

DOCUMENT RESUME

ED 313 502

CE 053 528

TITLE Tourism Marketing.
 INSTITUTION North Carolina State Dept. of Public Instruction,
 Raleigh. Div. of Vocational Education.
 PUB DATE 89
 NOTE 163p.
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
 DESCRIPTORS Advertising; Art Activities; *Community Resources;
 Competency Based Education; Distributive Education;
 High Schools; *Hospitality Occupations; Hotels;
 *Marketing; Music Activities; Outdoor Activities;
 Physical Activities; Recreational Activities;
 Recreational Facilities; State Curriculum Guides;
 *Tourism; Transportation; *Travel
 IDENTIFIERS Customer Relations; *North Carolina; Travel Agents;
 *Travel Industry

ABSTRACT

This document contains teacher materials for a 6-unit, 1-year distributive education course in marketing tourism offered in grades 11 and 12 in North Carolina. Although in general the material presented concerns marketing tourism anywhere, some of it is specifically related to tourism within North Carolina. A purpose statement explains the importance of tourism to the economy of the state and to most other states. The preface contains a rationale for the development of the course, a course description, course objectives, a list of the instructional units of the course, and a list of sections contained in each unit. Forty-eight competency objectives are listed for the course. Subjects of the six instructional units are: overview of tourism; customer relations; travel destinations; tourism promotion; economics and tourism; and travel/tourism related business. Components of each unit are: (1) a table of contents for the unit; (2) the competency goal statement and competency objectives; (3) a content/teaching outline; (4) student activities; (5) evaluation measures; (6) keys to the test items; and (7) references. (CML)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

PREFACE

BACKGROUND

In the *1987 Program of Studies*, Tourism Marketing was identified as a Marketing Education course to be offered in grades eleven and twelve. This curriculum guide was developed to be used as a resource in planning and teaching the course.

COURSE DESCRIPTION

Tourism Marketing is designed for students who are interested in the tourism industry. Internships, simulations, and co-op experiences may be used to expand practical application of the course content.

COURSE OBJECTIVES

- The broad objectives for students enrolled in Tourism Marketing are to:
- A. Make realistic decisions about their future in a tourism career.
 - B. Increase their tourism competence through classroom instruction, individual projects and other occupational experiences.
 - C. Develop their desire to further their education in their chosen marketing field.

GUIDE CONTENTS/ORGANIZATION

The Tourism Marketing guide consists of the following units of instruction:

- A. Overview of Tourism
- B. Customer Relations
- C. Travel Destinations
- D. Tourism Promotion
- E. Economics and Tourism
- F. Travel/Tourism Related Businesses

These units were written for the course to be offered for a year. Each unit consists of the following sections:

- A table of contents
- The competency goal statement and competency objectives
- A content/teaching outline
- Student activities (SA)
- Evaluation measures (CTIB)
- Keys to the test items
- References (PR)

To the right of the outline are planning notes, indicating when the above items should be used, with space to add additional notes or references.

It is recommended that the introduction unit of the Marketing guide be used to begin the year.

PURPOSE

Tourism is big business in North Carolina, as well as in many other states. In less than 15 years, travel and tourism has grown from a \$1 billion industry to a \$5.7 billion industry in North Carolina. One out of every 10 private sector workers, 220,000 plus people, work in tourism in our state. This guide has been developed to help provide high school students with the initial training needed for careers in travel and tourism marketing.

ACKNOWLEDGEMENTS

We would like to thank the individuals who were on the writing team for the Tourism Marketing Curriculum Guide.

Hariette Bellamy Brunswick County Schools
Regina Lambert Buncombe County Schools
Norman Melton Brunswick County Schools
Brenda Stark Buncombe County Schools

Also, thank you to Sybile Wilson for editing and Richard Clodfelter and David Phillips for typing.

In addition, we would like to thank the following business persons who assisted in the verification of the competency objectives.

William Stark New South Business Ventures, Inc.
Asheville, NC
Margaret James Western Steer, Asheville, NC
T. Carl Brown Raleigh, NC
Jane Peterson Cape Fear Coast Convention & Visitors'
Bureau, Wilmington, NC
Susanne Surtella South Brunswick Island Chamber of
Commerce, Shallotte, NC

Horace C. Robertson

Horace C. Robertson
Chief Consultant
Marketing Education

Becky Watkins

Becky Watkins
Consultant
Marketing Education

TABLE OF CONTENTS FOR TOURISM MARKETING

I.	Preface	i
II.	Purpose	ii
III.	Acknowledgements	iv
IV.	Competency Objectives	v
V.	Unit A: An Overview of Tourism	A-1
VI.	Unit B: Customer Relations	B-1
VII.	Unit C: Travel Destinations	C-1
VIII.	Unit D: Tourism Promotion	D-1
IX.	Unit E: Economics and Tourism	E-1
X.	Unit F: Travel/Tourism Related Businesses	F-1

COMPETENCY OBJECTIVES FOR TOURISM MARKETING

- 1.01 Explain the purpose and importance of tourism.
- 1.02 Recognize travel and tourism resources.
- 1.03 Demonstrate knowledge of the history of North Carolina and how it relates to today's tourism industry.
- 1.04 Describe the psychological and motivational aspects of travel and tourism.
- 2.01 Develop personality traits important to business.
- 2.02 Maintain appropriate appearance.
- 2.03 Explain the nature of effective communications.
- 2.04 Explain the nature of effective verbal communication.
- 2.05 Address people properly.
- 2.06 Listen to and follow directions.
- 2.07 Use telephone in business-like manner.
- 2.08 Explain the nature of written communications.
- 2.09 Read charts and graphs.
- 2.10 Direct customer/client to other locations.
- 2.11 Handle customer inquires.
- 2.12 Interpret business policies to customers/clients.
- 2.13 Handle difficult customers.
- 2.14 Recognize the importance of addressing the individual traveler's/tourist's needs.
- 2.15 Explain the critical aspects of business image.
- 2.16 Explain the role of customer services.
- 2.17 Explain key factors in building a clientele.
- 2.18 Explain the selling process.
- 2.19 Obtain product information.
- 2.20 Process telephone orders.
- 2.21 Process the various methods of customer payment.
- 2.22 Recognize the importance of security and safety precautions.
- 3.01 Explain destinations.
- 3.02 Describe geographic aspects of North Carolina as related to tourism.
- 3.03 Demonstrate the use of a map.
- 3.04 Identify types of destinations.
- 3.05 Summarize the impact of travel/tourism on an area's environment.
- 3.06 Analyze the need for accessibility of destinations by handicapped tourists.
- 4.01 Identify the role of promotion to tourism.
- 4.02 Identify effective types of media used in a tourism promotional mix.
- 4.03 Identify the importance of tourism publicity in the development of an area/county/business.
- 4.04 Evaluate the effectiveness of various tourism media.
- 4.05 Develop a comprehensive area/community/business tourism promotional program.
- 5.01 Explain the concept of economic activities.
- 5.02 Explain the concept of economic supply and demand.
- 5.03 Summarize the roles of public and private sectors in tourism.
- 5.04 Analyze the cycle of economic development for a tourist resort destination.
- 5.05 Identify business risk associated with tourism.
- 6.01 Identify the functions of the travel agency industry.
- 6.02 Identify the three categories of transportation services.
- 6.03 Identify the structure of the hospitality industry.
- 6.04 Describe other travel/tourism related businesses.
- 6.05 Identify and interpret trends associated with the travel/tourism industry.
- 6.06 Develop an understanding of career opportunities in the travel/tourism industry.

TABLE OF CONTENTS FOR OVERVIEW OF TOURISM

	PAGE
I. Competencies	A-2
II. Content/Teaching Outline	A-3
III. Student Activities	A-9
IV. Evaluation Measures (Competency Test Item Bank)	A-12
V. Key to Test Items	A-16
VI. References	A-17

COMPETENCIES

OVERVIEW OF TOURISM

COMPETENCY GOAL 1: The learner will recognize the importance of travel and tourism.

COMPETENCY OBJECTIVES

- 1.01 Explain the purpose and importance of tourism.
- 1.02 Recognize travel and tourism resources.
- 1.03 Demonstrate knowledge of the history of North Carolina and how it relates to today's tourism industry.
- 1.04 Describe the psychological and motivational aspects of travel and tourism.

