

UNIT 1: TRAVEL & TOURISM INDUSTRY STRUCTURE

PASSPORT TO THE WORLD

Instructor Guide



Number of Sessions: 3-4

Activity Worksheets [AW] & Resources Guide [RG] Material for Unit 1: [Please note that **Activity Worksheet** titles are followed by the initials AW; materials from the **Resources Guide** are listed by title, followed by the initials RG.]

- ✦ **Starwood Branding Activity** (3 items) [AW]
- ✦ **Airport Field Trip [AW]** [Note: you need to fill in the name of the facility on the student forms prior to distribution since the name is represented by "XX" on the form.]

- ✦ **Hotel Classification [AW]**
- ✦ **Tourism Attractions Field Research [AW]**
- ✦ **Tourism Trail [AW]**
- ✦ **Travel & Tourism Industry Process Charts [RG] and Appendix**
- ✦ **Internet Exploration [AW]**

Prior Preparation:

Collect and bring to class as many tourism information brochures as are available to you; ask the students to bring materials they may have. These will not only be a source of information, but also they can be analyzed for effectiveness in communicating to travelers.

OUTCOMES:

- Students will be able to classify travelers according to whether they are business or leisure travelers (tourists)
- Students will have a framework to analyze the Travel & Tourism industry structure based on the eight basic decisions that travelers must make
- Students will be introduced to a variety of learning approaches, including individual research and team project work



Visit the GTTP web site and click on the Global partner section of the site <http://www.gtpp.org/listings/global-partners/>. There you will see short profiles of the different corporations that support the GTTP. If your students do not have access to the Internet, download the brief descriptions that are on the site and make handouts for your students.

Defining Travelers:

One approach to understanding this complicated industry is to think of it in terms of the decisions that a traveler must make. That is, to approach the industry from the customer's point of view. The chart, The Travel & Tourism Process, outlines the steps a traveler takes from the first one, finding information on where to go, to the final one of telling others about the experience the traveler had at the chosen destination using social media sites or Internet travel review sites.

The important distinction for students to understand is that **business travelers travel because they must perform a business function. Leisure travelers travel because they want to.**

That is, the motives behind their decisions start from different premises. Ultimately, the travel experiences they choose will reflect those two basic motives: traveling to fulfil a business requirement or traveling to fulfil a personal goal.

A classic statement in marketing is that "It is important to provide services that people want to buy as opposed to selling services that you have." The starting point for understanding the Travel & Tourism industry is knowing what people want to buy. In particular, the starting point is understanding what types of services different travelers want to buy. These services are provided by companies, so the first class sessions are about the services travelers want and the companies that provide those services.

Some texts and industry experts classify both business and leisure travelers as "tourists". In this material, though, we make a distinction between the two categories of travelers: business (also called "corporate") travelers and tourists or leisure travelers.

The distinction between business travelers and tourists is not precise. For example, someone who travels in order

to get a needed medical operation is neither a leisure traveler nor a corporate traveler, but something in between.

However, the basic distinction is a useful one because these two types of travelers have different requirements and different decisions to make. Students need to understand these two basic customer types and to understand that there are companies that serve only one type of customer—as well as companies that serve both. These two different customer categories have sub-categories according to different motivations and interests, and as a result, there are companies that specialize in certain sub-categories of customer.

Throughout this introductory curriculum, the focus is on customers. As they learn more about the Travel & Tourism industry, some students will find they want careers where they deal directly with customers, and some will prefer to work behind the scenes. But both career paths require an overall understanding of the way in which the industry is structured and an appreciation for what customers want.



Travel & Tourism Services:

The services that are provided to these two types of customer can be broken down into services that support customer decision-making in each of the following, sequential steps that a traveler must take:



- ✦ Obtain information
- ✦ Select a destination
- ✦ Make reservations
- ✦ Use transport
- ✦ Use accommodations
- ✦ Eat food
- ✦ Participate in entertainment and/or activities
- ✦ Evaluate the experience

The first several classes will involve students analyzing the Travel & Tourism Process Charts 1,2 and 3 in class, investigating the tourism facilities and companies in their own region, and inventorying them on Chart 4.

The 3 charts can be posted on a classroom wall, and the blank charts can be used by student teams to fill in local and national data.

The primary objective of the first classes is to give students a grounding in the industry, a sense of the terminology, and to awaken their interest in this field of study. The GTTP Global Partners illustrate the kinds of different companies that participate in this industry.



