complaints</b>
<p>Topic 4: Handle Complaints</p> <ul style="list-style-type: none"> <li>4.1 Why people complain</li> <li>4.2 Customer/Tourist Expectations</li> <li>4.3 Why is handling customer complaints so important?</li> <li>4.4 Benefits of complaints</li> <li>4.5 Dealing with Customer Complaints</li> <li>4.6 Step by step complaint handling</li> <li>4.7 Dealing with Anger</li> </ul>

<b>Training instructions: Topic 4: Handle Complaints</b>	<b>Time: 100 min</b>
<b>Teaching Methods</b>	<b>Slides: 89 - 122</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p><b>Why people complain</b></p> <ol style="list-style-type: none"> <li>1. Explain why people complain, using the slides.</li> <li>2. Show that even when complaints happen, we should deal with them professionally.</li> </ol>	<p><b>Time: 10 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p><b>Customer/tourist expectations</b></p> <ol style="list-style-type: none"> <li>1. Discuss how expectations lead to complaints</li> <li>2. Run through the slide on Expectations that our tourists have of the different services we offer them: <ul style="list-style-type: none"> <li>• Hotel</li> <li>• Restaurant</li> <li>• Guide</li> <li>• Activities</li> <li>• Transport</li> </ul> </li> </ol> <p>If these expectation are not met, we will get complaints!</p> <p>3. <b><i>Read the opinion by a DMC General Manager below:</i></b></p>	<p><b>Time: 15 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p><b>DMC Opinion: Managing and Avoiding Complaints</b></p> <p><b>Antony Giblin: General Manager: Travel Indochina and Insider Journeys</b></p> <p>“In this day and age and in this industry <b>you need to aim for zero complaints.</b> This is possible! We have had some years in this office where there have been no written complaints.</p>	