CONTENT/TEACHING OUTLINE OVERVIEW OF TOURISM

PLANNING NOTES

- | | |
|---|------|
| I. Purpose and Importance of Tourism | |
| A. Purpose of Tourism | PR-2 |
| 1. Definition of a tourist | |
| 2. Definition of travel | |
| 3. Definition of tourism | SA-1 |
| B. Major Components of the Tourism Industry | PR-1 |
| 1. Transportation | |
| a. Ship | |
| b. Bike | |
| c. Airplane | |
| d. Railroad | |
| e. Limousine | |
| f. Automobile | |
| g. Motorcoach | |
| h. Aerial tramway | |
| 2. Accommodations | |
| a. Camp | |
| b. Hotel | |
| c. Motel | |
| d. Resort | |
| e. Pension | |
| f. Caravan | |
| g. Food and beverage places | |
| 3. Shopping | |
| a. Gift and souvenir shops | |
| b. Arts and crafts shops | |
| c. Indigenous shops | |
| d. Roadside markets | |
| e. Shopping malls | |
| 4. Activities | |
| a. Recreational | |
| b. Attractions | |
| c. Business and trade | |
| d. Entertainment | |
| e. Conventions | |
| f. Festivals | |
| g. Studies | |
| h. Events | |
| i. Sports | |
| C. Factors Affecting Tourism Marketing | SA-2 |
| 1. Population trends | PR-1 |
| a. Population | |
| b. Age | |
| (1) Teenage market | |
| (2) Young adult market | |

(3) 35-44 market	
(4) 45-54 market	
(5) Senior citizen market	
c. Population shifts	
2. Income	
3. Education	
4. Occupation	
5. Race	
6. Gender	SA-3
7. Attitudes	
8. Time	
9. Fashion, customs, habits, and tradition	
10. Energy	
11. Changing lifestyles	SA-4; SA-5
D. Importance of Tourism	PR-1
1. Development of the tourism industry	
a. Early travelers	
(1) Oceanians	PR-2
(2) Mediterranean peoples	
(3) Europeans	
(4) The Grand Tour	
(5) Americans	
b. Early and later tourist attractions	
c. Spas, baths and seaside resorts	SA-6
d. Early economic references	
e. First travel agents	
f. Historic transportation	
(1) Stagecoach	
(2) Water travel	
(3) Rail travel	
(4) Automobile and motorcoach	
(5) Air travel	
(6) Car rental	SA-7; SA-8; SA-9
g. Accommodations	OR SA-10; PR-2
h. Tour operators	SA-11
2. Impact of tourism	
a. International scene	
(1) Tourist-generating countries	SA-12
(2) Developing countries	
(3) Employment	
(4) Balance of payments	
b. National scene	
(1) Employment benefits	
(2) Income	
(3) Tax revenue	
(4) Visibility	
(5) Cultural benefits	SA-13
c. State level	PR-3
(1) Employment benefits	
(2) Income	
(3) Tax revenue	
(4) Visibility	
(5) Cultural benefits	SA-14
d. Local level (contact Chamber of Commerce)	SA-15

e. Environmental impact	PR-2
(1) Positive	
(2) Negative	SA-16; SA-17
f. Sociological impact	
(1) Commercialization	SA-18
(2) Stereotyping of visitors	
(3) Changes in culture	SA-19
(4) Catering to tourists	PR-2
3. Future trends in tourism	
a. Growth	
b. Leisure trends	PR-1
c. Destinations	
d. Group travel	
e. Changes in transportation	SA-20
f. Accommodations	
g. Government involvement	
h. Attitude and time spent working	CTIB 001-1.01-01-02
II. Organization of Tourism	PR-1
A. International Organizations	
B. National Organizations	
1. United States Travel and Tourism Administration	
2. Federal Aviation Administration	
3. Department of Transportation	
4. Others	
C. State Organizations	SA-21
1. North Carolina Department of Tourism, Division of Travel and Tourism	
2. Welcome centers	
3. Others	
D. Local Organizations	
1. Convention and Visitors Bureau	
2. Chamber of Commerce	
3. Tourism Development Authority (TDA)	
4. City/County officials	
5. Others	SA-22
E. Trade Associations/Organizations	
1. Airline industry	
2. Bus industry	
3. Rail industry	
4. Automobile industry	
5. Cruise industry	
6. Travel agents	
7. Tour industry	
8. Lodging industry	
9. Food service industry	
10. Attractions industry	
11. Others	SA-23
F. Trade Publications	CTIB-001-1.02-01-02
	SA-24

III. History of North Carolina

PR-4; PR-6

A. Events of the 1500's

1. 1524—Giovanni da Verrazano sails along coast
2. 1540—Hernando de Soto explores the southwest corner
3. 1585—Sir Walter Raleigh attempts establishment of first colony
4. 1587—Birth of Virginia Dare; the Lost Colony

B. Events of the 1600's

1. 1629—Jamestown colonists move into North Carolina
2. 1663—Charles II grants territory to eight lords proprietors; land west of Albermarle granted to Quakers
3. 1678—Culpepper Rebellion

C. Events of the 1700's

1. 1701-1709—Settlers west of Chowan River and south to Neuse River
2. 1705—Bath incorporated as first town in North Carolina
3. 1710—New Bern settled by Swiss and German Palatines
4. 1711—Tuscarora/Colonists War; separation of North and South Carolina; Cary Rebellion
5. 1725—Cape Fear Settlement
6. 1729—North Carolina becomes a royal colony
7. 1735—Boundary between North and South Carolina agreed upon
8. 1740—Arrival of Scots
9. 1753—Moravians settle Wachovia
10. 1760—Cherokee victory over British in French and Indian War
11. 1766—Moravians settle Winston-Salem
12. 1770—Tryon Palace constructed in New Bern
13. 1771—Battle of Alamance
14. 1776—Battle of Moore's Creek Bridge; Halifax Resolves adopted
15. 1777—First state constitution became effective
16. 1781—Battle of Guilford Courthouse
17. 1789—North Carolina twelfth state to ratify United States Constitution; University of North Carolina chartered
18. 1792—Raleigh becomes capital of North Carolina
19. 1795—James K. Polk born near Pineville
20. 1799—First gold discovered in U. S. at Reed Gold Mine in Iredell County

D. Events of the 1800's

1. Early 1800's—Rip Van Winkle Years
2. 1802—Fear of Black revolt
3. 1808—Andrew Johnson born in Raleigh
4. 1820—First gold rush begins with discovery of gold in Mecklenburg County
5. 1827—Buncombe Turnpike
6. 1830—Zebulon Vance born in Weaverville
7. 1834—Fort Macon built to protect Beaufort; Wake Forest University established by Baptists
8. 1835—Mount Mitchell measured

9. 1838—Cherokees removed to Oklahoma
10. 1845—James K. Polk becomes 11th President of the U. S.
11. 1861—North Carolina secedes from the Union
12. 1862—William Sydney Porter (O'Henry) born in Greensboro
13. 1865—Andrew Johnson becomes 17th President of the U. S.;
General Johnston surrenders Confederate Army to General
Sherman at Bennett Place
14. 1868—North Carolina readmitted to the Union
15. 1880—North Carolina becomes leading textile state
16. 1885—Lumbee Indians recognized as Croatoan Indians
17. 1887—North Carolina State University founded
18. 1888—High Point Furniture Company becomes first
furniture factory in North Carolina
19. 1895—George Vanderbilt builds Biltmore Estate

E. Events in the Early 1900's

1. 1900—Thomas Wolfe born in Asheville
2. 1903—Wright Brothers fly first power-driven airplane at
Kill Devil Hills
3. 1908—Tobacco empire of James B. Duke split
4. 1917—World War I
5. 1920's—Present day network of roads and highways begun
6. 1924—Trinity College (Duke University) established
7. 1929—The Great Depression
8. 1936—Intracoastal Waterway completed
9. 1941—World War II
10. 1959—Construction of Research Triangle begins

SA-25; SA-26; SA-27; SA-28
CTIB 001-1.03-01-02

F. Local History (optional)

SA-29; SA-30; SA-31; SA-32;
SA-33

IV. Psychological and Motivational Aspects of Travel and Tourism

A. Reasons for Travel

1. Push-pull concept
2. Discretionary/Nondiscretionary travel

PR-2
PR-5; SA-34

B. Types of Motivators

1. Physical motivators
 - a. Rest
 - b. Sports participation
 - c. Beach recreation
 - d. Relaxing entertainment
 - e. Health
 - f. Other
2. Cultural motivators
 - a. Music
 - b. Art
 - c. Folklore
 - d. Dances
 - e. Paintings
 - f. Religion
 - g. Other
3. Interpersonal motivators
 - a. Meet new people
 - b. Visit friends/relatives

PR-1

SA-35

SA-36

- c. Escape from routine/family and neighbors
- d. Make new friendships
- 4. Status and prestige motivators
 - a. Business
 - b. Conventions
 - c. Study
 - d. Pursuit of hobbies and education

C. Types of Tourism

- 1. Nature
- 2. Cultural
- 3. Social
- 4. Active
- 5. Recreation
- 6. Sport
- 7. Specialized
- 8. Religious
- 9. Health
- 10. Ethnic SA-37

PR-2

D. Barriers to Travel

- 1. Lack of time
- 2. Health limitations
- 3. Family stage
- 4. Lack of interest
- 5. Fear and safety