Session 1: Defining the Traveler

Suggested Questions for the Instructor:

1. REVIEW CHART 1 to be sure the class understands the categories of service. Note that the steps are basically sequential.
 - ✦ A German attending a 5-day conference in Rio de Janeiro.
 - ✦ A family from Moscow visiting friends in St. Petersburg for a weekend.
 - ✦ A Canadian student attending university in Madrid.
 - ✦ A group of school children on a day tour of the harbor at Capetown, South Africa.
2. DIVIDE THE CLASS INTO GROUPS OF 2 OR 3 and ask each group to decide whether the following people are business travelers or leisure travelers/tourists:
 - ✦ An Irish girl going to visit her sister in Budapest.
 - ✦ A journalist posted to Moscow for six months.
 - ✦ A couple visiting a spa for the weekend.
 - ✦ A fashion buyer from New York visiting Paris for the spring collections.
 - ✦ A boy fishing at his local pier.

This exercise is not as straightforward as it might seem. The boy fishing at home is engaging in a leisure activity, but is not a tourist since typically a tourist must be away from his or her place of residence for a period of time. The school children are likely to be close to home, and would not be considered tourists. However, if they are from a distant city, you could argue that they are tourists. The student, it could be argued, is more like a business traveler since he or she is engaged in a longer stay; but one could also argue that student educational travel is just another form of tourism. There is no “right” answer. Also such a student could be considered a temporary resident. (Foreigners who choose to live outside their country are more often called “ex-patriates” or “expats.”)

Another important category of tourism is “visiting friends and relatives” (VFR).

The generally accepted characteristics of both a business traveler and of a tourist are:

- ❖ Movement away from place of residence; he or she is away from home.
- ❖ The time period away is limited, and the traveler intends to return home.

3. ASK EACH GROUP TO CONSIDER TIMES WHEN THEY HAVE TRAVELED.

Each group should select a student to serve as the recorder or scribe and a student to serve as the spokesperson for the group. Ask them to think about their travel in terms of the Travel & Tourism Process Steps 1 – 8. Ask them to categorize their travel decisions at each step in terms of their motivation and the timing of their travel. Each group should see what they did in common on their respective travels and what was unique for each group member.

Ask the student to brainstorm to see if they can make some generalizations about business travelers and tourists:

- ❖ How many ways do business travelers and tourists move away from their homes?
- ❖ What are the kinds of reasons why they move away from their homes?
- ❖ Where do they go?
- ❖ When do they travel?
- ❖ How long do they stay away?
- ❖ Where do they stay?
- ❖ How do they feed themselves?
- ❖ Who looks after them?
- ❖ What do they do when they are away?
- ❖ What motivates them to do certain things when they are away from home?

Ask each student to write down his responses.

Encourage the group to discuss each member’s responses and to reach a consensus.



Courtesy LUFTHANSA

Now ask the spokesperson for each group to call out the group's responses. Write the responses on the black/white board/flip chart. Omit any responses from the list which have already been mentioned. Now ask the students in their individual groups to prioritize / rank seven of the above responses in order of importance.

4. **THIS EXERCISE MAY LEAD TO A CLASS DISCUSSION** about the importance of certain responses and where a consensus is not reached ask the class to vote on their preferences.

5. **WRITE THE SELECTED RESPONSES** on the black / white board/flip chart.



Students should begin to research:

- ✦ All the sources of information readily available to travelers in their town or city who want to go away to another destination and
- ✦ Information that is available to travelers, business and tourists, who might want to visit the students' city or locale.

This research should take place over the course of Unit 1, and should include, if possible, research on the Internet. (Information on how to do research is contained in the **Resources Guide**.) The **Activity Worksheet, Internet Exploration**, suggests topics

that students can readily research on the Internet either individually or in teams.

Pick one or two of the companies listed as Global Partners and assign students or teams of students to read the handouts you downloaded, or to access the information directly by going to the GTTP web site <http://www.gttp.org/listings/global-partners/>. Ask the students to research the companies and be prepared to discuss where each fits in the industry structure in the next session. The GTTP Global Partners' web sites can be accessed from the GTTP web site, and students can obtain more information on each company by clicking on its logos.



Mount Kilimanjaro; Image Courtesy SRTM Team NASA/JPL/NIMA



Session 2: Classifying Travel & Tourism Companies

Discussion:

As soon as feasible, arrange a field trip for the students to go to a local transportation center—an airport or bus station, for example. Prior to the field trip, the students should review all available printed and Internet material.

The **Activity Worksheet** titled **Tourism Field Trip** provides a sample form which can be given to each student prior to the field trip and used to collect information on the trip to a transport hub such as an airport. Alternatively, or in addition, you can schedule a trip to a local attraction such as a museum or a park. The **Activity Worksheet, Tourism Attractions Field Research**, provides a blueprint for such a visit.