<b>Training instructions: Topic 4: Handle Complaints</b>		<b>Time: 100 min</b>				
<b>Teaching Methods</b>		<b>Slides: 89 - 122</b>				
		<b>Time &amp; Resources</b>				
<p>We live in a time of social marketing where service and product feedback is completely transparent – and could cause massive damage to a brand name or a business. Clients can write whatever they want on the Internet for anyone to see. You therefore have to take complaints minimisation very seriously. One of the best things we do to avoid complaints is to call pax on tour while they are in the destination. This gives us the chance to identify service failures and to do something about them (or make amends for them) before the clients have left the destination. “</p>						
<p><b>Why is handling complaints so important?</b></p> <p>Explain the effects of complaints or unmet expectations:</p> <p><i>A negative experience has a greater impact than a positive one. In other words, a customer who has a good experience will tell this only to 6 – 10 other people. However, someone who has a bad experience will tell 10 to 15 other people.</i></p> <p>Show the slides</p> <p>Emphasise over and over again for guides not to take things personally!</p>	<p><b>Time: 10 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>					
<p><b>Benefits of complaints</b></p> <ol style="list-style-type: none"> <li>1. Ask the participants if receiving complaints is a good thing or a bad thing – they will probably realise that it is both!</li> <li>2. This section will discuss how complaints are an opportunity to: <ul style="list-style-type: none"> <li>• Fix something you did not know was wrong</li> <li>• Turn an unhappy client into a happy one.</li> </ul> </li> </ol>	<p><b>Time: 5 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>					
<p><b>Dealing with customer complaints</b></p> <ol style="list-style-type: none"> <li>1. Go through the general hints on how to act when you receive a complaint. (Slides 103 – 109)</li> </ol>	<p><b>Time: 10 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>					
<p><b>Step-by-step complaint handling</b></p> <ol style="list-style-type: none"> <li>1. Before going into the procedure, see if the guides can work it out for themselves by doing the flashcard sequence activity.</li> </ol>	<p><b>Time: 45 min</b></p> <ul style="list-style-type: none"> <li>• Flashcards</li> </ul>					
<table border="1" style="width: 100%;"> <tr> <td data-bbox="191 1766 941 1806"> <b>Activity 8: Flashcard Sequence</b> </td> <td data-bbox="941 1766 1136 1806" style="text-align: right;"> <b>Time: 5 min</b> </td> </tr> <tr> <td colspan="2" data-bbox="191 1806 1136 1877">                 Arrange the flashcards in the correct sequence             </td> </tr> </table>		<b>Activity 8: Flashcard Sequence</b>	<b>Time: 5 min</b>	Arrange the flashcards in the correct sequence		
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<b>Training instructions: Topic 4: Handle Complaints</b>		<b>Time: 100 min</b>			
<b>Teaching Methods</b>		<b>Slides: 89 - 122</b>			
		<b>Time &amp; Resources</b>			
<p><b>Step 1:</b> What is the problem?</p> <p><b>Step 2:</b> What caused the problem?</p> <p><b>Step 3:</b> What can I do to fix the situation</p> <p><b>Step 4:</b> How can I build rapport?</p> <p><b>Step 5:</b> What needs to change?</p> <p><b>Debrief from the activity</b> – see if they have managed to sort the cards into the right order. If not, you can ask questions such as – do you think you do that before that? Or after?, etc.</p> <p>2. Now go through each of the steps in detail, explaining and using examples from your own experience.</p> <p>3. Go through the Do’s and Don’ts of complaints handling:</p>					
	<p><b>Activity 9: Flashcard sorting</b> <span style="float: right;"><b>Time: 10 min</b></span></p> <p><b>Facilitation:</b></p> <ol style="list-style-type: none"> <li>Hand out the flashcards – each participant to get one or two.</li> <li>Tell the participants to read their card/s and decide if it tells them something that guides <b>MUST</b> do when handling complaints, or what guides <b>MUST NOT</b> do when handling complaints.</li> <li>They must stand on one side of the room for the ‘Must’, and the opposite side of the room for ‘Must not’</li> <li>Read aloud all the cards and get the participants to agree if the card is on the right side of the room.</li> <li>Don’t spend too much time explaining each one as they are given on the next slide and you can explain them then.</li> <li>The answers are below so you can check.</li> </ol>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a7ebb; color: white; padding: 5px;">Do’s</th> <th style="background-color: #4a7ebb; color: white; padding: 5px;">Don’ts</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Stay calm</li> <li>Be professional</li> <li>Be positive</li> <li>Focus on a solution</li> <li>Try hard to resolve the complaint</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Immediately defend yourself or the company</li> <li>Deny anything about the complaint</li> <li>Blame someone else (</li> <li>Take complaints personally</li> </ul> </td> </tr> </tbody> </table>	Do’s	Don’ts	<ul style="list-style-type: none"> <li>Stay calm</li> <li>Be professional</li> <li>Be positive</li> <li>Focus on a solution</li> <li>Try hard to resolve the complaint</li> </ul>	<ul style="list-style-type: none"> <li>Immediately defend yourself or the company</li> <li>Deny anything about the complaint</li> <li>Blame someone else (</li> <li>Take complaints personally</li> </ul>	
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<b>Training instructions: Topic 4: Handle Complaints</b>		<b>Time: 100 min</b>
<b>Teaching Methods</b>		<b>Slides: 89 - 122</b>
		<b>Time &amp; Resources</b>
<ul style="list-style-type: none"> <li>• Act as if you are in control of the situation</li> <li>• Deal with it quickly and immediately</li> <li>• Get angry</li> <li>• Yell or shout</li> <li>• Cry</li> </ul> <p><b>How to avoid complaints:</b></p> <p>Remember that complaints come when expectation are not met. If you manage expectations, then you can avoid complaints!</p> <p><b>Explain the following example:</b></p> <p><i>Clients are due to check in to a hotel which is pretty ordinary but which is the best available in the small town. To avoid complaint, the guide should check the client itinerary in advance to make sure it properly describes the hotel.</i></p> <p><i>Guide should also be very careful to properly set the expectations about this accommodation (set lower rather than higher). For example, announce this this is a simple hotel in a small town, and that is has very simple facilities, but is clean and the best that there is in the area. On check-in, the clients are ok with the hotel – so a problem is avoided in the first place.</i></p>		
<p><b>Activity 9: Complaint handling role plays</b></p> <p><b>Facilitation:</b></p> <ol style="list-style-type: none"> <li>1. Divide the participants into pairs.</li> <li>2. Each pair must be a scenario to play and handle a complaint using the method they have learned.</li> <li>3. The other participants must watch and provide feedback on if they have done it correctly or not.</li> <li>4. Watch and listen carefully to see if they have covered all the steps, e.g. apologise, then give feedback and coaching.</li> <li>5. Use the answers below to provide some feedback and inputs.</li> </ol>	<p><b>Time: 30 min</b></p> <ul style="list-style-type: none"> <li>• Scenario scenes in the Learner Book.</li> </ul>	
<p><b>Activity 10: Role plays: Complaints</b></p> <p><b>Situation 1 Complaint “Photos”</b></p> <p>A tourist in the vehicle complains that they cannot take photos out of the window while the vehicle is driving as there is someone sitting in the way.</p> <p><b>Answer:</b> you will rotate who sits next to the window so that everyone can have equal opportunities to take photos</p>		