PR-1

CTIB-001-1.04-01-04

STUDENT ACTIVITIES

OVERVIEW OF TOURISM

- Using brochures, leaflets, etc., obtained from a local travel agent, plan an "ideal" vacation. The cost of the vacation should not exceed \$5,000. Prepare basic daily agendas and keep a record of anticipated expenses. Present your vacation plan to the class. SA-1
- Invite a guest speaker from one or more of the major components of the tourism industry. SA-2
- List several examples of tourism products or services whose market demand would be affected by:
- age of potential customers
 - marital status of potential customers
 - gender of potential customers
- Assume that you have just opened a luxury resort. List the occupational groups that you will try to attract to your resort. SA-4
- Assume that you are the manager of a theme park. List services and activities that the park might offer to accommodate the following groups:
- over 65 age segment
 - children 6 and younger
 - teenagers
 - young adult market
- Research and prepare a two-page written report about an early spa or resort in North Carolina. SA-6
- Research and prepare an oral report on the history of a specific mode of transportation. SA-7
- Prepare a timeline depicting the development of the various modes of transportation. SA-8
- Write a letter of inquiry to the home office of a hotel/motel chain. Request information about the history and locations of the hotel/motel. SA-9
- Using a map of the United States, identify the locations of a specific hotel/motel chain. Information obtained in SA-9 would be beneficial in completing this activity. SA-10
- Plan the agenda for a one day tour of your city/town/county. Include all points of interest. SA-11

- Select a tourist-generating country. Prepare a booklet explaining all aspects of the tourism industry in this country. (Include information such as maps, tourist attractions, history, traditions, etc.) SA-12
- Write a letter of inquiry to a state of your choice. Request information about the economic impact of tourism in that state. SA-13
- Research one of the following areas: SA-14
- a. employment
 - b. income
 - c. revenue
 - d. visibility
 - e. cultural benefits
- Explain the impact of tourism on the area.
- Invite a guest speaker from your local Chamber of Commerce to discuss the impact of tourism in the area. SA-15
- Invite a representative from an environmental group or agency to discuss the positive and negative effects of tourism on the local environment. SA-16
- In small groups, brainstorm the positive and negative effects of tourism on the local environment. SA-17
- Select a historical site in North Carolina. Identify commercialization techniques utilized to attract visitors. SA-18
- Select a tourist attraction. Research the services offered by the attraction that cater to the needs of customers. SA-19
- Identify the trends in automobile design that would stimulate vacation travel by this mode of transportation. SA-20
- Write a letter of inquiry to an international, national, or state travel/tourism organization. Request information about the role of the organization in the industry. Present this information to the class. SA-21
- Invite a representative from a local tourism organization to discuss the role of the organization. SA-22
- Contact a trade association/organization for a schedule of events sponsored by their organization. Arrange a visit to an event. (Examples: visit a trade exhibit, food fair, expo, etc.) SA-23
- Contact a local business to request copies of trade publications. Describe the format and information contained in the publication to the class. SA-24

- Select a historical site in North Carolina. Prepare a written report detailing the historical development and importance of the site as it relates to the tourism industry in the area. SA-25
- Identify a person who played a significant role in the history of North Carolina. Gather information to include the family history, lifestyle, and contributions of your selected individual. Assume the role of this person. Present an oral autobiography to the class. SA-26
- Create a display or bulletin board depicting the history of North Carolina. This may be designed using original items, illustrations, sketches or other original ideas. SA-27
- Visit an antique shop or museum. SA-28
- Complete SA-27 depicting the history of your local area. SA-29
- Research and develop a local historical timeline. Include all significant persons, events, buildings and attractions. SA-30
- Take a walking tour of your city or town. Identify points of interest that you observe. SA-31
- Create a scavenger hunt for a visitor to your area or to be used to educate local citizens about points of interest. Have a fellow classmate try your scavenger hunt. SA-32
- Research your family history. Complete a poster representing your family tree. SA-33
- In small groups, identify reasons for travel. By group consensus, determine the reasons that are discretionary and nondiscretionary. SA-34
- Identify local cultural sites or activities that attract visitors to the area. SA-35
- Invite a guest who is knowledgeable in local folklore or local culture to make a presentation to the class. (Examples: an American Indian, a storyteller, etc.) SA-36
- Select tourist attractions in North Carolina that would meet the expectations of the following tourists: SA-37
- a. nature
 - b. cultural
 - c. social
 - d. active
 - e. recreational
 - f. sports
 - g. specialized
 - h. religious
 - i. health
 - j. ethnic

EVALUATION MEASURES

OVERVIEW OF TOURISM

COMPETENCY GOAL 1: The learner will recognize the importance of travel and tourism.

COMPETENCY OBJECTIVE 1.01: Explain the purpose and importance of tourism to North Carolina.

TEST ITEM 001-1.01-01

INSTRUCTIONS TO STUDENTS: Define the following:

- a. Tourist
- b. Travel
- c. Tourism.

TEST ITEM 001-1.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Tax revenues generated from travel and tourism have no impact on the standard of living in North Carolina.
- _____ 2. One of every ten North Carolinians depends significantly or entirely on travel and tourism for employment.
- _____ 3. An active travel development program in North Carolina helps to increase the visibility of the state.
- _____ 4. Travel and tourism has little or no effect on the income levels of North Carolina residents.
- _____ 5. Travel and tourism businesses expose North Carolina residents to a variety of languages, ideas, people, and cultural experiences.

COMPETENCY OBJECTIVE 1.02: Recognize travel and tourism resources.

TEST ITEM 001-1.02-01

INSTRUCTIONS TO STUDENTS: Identify each of the following as international, national, state, or local travel/tourism organizations. Write your answer in the blank to the left of each organization.

- _____ 1. Chamber of Commerce
- _____ 2. N. C. Department of Tourism, Division of Travel and Tourism
- _____ 3. U. S. Travel and Tourism Administration
- _____ 4. Federal Aviation Administration
- _____ 5. World Tourism Organization
- _____ 6. Welcome Centers

TEST ITEM 001-1.02-02

INSTRUCTIONS TO STUDENTS: Identify five organizations and/or trade publications that would serve as resources for a lodging establishment in North Carolina.

COMPETENCY OBJECTIVE 1.03: Demonstrate knowledge of the history of North Carolina and how it relates to today's tourism industry.

TEST ITEM 001-1.03-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Raleigh was incorporated as the first town in North Carolina.
- _____ 2. The Wright Brothers flew the world's first power-driven airplane near Kitty Hawk.
- _____ 3. The Lost Colony was the first attempt by the English to colonize America.
- _____ 4. The Quakers settled the area now known as Winston-Salem.
- _____ 5. The Biltmore Estate in Asheville was built in the late 1890's by George Vanderbilt.

TEST ITEM 001-1.03-02

INSTRUCTIONS TO STUDENTS: Identify a historic event that took place in North Carolina. Discuss the impact of this event on travel and tourism in the state.

COMPETENCY OBJECTIVE 1.04: Recognize types/sources of merchandise information needed.

TEST ITEM 001-1.04-01

INSTRUCTIONS TO STUDENTS: Match the following motivators with the examples given.

physical
cultural
interpersonal
status and prestige

- _____ 1. Meet new people
- _____ 2. Planning a ski trip
- _____ 3. Visiting a museum of Cherokee Indian history
- _____ 4. Attending a trade show in Charlotte
- _____ 5. Spending a weekend touring the Biltmore Estate
- _____ 6. Visiting friends and relatives
- _____ 7. A trip to Carowinds

TEST ITEM 001-1.04-02

INSTRUCTIONS TO STUDENTS: Explain the push/pull concept of travel.

TEST ITEM 001-1.04-03

INSTRUCTIONS TO STUDENTS: List five types of travel. Identify one or more points of interest in North Carolina that would satisfy the needs of each type listed.

TEST ITEM 001-1.04-04

INSTRUCTIONS TO STUDENTS: List five barriers to travel.

**KEY TO TEST ITEMS
OVERVIEW OF TOURISM**

TEST ITEM 001-1.01-01

- a. A person who wants to get away from home for a change.
- b. All overnight trips away from home and all day trips of 100 miles or more
- c. The business of attracting visitors and catering to their needs.

TEST ITEM 001-1.01-02

1. False
2. True
3. True
4. False
5. True

TEST ITEM 001-1.02-01

1. Local
2. State
3. National
4. National
5. International
6. State

TEST ITEM 001-1.02-02

Answers will vary. Some possible answers to include Hotel and Travel Index, Meetings and Conventions Magazine, Travel Weekly, American Hotel and Motel Association, Chamber of Commerce Convention Bureau.

TEST ITEM 001-1.03-01

1. False
2. True
3. False
4. False
5. True

TEST ITEM 001-1.03-02

Answers will vary.

TEST ITEM 001-1.04-01

1. Interpersonal
2. Physical
3. Cultural
4. Status and prestige
5. Cultural
6. Interpersonal
7. Physical

TEST ITEM 001-1.04-02

Push factor—the desire to travel comes from within the person.

Pull factor—the destination attracts the person.