Begin to compile a directory of Travel & Tourism companies in your students' area. The blank Travel & Tourism Process charts are a convenient way to collect and categorize the firms. Note that some companies provide multiple services.

Suggested Questions for the Instructor:

The following questions can be applied to the company reports in addition to the specific questions included in the company reports themselves:

- ❖ What services does the company provide?
- ❖ What countries does this company operate in?
- ❖ Who are its competitors?
- ❖ Does it serve corporate travelers, tourists, or both?
- ❖ What makes this company unique?



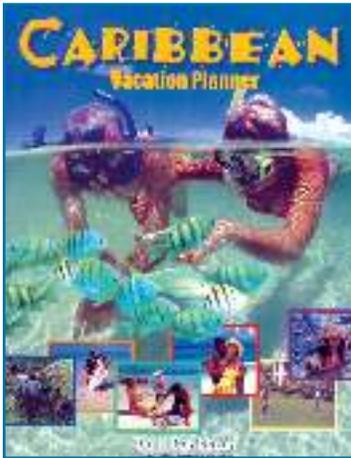
You may want to develop several types of company inventories using the blank Travel & Tourism Process charts. Include, for example:

- ❖ International/global companies like American Express, Starwood, Amadeus, HRG, Hertz, and Lufthansa that operate in many countries.
- ❖ Local/national companies that actually have operations in your local area, including subsidiaries of global firms.





Session 3 and 4: Classifying Travel & Tourism Companies (continued)



Continue to compile the names of Travel & Tourism companies that are in your country, and include their names in the appropriate steps 1-8 on the chart.

The objective is to determine where in your area, region or country, there are many or just a few companies in a particular sector. It is also important to note if the companies are foreign or local/national or multi-national/global.

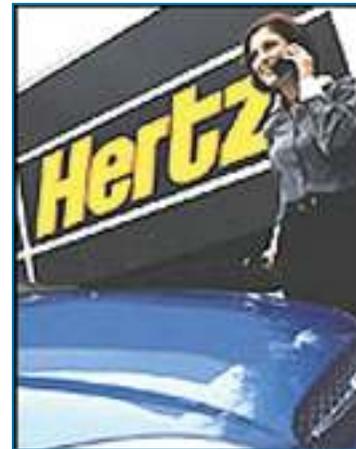
Travel & Tourism is not only a global industry, it is a highly competitive one. Seeing where there are only a few companies operating in a sector, for example, can give students a sense of where there might be economic opportunities in their local area or nationally.

Students can use this "inventory" of local and national companies to select firms to

interview when they do their research on services and customers. And, finally, the companies themselves may be ones where students will be able to find internships or future careers. Instructors can use the inventory to find speakers who can visit their classes.

If the companies are foreign firms, the students should research where the parent company is located and all the countries in which the firm operates.

By the third class session, it is interesting for students to go on a field trip, for example, to a local airport. The **Airport Field Trip** in the **Activity Worksheets**



Source: www.hertz.com

outlines how to organize the trip and contains a form that students can use to record their observations. As a follow-on to the field trip, consult the *World Travel Atlas*, if available, to determine the world's busiest airports, and how many international travelers come to your country. If there is no airport near enough to visit, you can arrange a visit to a local attraction. The **Activity Worksheet, Tourist Attraction Field Research**, can be utilized with any local leisure facilities.

Prior to Unit 2, students should read the material in the **Resources Guide** that discusses surveys and the kinds of questionnaires that can be used when doing local interviews.

.....

1. *World Travel Atlas*, Columbus Travel Guides, any recent edition. This book is compiled from a wealth of sources and contains excellent maps and country statistics. Details include such things as train routes, highways, as well as world travel statistics.



If there are companies in your area that operate in the 8 sectors, select one or two companies from each sector in your area so that you have a total of ten to fifteen companies. These can become a core group that can be interviewed and that can, possibly, provide speakers to your class and/or internships for students. If there are no local companies, students can research national and international firms.

Assign two- or three-person student teams to research one company each. Each team should then prepare their own company report on what the company does. The **Resources Guide** provides a step-by-step approach that students can use to find the information they need in order to write the company report.

Student teams can then present their findings

to their classmates. The presentation will give them practice in communicating in front of a group. You can evaluate their written company reports in terms of content and style.

At the end of Unit 1, students should be able to discuss the kinds of companies that operate in each of the 8 steps in the Travel & Tourism Process and they should be able to identify and discuss the characteristics of several companies in each of the 8 steps. By the time they complete their company research, though, you may have already completed Unit 1. In that case, students can present their findings in a later class.

If you want to focus on hotels in your area, the activity "Hotel Classifications" will provide a way for students to conduct their research. The **Resources Guide**, Unit 1, has information on hotel classification systems.