<b>Training instructions: Topic 4: Handle Complaints</b>	<b>Time: 100 min</b>
	<b>Slides: 89 - 122</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p><b>Situation 2 Complaint “The food is bad”</b>            In the tour group of 20 pax, 2 members complain about the food, but the other 18 are happy.</p> <p><b>Answer:</b> offer them an alternative</p> <p><b>Situation 3 Complaint “This is boring”</b>            A French tourist complains: why did I drive 5 hours on a bad road to see nothing? I paid 3000 Euro for this?! The people are not wearing traditional clothes, the houses are not made of wood, they are built of bricks! This is not authentic, and I am not happy with what I am seeing.”</p> <p><b>Answer:</b>            Many complaints are like this these days. Explain that the tour actually is exactly as advertised, but people do not wear traditional clothes, specially for tourists, as they go about their normal activities. Houses are concrete not wood, because that’s what people build. When you see some more traditional people or buildings, you will point them out. Advise that Laos is now also developing and that people are happy to have a more safe and modern life.</p> <p><b>Situation 4: Complaint “Airline schedule change”</b>            Lao Airlines makes a late flight schedule change, with the effect that pax spend only 2 nights in LPQ and not 3 nights (this often happens in low season). Clients are distraught at having to fly out of one of their favourite places in the world, one day early. This is their trip of a life time and they feel nothing but anger towards the tour operator which has organised their holiday.</p> <p><b>Answer:</b>            This is a case the guide can handle, by simply and truthfully saying that that the decision to change the flight schedule was one purely made by Lao Airlines and is one over which the tour operator had no control or prior knowledge. The pax should be encouraged to complain direct to Lao Airlines.</p> <p><b>Situation 5: Complaint: “I don’t want to follow the Itinerary”</b>            In a group, 2 people out of the group of 20 come to you to say that they want to do something completely different now they do not want to follow the booked and arranged tour</p> <p><b>Answer:</b>            The guide must tell them that the tour itinerary is what they have booked and paid for, and</p>	

<b>Training instructions: Topic 4: Handle Complaints</b>	<b>Time: 100 min</b>
	<b>Slides: 89 - 122</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>
<p>that you are not allowed to change these for them. If they want to do something else while you and the group continue on the itinerary activities, then they can do so. But they must first sign a waiver that they are doing any extra activities on their own cost and their own risk.</p>	

<b>Training instructions: Assignment Presentations</b>
<p><b>Instructions for the assignments:</b></p> <p>Each participant must present their interpretive activity assignment. The brief ‘assessment sheet’ is provided at the end of the trainer guide, and is also included in the Learner Guide so that the participants know what you will be looking for in their presented activity.</p> <p>Make sure you time each activity and write the time on the evaluation sheet.</p> <p><b>They must:</b></p> <ul style="list-style-type: none"> <li>• Hand in their planning sheet for you to look at – you can return it to them, with some comments and tips if necessary</li> <li>• Introduce themselves</li> <li>• Introduce their topic and their activity</li> <li>• Describe their audience profile</li> <li>• Deliver the activity</li> </ul> <p>You then invite general feedback from the other participants, and you give feedback based on the notes you make as they present.</p> <p><b>The instructions for the assignment are:</b></p> <p>Each participant has to research, develop and deliver an interpretive activity that includes the following:</p> <ol style="list-style-type: none"> <li>1. A topic that is new or not very familiar to you</li> <li>2. An overview of the tourist profile you will deliver it to (this is included in the template)</li> <li>3. A planning template – completed and handed in to the trainer (can be hand-written or typed)</li> <li>4. An interpretive guiding method</li> <li>5. A script</li> <li>6. Some props and resources</li> <li>7. A short introduction of the guide</li> <li>8. Delivery of the activity</li> </ol>

### Training instructions: Assignment Presentations

**The activity must:**

- Be no longer than 10 minutes long.
- Be aimed to include at least 4 – 6 people, if not more
- Follow the hints, tips and guidelines given in the training
- Be delivered in English
- Be fun and interesting for the participants!

**Evaluating the Presentations:**

There is no mark value for the assignment, but you have to make sure that the participants have:

- Followed the instructions
- Presented material/content that has clearly been researched
- Filled in an activity planning sheet for the activity: planning and script (can be in Lao language, not English)
- Must be not more than 10 minutes – otherwise you will give them negative feedback

<b>Training instructions: Module Closure</b>		<b>Time: 30 min</b>
		<b>Slides: 123 – 126</b>
<b>Teaching Methods</b>	<b>Time &amp; Resources</b>	
<ul style="list-style-type: none"> <li>• Ask if there are any outstanding questions from the course</li> <li>• Thank everyone for their attendance at the training and wish them luck and good fortune in their tour guiding careers</li> <li>• Hand out the course evaluation forms and wait for them to fill them in</li> <li>• Hand out certificates</li> <li>• Closing ceremony</li> </ul>	<p><b>Time: 5 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> <li>• Certificates</li> <li>• Course evaluation forms</li> </ul>	

## Assignment Presentation Evaluation Sheet

<b>Name</b>	
<b>Topic</b>	
<b>Activity type (e.g. demonstration)</b>	
<b>Planning template</b>	
<b>Tour group/audience profile</b>	
<b>Duration of activity: (timing)</b>	
<b>Evidence of research and 'new' content</b>	
<b>Short self-introduction</b>	
<b>Use of props and resources</b>	
<b>Include other people</b>	
<b>Fun and interaction/enjoyment of participants</b>	
<b>Feedback from other participants</b>	
<b>General comments and feedback:</b> (e.g. voice, eye contact, confidence, language, etc.)	