TEST ITEM 001-1.04-03

Answers will vary. Some possible answers include:

1. Nature—beaches, Blue Ridge Parkway
2. Cultural—N. C. Symphony concert
3. Active—Old Salem
4. Social—bus tour to Charlotte
5. Recreational—Carowinds
6. Sport—Beech Mountain Ski Resort
7. Specialized—trade show in Charlotte
8. Religious—Ridgecrest Baptist Assembly
9. Health—mountains
10. Ethnic—Cherokee Indian Reservation

TEST ITEM 001-1.04-04

Time, health, family stage, lack of interest, fear and safety

REFERENCES

OVERVIEW OF TOURISM

- McIntosh, Robert W., and Charles R. Goeldner, *Tourism: Principles, Practices, Philosophies*. New York: John Wiley and Sons, Inc., 5th edition, 1986. PR-1
- Herssel, Jan van, *Tourism An Exploration*. Elmford, New York: National Publishers of the Black Hills, Inc., 1986. PR-2
- North Carolina Travel and Tourism Divison, 430 North Salisbury Street, Raleigh, NC. PR-3
- Parramore, Thomas, and Douglas C. Wilms, *North Carolina The History of An American State*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1988. PR-4
- Davidoff, Philip G., and Doris S., *Sales and Marketing for Travel and Tourism*. Rapid City, South Dakota: National Publishers of the Black Hills, Inc., 1983. PR-5
- Encyclopedia of choice. PR-6

**TABLE OF CONTENTS
FOR
CUSTOMER RELATIONS**

	PAGE
I. Competencies	B-2
II. Content/Teaching Outline	B-4
III. Student Activities	B-14
IV. Evaluation Measures (Competency Test Item Bank)	B-24
V. Key to Test Items	B-54
VI. References	B-57

COMPETENCIES

CUSTOMER RELATIONS

COMPETENCY GOAL 2: The learner will recognize the basic fundamentals of customer relations in the tourism industry.

COMPETENCY OBJECTIVES

- 2.01 Develop personality traits important to business.
- 2.02 Maintain appropriate appearance.
- 2.03 Explain the nature of effective communications.
- 2.04 Explain the nature of effective verbal communication.
- 2.05 Address people properly.
- 2.06 Listen to and follow directions.
- 2.07 Use telephone in business-like manner.
- 2.08 Explain the nature of written communications.
- 2.09 Read charts and graphs.
- 2.10 Direct customer/client to other locations.
- 2.11 Handle customer inquiries.
- 2.12 Interpret business policies to customers/clients.
- 2.13 Handle difficult customers.
- 2.14 Recognize the importance of addressing the individual travelers'/tourists' needs.
- 2.15 Explain the critical aspects of business image.
- 2.16 Explain the role of customer services.
- 2.17 Explain key factors in building a clientele.

- 2.18 Explain the selling process.
- 2.19 Obtain product information.
- 2.20 Process telephone orders.
- 2.21 Process the various methods of customer payment.
- 2.22 Recognize the importance of security and safety precautions.

CONTENT/TEACHING OUTLINE CUSTOMER RELATIONS

PLANNING NOTES

I. Developing Interpersonal Skills

A. Learning to Be Successful

1. Understanding yourself
2. Handling failure
3. Developing potential

PR-2

SA-1; SA-2

B. Valued Behaviors and Attitudes

1. Trustworthiness
2. Respectfulness
3. Cheerfulness
4. Compassion
5. Dependability
6. Enthusiasm
7. Helpfulness
8. Industriousness
9. Independence
10. Open-mindedness
11. Friendliness
12. Patience
13. Persistence
14. Self-acceptance
15. Sense of humor
16. Sensitivity
17. Tolerance
18. Initiative

SA-3

C. Recognizing Strengths and Weaknesses

1. Personal strengths
2. Personal weaknesses

PR-17

SA-4

D. Improving Personality Traits

1. Evaluate your personality
2. Analyze your evaluation
3. Develop a plan of action
4. Put plan into action

PR-18

SA-5

E. Employer Expectations

1. Helping to increase profit
2. Helping to achieve growth
3. Develop desirable traits
 - a. Competence
 - b. Loyalty
 - c. Trustworthiness
 - d. Honesty
 - e. Responsibility
 - f. Industriousness

PR-17

SA-6

F. Customer Expectations

1. Identifying needs
2. Satisfying needs

SA-7; SA-8; SA-9
CTIB 002-2.01-01-02

G. Personal Appearance

1. Grooming
2. Appropriate dress

CTIB 002-2.02-01-02

II. Communicating Thoughts, Feelings, Needs and Information

A. Methods

1. Verbal
 - a. Oral
 - b. Written
2. Nonverbal
 - a. Symbols
 - b. Body language
 - c. Proximity
 - d. Sign language

PR-1
PR-2
SA-10
SA-11

SA-12
SA-13; SA-14

SA-15

B. Communications Process

1. Ideation
2. Encoding
3. Transmission
4. Reception
5. Decoding
6. Response

C. Levels of Communication

1. Downward
2. Upward
3. Horizontal

SA-16

D. Styles of Communication

1. Formal
2. Informal

SA-17

E. Barriers to Communication

1. Physical
 - a. Time
 - b. Space
 - c. Message complexity
 - d. Environmental limitations
 - e. Personal handicaps
2. Mental
 - a. Personal interests
 - b. Cultural conditioning
 - c. Personal interpretations
 - d. Stereotyping

SA-18
CTIB 002-2.03-01-02

F. Effective Verbal Communications

1. Oral
 - a. Grammar and vocabulary
 - b. Tone of voice
 - c. Pronunciation

PR-3
SA-19

SA-20

d. Slang	
e. Eye contact	
f. Informal speaking	SA-21
1) Making introductions	
2) Conversations	
3) Providing information	
g. Public speaking	
1) Types of speeches	
a) Informative	
b) Entertaining	
c) Persuasive	
2) Preparing the speech	
a) Introduction	
b) Body	
c) Conclusion	
3) Nine commandments for public speaking	
a) Be prepared	
b) Organize	
c) Rehearse	
d) Make good first impression	
e) Stand tall	
f) Speak up	
g) Be yourself	
h) Dress the part	
i) Time your talk	
G. Addressing People in a Business-Like Manner	
1. Avoid use of slang	
2. Avoid terms of endearment	
3. Use customer's name when possible	
4. Address supervisors formally in business situations	
H. Listening	
1. Ways of listening	
a. Passive	
b. Active	
2. Rules of listening	
a. Listen for facts and feelings	
b. Become actively involved	
c. Eliminate distractions	
d. Do not anticipate	
e. Avoid prejudging speaker	
f. Clarify	
g. Give immediate feedback	
3. Follow directions	
I. Use the Telephone in Business-Like Manner	
1. Fundamental procedures	
2. Telephone manners	
J. Written Communications	
1. Completing business forms	
2. Writing a business letter	
a. Types of business letters	
1) Acknowledgements	
2) Confirmations	
3) Making inquiries and requests	

SA-22
CTIB 002-2.04-01-02

PR-5

SA-23
CTIB 002-2.05-01-02

PR-3

SA-24
PR-2

SA-25
SA-26; SA-27
CTIB 002-2.06-01-02

SA-28; PR-6
PR-7
CTIB 002-2.07-01-02

4) Answering inquiries and requests	SA-29; SA-30
5) Sales letters	
6) Adjustments	
7) Answering complaints	
8) Credit	
9) Follow-up	
b. Current business letter formats	
c. Guidelines for planning the message	PR-3
1) Identify the purpose	
2) List ideas and facts	
3) Organize information	
4) Prepare a rough draft	
d. Measuring effectiveness of written communications	CTIB 002-2.08-01-02
K. Reading	PR-9
1. Types of reading	
a. Skimming	PR-3; PR-5
b. Scanning	SA-31
c. Intensive	
2. Gathering and sorting information	
a. Charts	SA-32
b. Graphs	SA-33; SA-34
c. Brochures/Leaflets	SA-35
d. Maps	CTIB 002-2.09-01-02
L. Direct Customers to Another Location	
1. Within your business	
2. Within the area	
3. General directions	SA-36
	CTIB 002-2.10-01-02
M. Handle Customer Inquiries	PR-2
1. Recognize customer status preferences	
a. When customer wants to be boss	
b. When customer accepts you as co-equal	
c. When customer wants you to lead	
2. Conversing with customers	
a. Think before you speak	
b. Think about your intended audience	
1) Who they are	
2) Extent of their knowledge of subject	
3) What will it take to satisfy their needs	
c. Greeting stage	
d. Conversation stage	
1) Self-confidence	
2) Interest	
3) Creativity	
e. Goodbye stage	SA-37
	CTIB 002-2.11-01-02
N. Interpreting Business Policies to Customers	
1. Definition of business policies	
2. Types of policies	PR-10
a. Company policies	
b. Merchandise policies	
c. Service policies	
1) Selling and shopping services	
2) Convenience services	

3) Profit services	
4) Community services	
d. Credit policies	
e. Personnel policies	SA-38
3. Benefits of consistent business policies	PR-11
a. Repeat sales	
b. Standards for handling problem	
c. Compensates for errors	
d. Minimizes future problems	CTIB 002-2.12-01-02
O. Handle Difficult Customers	
1. Practicing the customer service attitude	PR-2
2. Common types of difficult customers	
a. Argumentative	
b. Constant complainers	
c. Non-talking	
d. Know-it-all	SA-39
3. Procedure for handling	PR-12
a. Listen	
b. Pause before answering	
c. Show empathy	
d. Restate the problem	
e. Address the problem	SA-40
	CTIB 002-2.13-01-02
P. Addressing Individual Customer Needs	
1. Understanding human behavior	PR-1
a. People like to feel they matter	
b. Individuals are unique	
c. Whole-person concept	SA-41
d. Human dignity concept	
e. Human potential movement	
f. Maslow's Hierarchy of Human Needs	PR-11
g. Nine stages of life	SA-42
2. Human relations with customers	
a. Tact	
b. Courtesy	
c. Respect	SA-43
	CTIB 002-2.14-01-02
III. Critical Aspects of Business Image	
A. Business Image	PR-2
1. Definition of business image	
2. Customer perceptions of business image	
a. Prestige-oriented enterprises	PR-9
b. Promotion-oriented companies	
c. Convenience-oriented firms	
3. Aspects of business image	
a. Influence of product/service policies	
1) Major lines of merchandise/service	
2) Assortment of merchandise/services	
b. Influence of pricing policies	
c. Influence of place policies	SA-44; SA-45
1) Location	PR-11
2) Atmosphere/appearance	
d. Influence of promotion policies	SA-46

- e. Impact of personnel policies and practices
 - 1) Personal contacts
 - 2) Care and share mentality
 - f. Influence of customer service policies
 - g. Impact of customers' previous experiences
 - h. Influence of clientele
- B. Customer Services**
- 1. Definition of services
 - 2. Products and services offered
 - a. Products and services offered
 - b. Sales supporting services
 - 1) Cost recovery services
 - 2) No cost services
 - c. Goodwill
 - 3. Main categories of customer services
 - a. Credit
 - b. Merchandise handling
 - c. Customer accommodations
 - d. Informational and advisory
 - e. Customer facilities and convenience
- C. Building Clientele**
- 1. Identifying target market
 - a. Definition
 - b. Importance
 - 2. Elements of marketing mix
 - a. Products and services
 - b. Price
 - c. Place
 - d. Promotion
- IV. Selling Process**
- A. Definition
 - B. Importance
 - 1. Identify goods and services needed by tourists
 - 2. Assist tourists in purchasing products and services
 - 3. Create and maintain employment
 - 4. Satisfy wants and needs of tourists
 - 5. Assist in maintaining high standard of living
 - C. What Customers Expect from a Salesperson
 - 1. Friendly and helpful
 - 2. Prompt service
 - 3. Neat appearance
 - 4. Courteous and patient
 - 5. Benefits of purchase
 - 6. Listen and understand desires
 - 7. Answer questions
 - 8. Suggestions
 - 9. Adequate information
 - 10. Help them buy to best advantage
 - 11. Interest in customer satisfaction after the sale
 - 12. Determination to please

PR-12

SA-47; SA-48
CTIB 002-2.15-01-02

PR-13
PR-2

PR-13

SA-49
CTIB 002-2.16-01-02

SA-50; SA-51
PR-16

SA-52
CTIB 002-2.17-01-02

PR-12; PR-21

13. Remember customer preferences
14. Assist in making wise buying decisions

SA-53

D. Five Mental Stages of Self-persuasion

1. Attention
2. Interest
3. Desire
4. Conviction
5. Action

E. Seven Steps of A Sale

1. Preapproach
2. Approach
3. Determining customer wants and needs
4. Feature-benefit presentation
5. Overcome objections
6. Close of the sale
7. Suggestion selling and reassurance

SA-54

SA-55

F. Customer Moods

1. Talkative
2. Silent
3. Friendly
4. Disagreeable
5. Timid or sensitive
6. Impatient
7. Dominating or superior
8. Procrastinating

G. Customer Buying Motives

1. Gain or economy
2. Health
3. Comfort and convenience
4. Safety and protection
5. Affection and love
6. Prestige and recognition
7. Variety and recreation

SA-56

H. Classification of Buying Motives

1. Primary
2. Selective
3. Rational
4. Emotional
5. Product
6. Patronage

CTIB 002-2.18-01-03

I. Information Needed to Serve Customers

1. Merchandise/services available in the business
2. Location of merchandise/services
3. Reserve stock and location
4. Merchandise/services available in other locations
5. Merchandise not carried by business
6. Merchandise that can be special ordered
7. Merchandise being promoted
8. Care of merchandise or equipment

J. Specific Product/Services Information

1. Appearance
2. Material composition
3. Manufacturing process
4. Uses
5. Performance
6. Service
7. Care
8. Brand
9. Price
10. Competition
11. Related items.

K. Sources of Product/Services Information

1. Merchandise
2. Other salespeople
3. Customers
4. Personal experiences
5. Publications
6. Special training classes
7. Competitive shopping
8. Tours

L. Process Telephone Orders

1. Importance of telephone sales in travel and tourism
 - a. Making reservations/giving information
 - b. Qualifying customers in preparation for face-to-face contact
 - c. Time and money-saving method
 - d. Follow-up
2. Steps of telephone sales presentation
 - a. Preplanning
 - 1) Study product/services
 - 2) Develop sales vocabulary
 - 3) Outline sales call
 - b. Telephone sales presentation
 - 1) Give an opening statement
 - 2) Establish rapport
 - 3) Provide feature-benefit statements
 - 4) Ask qualifying questions
 - 5) Overcome objections
 - 6) Close the sale

M. Methods of Customer Payment

1. Types of sales
 - a. Cash
 - 1) Currency
 - 2) Checks
 - b. Charge
 - 1) Credit cards
 - a) Types of credit cards
 - b) Credit authorization
 - 2) Processing
 - c. COD
 - d. Layaway
 - e. Discount

SA-57
CTIB 002-2.19-01-02
PR-11

PR-12

CTIB 002-2.20-01-02
PR-2; PR-9

SA-58; SA-59
SA-60

SA-61

2. General rules for cash register use
 - a. Keep cash drawer orderly
 - b. Have sufficient change
 - c. Record sales carefully and accurately
 - d. Do not group sales
 - e. Be careful when handling receipts
 - f. Build customer goodwill

PR-2

CTIB 72-2.21-01-02

N. Security and Safety Precautions

1. Safety practices
 - a. Occupational Safety and Health Administration
 - b. Safety procedures
 - 1) Complete accident report form
 - 2) Keep stairways clean
 - 3) Mark exits properly
 - 4) Close stock drawers
 - 5) Keep elevator areas clear
 - 5) Check exit doors
 - 7) Follow safety regulations for use of equipment
 - 8) Keep fire doors and areas clear
 - 9) Enforce no-smoking rules
 - 10) Keep floors clean
 - c. Guidelines for handling an accident
 - 1) Report to management
 - 2) Do not move injured person
 - 3) Interview injured party and witnesses
 - 4) Do not volunteer personal opinion
 - 5) Accurately report the accident
 - 6) Report accident to insurance company
 - d. Fire safety
 - 1) Observe no-smoking regulations
 - 2) Use proper connections
 - 3) Store boxes and flammable liquids properly
 - 4) Be familiar with exit procedures
 - 5) Be alert to safety

PR-9

SA-62; SA-63

2. Security
 - a. Detecting and preventing theft
 - 1) Forms of credit
 - a) Shoplifting
 - b) Larceny
 - c) Embezzlement
 - d) Pilferage
 - 2) Types of thieves
 - a) Professional shoplifter
 - b) Kleptomaniac
 - c) "Thrill" shoplifters
 - d) Juvenile offenders
 - 3) Shoplifting techniques
 - a) Boosters
 - b) Diverters
 - c) Blockers
 - d) Sweepers
 - e) Walkers
 - f) Wearers

PR-2

SA-64; SA-65

- 4) Protection of stock
 - a) Follow customer service practices
 - b) Use surveillance systems
 - c) Improve store layout
- 5) Employee theft
- b. Observe apprehension and arrest policies

SA-66

CTIB 002-2.22-01-02

STUDENT ACTIVITIES

CUSTOMER RELATIONS

- | | |
|---|-------|
| <i>In Human Relations at Work</i> (PR-17), complete Activity #5 on pages 53-54. | SA-1 |
| <i>In Human Relations at Work</i> (PR-17), complete Activity #7 on pages 57-62. | SA-2 |
| <i>In Psychology and Human Relations in Marketing</i> (PR-18), complete "Personality Rating Sheet" on page 29. | SA-3 |
| <i>In Human Relations at Work</i> (PR-17), complete Activity #13 on page 73. | SA-4 |
| Using "Personality Rating Sheet" from SA-3, identify personality traits rated average or below and prepare a personality improvement plan. | SA-5 |
| Invite a local employer to speak to the class about employer expectations. | SA-6 |
| <i>In Human Relations at Work</i> (PR-17), complete Activity #23 on page 111. | SA-7 |
| Assume the role of assistant manager at a local tourist attraction. It is your responsibility to communicate proper grooming and dress to new employees. Roleplay this situation in small groups. | SA-8 |
| Invite an employer from a local tourist attraction to speak to the class about the importance of appearance and good grooming in the tourist industry. | SA-9 |
| <i>In Psychology Human Relations and Work Adjustment</i> (PR-1), read Case 1 on page 245 and discuss questions. | SA-10 |
| Locate a newspaper article that is jargon-filled. Rewrite the article in standard English which would be understandable to anyone. | SA-11 |
| Make a list of symbols used to communicate messages. Examples: \$, #, &, etc. | SA-12 |
| Complete "Test Your Body I.Q." on page B-19. | SA-13 |
| Play Charades. Topics might include tourist attractions, hotel chains, etc. | SA-14 |
| Invite a guest speaker proficient in communicating with the hearing-impaired. Suggestion: Teach a greeting, student's name, etc., in sign language. | SA-15 |
| Roleplay tourism-related situations using downward, upward and horizontal levels of communication. | SA-16 |

- Complete "Communications Crossword" (SA-1 in *North Carolina Marketing Guide, Communications unit*). SA-17
- Arrange for a coworker/administrator to visit the classroom. Prior to the visit, plan a dramatic confrontation between the visitor and teacher (or student). After the incident, instruct students to write their personal interpretation of the scene. Discuss mental barriers affecting perceptions. SA-18
- Use one of the many paperback books available that offers a humorous look at Southern accents to discuss Southern grammar and vocabulary. SA-19
- Select a short message for each student to read and record on cassette. Discuss pronunciation, tone of voice, and slang. SA-20
- Roleplay a variety of introductions. Example: Introduce employer to parent. SA-21
- Prepare and present an informative speech. Topics might include a local tourist attraction, economic impact of tourism to the area, etc. SA-22
- Use "Addressing People in a Businesslike Manner" (SA-8 in *North Carolina Marketing Guide, Communications unit*). SA-23
- Divide class into two groups. Communicate to one group that they should relate a personal experience to their partner. The other group should be instructed to be inactive listeners. Talk about how it feels when no one listens. SA-24
- Use "Listening Evaluation" (SA-13 in *North Carolina Marketing Guide, Communications unit*). SA-25
- Complete "Following Directions" (SA-21 in *North Carolina Marketing Guide, Communications unit*). SA-26
- Have pairs of students sit back-to-back. Provide puzzle pieces for both students. Student A will arrange pieces into a design or his/her choice. Student A will then communicate the design to Student B. Each instruction may be given one time only. Compare the puzzle arrangements. Discuss listening and following directions SA-27
- Use a teletrainer or telephones to roleplay procedures for telephone usage. SA-28
- Prepare a business letter answering a letter of inquiry about a local tourist attraction or site. SA-29
- Using the letter in SA-29, type in proper letter format. SA-30
- In *Communications in Marketing* (PR-3), complete "Learning Pacer Form" on page 39. SA-31

- Using road maps, determine distances using map scale of miles. SA-32
- Contact local Chamber of Commerce for charts and graphs related to the impact of tourism in your area. SA-33
- Invite a guest speaker from the local Chamber of Commerce. Encourage the speaker to share information with charts and graphs. SA-34
- Obtain leaflets/brochures from local tourist attractions of historical sites. Read and present information to the class. SA-35
- Secure or develop a map of the local area (city/county), a tourist attraction or a historical site. Assume you are an employer in the area/attraction/site. A tourist/traveler has requested directions to a location on your map. With another student roleplay how you would direct this tourist/traveler to the location. SA-36
- Assume the role of an employer in a local tourist business (Example: hotel, motel, restaurant, gas station, etc.). Roleplay with another student the following customer inquiries: SA-37
- a. Where is the restroom?
 - b. How would we get to _____?
 - c. Our child is sick. Where can we find a doctor?
 - d. Where is a good restaurant?
 - e. Is there a good place to shop in this area?
 - f. Where can we find lodging for the night?
 - g. What is the history behind _____?
 - h. Can we get transportation to the airport?
 - i. What times do the presentations at the _____ take place?
- Prepare clearly-stated and concise policy statements of a tourist-oriented restaurant for each of the following areas: SA-38
- a. Customer requests for special orders
 - b. Customer payment
- Interview three salespeople who work in tourist-related businesses. Ask the salespeople how they typically handle the types of difficult customers. Record your interviews for class presentation. SA-39
- Invite a manager or assistant from a tourist-related business to speak to the class. Encourage the speaker to discuss the statement "The customer is always right." SA-40
- Write your own name and the names of one family member, one friend and one person from a work situation on separate sheets of paper. Referring to the whole person concept, list as many life roles as you can think of or know about each person. Talk with each person to determine if your list encompasses all the roles they fill. SA-41

- Assume the role of a concierge for a major hotel. Choose one person from your list in SA-41. This person is a guest of the hotel. Identify one need this person might have in each role listed in SA-41. Briefly describe how you would assist the guest in fulfilling each of these roles. SA-42
- Complete "Making Words Out of Courtesy" on page B-20. SA-43
- As you visit different tourist-oriented businesses (at least three), make notes on the decor, color and general appearance of the business. Write or give a report of your findings. SA-44
- Locate samples of business logos or signs (from newspapers, magazines, direct mail or other sources) of tourist-related businesses. Prepare an oral or written report describing what is conveyed by these designs and if the image is accurate. SA-45
- Locate advertisements (from newspapers, brochures, magazines, etc.) for several tourist-related businesses. Visit the businesses and determine if the image projected in the ads accurately depicts the place of business. SA-46
- Prepare a two page description covering the images of two tourist attractions. Include the type of operation (prestige-oriented, promotion-oriented, convenience-oriented) and the specific policies that support the business image being projected. SA-47
- Choose three different destinations and survey five people who have never been to these places (use adults). Get information on their view of the cost, the people, the sights and activities, the weather and any other images they hold. Find three or more people who have visited each destination and complete the same survey. Compare the results. SA-48
- Select a local tourist-oriented business. List customer services offered by the business. Identify additional services that you feel might improve customer relations. SA-49
- Identify a local tourist attraction. Research and compile a list of the demographics of the clientele for this business. SA-50
- Complete the DECA Creative Marketing Project Competitive Event. Refer to current DECA Handbook. SA-51
- In *Business Principles and Management Study Guides and Problems* (PR-16), complete Problems 8A and 8B on pages 41-42. SA-52
- Write a brief description of the salesperson's strengths and weaknesses that you observed during a recent shopping experience. SA-53
- In *Leadership Development* (PR-19); complete "You Approach Exercise" on page 176. SA-54

In the <i>North Carolina Marketing Guide</i> , Selling Unit, select and complete appropriate student activities.	SA-55
Prepare a poster depicting goods or services that a tourist/traveler might purchase to satisfy various buying motives.	SA-56
Prepare a bulletin board or poster displaying the success of merchandise/service information for a local tourist attraction or area. Examples: brochures, leaflets, advertisements, guides, etc.	SA-57
Complete "Making Change" on page B-21.	SA-58
After having instructed your students on the procedure for operating the cash register available to you, do the following:	SA-59
<ol style="list-style-type: none"> 1. Obtain several sets of play money and have each student "set-up" the cash drawer. 2. Develop some sales transaction problems. 3. Tape a tax schedule to the cash register. 4. Have each student ring up a cash transaction correctly, announce the sale, accept the amount tendered, count the change back manually, and thank the customer. 	
Note: If there is no cash register available, simulate a cash drawer and evaluate students on counting change only.	
Complete IDECC Mathematics LAP 46.	SA-60
Read and discuss "Charge Transactions" on page B-23.	SA-61
Invite a local fire safety inspector/sanitation inspector/operations manager to share safety policies and procedures with the class.	SA-62
Contact the local chapter of the American Red Cross to arrange training in CPR for the class.	SA-63
Contact the Crime Prevention Unit of your local law enforcement agency to arrange a guest speaker for the class. All forms of theft should be discussed.	SA-64
Complete DECA Crime Prevention Project. Refer to current DECA Handbook.	SA-65
Contact a large local business to arrange a tour through the facilities of the business. Discuss theft prevention techniques utilized by the store.	SA-66

MAKING WORDS OUT OF COURTESY

DIRECTIONS: There are many traits and actions which show courtesy. Below is listed the letters **COURTESY**. Beside each letter write as many words as you can that start with that letter which are traits of courtesy or ways of showing courtesy.

C considerate

O orderly

U understanding

R respectful

T tactful

E enthusiastic

S sincere

Y **YOU. IF YOU SHOW THESE TRAITS AND ACTIONS YOU ARE SHOWING COURTESY.**

TEST YOUR BODY LANGUAGE I.Q.

1. You recite a list of reasons why you deserve a raise and your boss covers his mouth with the palm of his hand during your entire presentation. He's telling you:
 - a. He's going to turn you down
 - b. He plans to give you the raise
 - c. He's having difficulty making a decision

2. You're mulling over an idea with a colleague at work and she keeps tapping her foot and looking at her watch. From these gestures you can infer that she:
 - a. Is angry with you
 - b. Is tired
 - c. Is impatient

3. You walk into a room for an important job interview and the company president gives you a two-handed handshake and pats you on the back. With these actions he's
 - a. Saying he appreciates your promptness
 - b. Telling you he wants to hire you
 - c. Asserting his superiority

Key:

The answer to all questions is "C". If you missed any or all of the questions, you could benefit from a lesson or two in body-talk basic.

MAKING CHANGE

Steps in Counting Forward Method of Making Change

1. State the amount of the sale to the customer.
2. When the customer presents the money, place it on the ledge above cash drawer or on top of cash drawer. Do not put money in cash drawer until customer has change.
3. State aloud the amount that the customer presented and the amount of the sale. For example, if the sale is \$5.56 and the customer gives you \$10.00, you say aloud, "\$5.56 out of \$10.00."
4. Using the fewest pieces of change possible, start with the amount of the sale, count forward and take the necessary change out of the cash drawer until you reach the amount tendered by the customer. For example, for a sale of \$5.56 out of \$10.00, you would need 4 pennies (\$5.60), 1 nickel (\$5.65), 1 dime (\$5.75), 1 quarter (\$6.00), and 4 singles (\$7, \$8, \$9, \$10). You start with the sale amount, add currency until you reach the amount tendered.
5. Count the change back to the customer aloud. For example, you would say "\$5.56, \$5.60, \$5.75, \$6.00, \$7.00, \$8.00, \$9.00, \$10.00." Counting aloud to the customer will check your accuracy and assures the customer of receiving the correct change.
6. After the customer accepts the change, put the money tendered in the proper compartment of the cash drawer. Close the drawer, thank the customer and wrap or bag the customer's purchase.

Directions:

Using the table presented below, determine the total amount of change to be given to the customer. Use the fewest number of coins as possible.

Amount of Sale	Amount Received	1	5	10	25	\$1	\$5	\$10	\$20	Total Change
\$.25	\$ 1.00	_____	_____	_____	_____	_____	_____	_____	_____	_____
\$ 4.49	\$10.00	_____	_____	_____	_____	_____	_____	_____	_____	_____
\$ 15.98	\$20.00	_____	_____	_____	_____	_____	_____	_____	_____	_____
\$ 29.50	\$50.00	_____	_____	_____	_____	_____	_____	_____	_____	_____
\$ 3.57	\$10.00	_____	_____	_____	_____	_____	_____	_____	_____	_____
\$ 2.65	\$ 5.00	_____	_____	_____	_____	_____	_____	_____	_____	_____
\$ 12.53	\$20.00	_____	_____	_____	_____	_____	_____	_____	_____	_____
\$ 16.47	\$20.02	_____	_____	_____	_____	_____	_____	_____	_____	_____

KEY:

Amount of Sale	Amount Received	1	5	10	25	\$1	\$5	\$10	\$20	Total Change
\$.25	\$ 1.00	_____	_____	_____	3	_____	_____	_____	_____	\$.75
\$ 4.49	\$10.00	1	_____	_____	2	_____	1	_____	_____	\$ 5.51
\$ 15.98	\$20.00	2	_____	_____	_____	4	_____	_____	_____	\$ 4.02
\$ 29.50	\$50.00	_____	_____	_____	2	_____	_____	1	_____	\$20.50
\$ 3.57	\$10.00	3	1	1	1	1	1	_____	_____	\$ 6.43
\$ 2.65	\$ 5.00	_____	_____	1	1	2	_____	_____	_____	\$ 2.35
\$ 12.53	\$20.00	2	_____	2	1	2	1	_____	_____	\$ 7.47
\$ 16.47	\$20.02	_____	1	_____	2	3	_____	_____	_____	\$ 3.55

CHARGE TRANSACTIONS

In addition to paying cash for merchandise purchased, the customer may charge the merchandise to his/her account and pay for it later at many stores and businesses. It may also be charged to a bank charge account. The sale charged to the customer's account is called a charge-take when the customer takes the merchandise with him/her and a charge send when the merchandise is delivered.

In all stores, a charge transaction requires the identification of the customer. Customer identification is usually done in one of three ways: (1) by personal identification of the customer—recognizing him/her, (2) by credit card or (3) by requesting authorization from the credit department. Methods 1 and 2 are often practiced in small neighborhood stores where each customer is known personally.

In most retail businesses, customers who wish to make a charge purchase present their credit card. This could be a card from one store or a group of stores or a bank card honored at a number of establishments.

Some credit cards and/or stores have a limit to the dollar amount the customer can charge. If this amount is exceeded, it must be authorized by the credit department before the merchandise is taken. Other irregularities in credit sales should be checked by the manager or credit card. If the merchandise is to be delivered, the sales slip will be attached to the merchandise and sent to the delivery department. Then the credit department will authorize the purchase before it is delivered.

After determining the transaction is to be a charge sale, the clerk would follow this procedure:

1. Ask the customer for his/her credit card. This is your means of authorization.
2. Check the card number against the invalid list. (This information is prepared by the credit card company or individual store and lists card numbers which have been expired or which should not be honored because they have been lost or stolen or because the company has ceased providing credit to the card holder.)
3. Ring up the purchase on the cash register. Compute tax, subtotal, and total.
4. Prepare the charge sales slip.
5. Stamp the charge sales slip with the customer's card.
6. Give the slip to the customer for his/her signature.
7. Compare the signature to that on the card.
8. Return the card to the customer.
9. Obtain credit approval or authorization if a credit limit is involved.
10. Give the customer his/her copy of the sales slip and file the store copy in the cash register.
11. Bag the merchandise (some stores staple the sales slip to the outside of the bag).
12. Thank the customer.

EVALUATION MEASURES

CUSTOMER RELATIONS

COMPETENCY GOAL 2: The learner will recognize the basic fundamentals of customer relations in the tourism industry.

COMPETENCY OBJECTIVE 2.01: Develop personality traits important to business.

TEST ITEM 002-2.01-01

INSTRUCTIONS TO STUDENTS: From the following list of traits select those which are desirable in developing a business personality. Place an X in the blank to the left of the items you choose.

- 1. Cheerfulness
- 2. Enthusiasm
- 3. Patience
- 4. Body structure
- 5. Independence
- 6. Sense of humor
- 7. Arrogance
- 8. Resentment
- 9. Intolerance
- 10. Dependability
- 11. Patience
- 12. Initiative
- 13. Over aggressiveness
- 14. Sensitivity
- 15. Compassion

TEST ITEM 002-2.01-02

INSTRUCTIONS TO STUDENTS: Match each of the terms listed in Column A with the most closely related term in Column B. Record the letter of your choice in the blank to the left.

Column A

- _____ 1. Dependability
- _____ 2. Trustworthiness
- _____ 3. Open-minded
- _____ 4. Industriousness
- _____ 5. Compassion
- _____ 6. Patience
- _____ 7. Enthusiasm
- _____ 8. Independent
- _____ 9. Empathy
- _____ 10. Assertiveness

Column B

- a. Eagerness
- b. Self-governing
- c. Honesty
- d. Hard-working
- e. Understanding
- f. Receptive
- g. Forcefulness
- h. Reliability
- i. Sympathy
- j. Self-control

COMPETENCY OBJECTIVE 2.02: Maintain appropriate appearance.

TEST ITEM 002-2.02-01

INSTRUCTIONS TO STUDENTS: From the following list of characteristics, select those which contribute to a favorable impression in business. Place an X in the blank to the left of the characteristics you choose.

- 1. Good grooming
- 2. Serious facial expression
- 3. Jeans and tee shirt
- 4. Impatience
- 5. Erect posture
- 6. Pleasant smile
- 7. Tailored suit
- 8. Slumped shoulders
- 9. Enthusiastic approach
- 10. Extreme hairstyle

TEST ITEM 002-2.02-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of the statement.

- 1. In business an employee's personal appearance is not very important as long as the employee gets his or her work done.
- 2. Employees who maintain good personal appearance help create favorable impressions toward the business.
- 3. Employees should be able to dress the way they want and not according to store policy.
- 4. The dress of an employee runs no risk in offending or losing customers.
- 5. Employees would probably not lose their jobs because of undesirable personal appearance.

TEST ITEM 002-2.02-03

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of the statement.

- _____ 1. Personal appearance refers to the mental image that you present to others.
- _____ 2. Appearance and first impressions are important because they influence the way others see and react to you.
- _____ 3. Personal appearance includes health, dress, and grooming.
- _____ 4. One of the most important factors in personal appearance for a restaurant employee is clean fingernails.
- _____ 5. High school students in marketing occupations should not be expected to follow company dress codes.

COMPETENCY OBJECTIVE 2.03: Explain the nature of effective communications.

TEST ITEM 002-2.03-01

INSTRUCTIONS TO STUDENTS: List an example for each level of communication given below.

1. Horizontal
2. Upward
3. Downward

TEST ITEM 002-2.03-02

INSTRUCTIONS TO STUDENTS: Match each of the terms listed in Column A with the most accurate definition in Column B. Record the letter of your choice in the blank to the left.

Column A

- _____ 1. Response
- _____ 2. Decoding
- _____ 3. Ideation
- _____ 4. Transmission
- _____ 5. Encoding
- _____ 6. Reception

Column B

- a. Putting thoughts into words or action
- b. Formulating an idea
- c. The receiver's formulating a response message
- d. The receiver's turning the message into meaning
- e. Sending the message
- f. Receiver's taking the message as it arrives

COMPETENCY OBJECTIVE 2.04: Explain the nature of effective verbal communication.

TEST ITEM 002-2.04-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. You should adjust your tone of voice to your audience and message.
- _____ 2. Slang words are appropriate in a business presentation.
- _____ 3. Proper grammar and vocabulary enhance the credibility of a speaker.
- _____ 4. Eyes transmit more information to an audience than any other part of the body.
- _____ 5. People usually pay no attention to words that are mispronounced.

TEST ITEM 002-2.04-02

INSTRUCTIONS TO STUDENTS: Prepare an informative, entertaining or persuasive speech following the nine commandments of public speaking. Present your speech to the class.

COMPETENCY OBJECTIVE 2.05: Address people properly.

TEST ITEM 002-2.05-01

INSTRUCTIONS TO STUDENTS: From the following list of statements, select those which demonstrate knowledge of how to address other people in a businesslike manner. Place an X in the blank to the left of the statements you choose.

- 1. Betty calls to her department manager and says, "Joe, this woman wants to talk with you."
- 2. John tells his customer, "Mrs. Jones, your alterations will be ready by noon."
- 3. Kevin tells the store manager, "Yes, sir, that shipment arrived yesterday."
- 4. Joan explains to her customer, "Sweetheart, that dress looks fabulous on you."
- 5. Linda tells her customer as she enters the department, "Mrs. Lanford, we just received a new shipment of your favorite handbags in new colors."

TEST ITEM 002-2.05-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- 1. Terms of endearment, such as "dear", "honey", or "sweetie" make the customer feel appreciated.
- 2. Even if you are on a first-name basis with the boss, you should address them formally in the presence of customers.
- 3. You should refer to a customer as "sir" or "ma'm" only if the customer is obviously older than you.
- 4. Customers feel welcome in your store if you address them by name.
- 5. Slang terms are appropriate to use when talking with customers if they are the same age as the salesclerk.

COMPETENCY OBJECTIVE 2.06: Listen to and follow directions.

TEST ITEM 002-2.06-01

INSTRUCTIONS TO STUDENTS: You will listen to the instructions on new policies and procedures given at a storewide meeting. You should take notes during the presentation since you are to be responsible for informing fellow employees who are absent about the policy changes.

INSTRUCTIONS TO TEACHER: Read the following "storewide meeting" to students. Allow students to ask any questions, but do not reread any parts. On a separate page, have the students write the answers to the following questions as you read them based on the information they have just heard.

Storewide Meeting

Good afternoon. Welcome to our meeting. I have several new policies and procedures to report to you this afternoon.

* First of these—A lost and found box has been placed behind the service desk on the 2nd floor. Any lost articles you find in your department should be brought here.

* Second—A new dress code will be enforced beginning Wednesday. Women are not permitted to wear sleeveless garments or jeans. They should wear fashionable business attire. Pant suits are appropriate—do not wear dress pants and a blouse—the nips should be covered with a jacket or a sweater. Hemlines should be no more than 2 inches above or below the knee. Men are required to wear a suit and tie or sportcoat and tie if they are on the sales floor.

* Third—Store policy prohibits any drinking or eating on the floor. Management has observed several people with soft drinks on the sales floor behind counters. If this continues, drink machines will be removed.

* Fourth—We have switched to a new computer system for keeping inventory. I am passing out an example of the new tags that will be on all merchandise. Looking at your example, you will see three sections to the tag; the section labeled 001 will be torn off and placed under the sales counter in a box. Section 002 will go on a spindle beside the register and 003 will remain on the garment for the customer. At the end of the day these tags should be taken to Mr. Carter's office on the 2nd floor behind the furniture department. Be sure to demonstrate to your fellow employees so they will have no doubt how to use the new computer tags. Are there any questions concerning the items discussed? Our meeting is adjourned.

Students may use their notes in answering the following questions:

1. Why was the meeting called?
2. What was the first procedure covered?
3. What specific location instructions were given?
4. What was the second policy covered?
5. When will it begin?
6. What is **NOT** permitted?
7. What kind of pants are permitted?
8. What was said about hemlines?
9. What should men wear on the sales floor?

10. What was the third policy covered?
11. What will be the consequences if store policy is not followed?
12. What was the fourth policy covered?
13. How many sections on the new tags?
14. What should be done initially with each section?
15. Where will these tags be taken daily?

TEST ITEM 002-2.06-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Listening is the same as hearing.
- _____ 2. The greatest barrier to better listening is the location of the listener to the speaker.
- _____ 3. Prejudice and bias are major blocks to effective listening.
- _____ 4. Sympathy allows a listener to listen to what is being said from the speaker's point of view.
- _____ 5. Active listening is giving full attention to what is being said.

COMPETENCY OBJECTIVE 2.07: Use telephone in businesslike manner.

TEST ITEM 002-2.07-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. When answering the telephone at a business, identify yourself and the business right away.
- _____ 2. Voice and telephone personality take the place of body language over the telephone.
- _____ 3. If you reach a wrong number, you should quickly hang-up without apologizing.
- _____ 4. Using a caller's name frequently in a telephone conversation makes them feel uncomfortable.
- _____ 5. When answering a business phone, you are the business to that caller.

TEST ITEM 002-2.07-02

INSTRUCTIONS TO STUDENTS: Read the situation below and complete the memo form based on the information provided.

Your employer, Mr. Adams, is out of the store and will return later today. You are to take the calls and record any messages that the callers would like to leave. Mr. Adams will return the calls when he returns. Situation: Mr. John Walsh called at 10:00 to talk with Mr. Adams about a problem at Lowe's Warehouse. One of the trucks has broken down and the delivery that was to have been made today cannot be made until tomorrow. If Mr. Adams would like to discuss the situation further, he can call Mr. Walsh at 919/723-4567.

TO _____
 DATE _____ TIME _____
WHILE YOU WERE OUT
 M _____
 OF _____
 PHONE _____

TELEPHONED	PLEASE CALL	
CALLED TO SEE YOU	WILL CALL AGAIN	
WANTS TO SEE YOU	RUSH	

MESSAGE: _____

Message Taken By _____

COMPETENCY OBJECTIVE 2.08: Explain the nature of written communications.

TEST ITEM 002-2.08-01

INSTRUCTIONS TO STUDENTS: Assume that you are an employee of the Breckinridge hotel. Mr. and Mrs. John Jones have requested reservations for a double occupancy room for the week of November 2-8. Write a letter of confirmation using proper business format.

TEST ITEM 002-2.08-02

INSTRUCTIONS TO STUDENTS: Rewrite the following memo to make it more clear and concise.

The purpose of this memo is to acknowledge the receipt of the copy of the invoice of June 9 which we requested. We wish to take this opportunity to express our appreciation of your prompt attention to this matter. Enclosed you will find our check in the amount of \$38.86 in payment of the invoice. It is with sincere apology that we send this payment after locating our mistake while referring back to our records. We assure you that we will make every effort to avoid a mistake of this nature in the future.

COMPETENCY OBJECTIVE 2.09: Read charts and graphs.

TEST ITEM 002-2 99-01

INSTRUCTIONS TO STUDENTS: Read and interpret the tax chart below. This is an example of a tax chart at the rate of 4 1/2%. If the sales price is less than 9 cents, there is no tax; if the price is 10 cents to 29 cents, the tax is 1 cent, etc. The table below shows tax on sales up to \$25.00. Using the chart, figure the tax on the amounts listed below.

Sales Price Tax

a. \$10.28 _____

b. \$.06 _____

c. \$15.26 _____

d. \$ 7.49 _____

e. \$23.18 _____

NORTH CAROLINA DEPARTMENT OF REVENUE
4 1/2% COMBINED STATE AND LOCAL SALES & USE TAX CHART

SALES		TAX		SALES		TAX		SALES		TAX	
SALES	TAX	SALES	TAX	SALES	TAX	SALES	TAX	SALES	TAX	SALES	TAX
51.45-51.66	2.32	64.34-64.55	2.99	77.23-77.44	3.48	90.12-90.33	4.06				
51.67-51.88	2.33	64.56-64.77	2.99	77.45-77.66	3.49	90.34-90.55	4.07				
51.89-52.11	2.34	64.78-64.99	2.99	77.67-77.88	3.50	90.56-90.77	4.08				
52.12-52.33	2.35	65.00-65.21	2.99	77.89-78.11	3.51	90.78-90.99	4.09				
52.34-52.55	2.36	65.22-65.44	2.98	78.12-78.33	3.52	91.00-91.21	4.10				
52.56-52.77	2.37	65.45-65.66	2.98	78.34-78.55	3.53	91.22-91.44	4.11				
52.78-52.99	2.38	65.67-65.88	2.98	78.56-78.77	3.54	91.45-91.66	4.12				
53.00-53.21	2.39	65.89-66.11	2.97	78.78-78.99	3.55	91.67-91.88	4.13				
53.22-53.44	2.40	66.12-66.33	2.98	79.00-79.21	3.56	91.89-92.11	4.14				
53.45-53.66	2.41	66.34-66.55	2.99	79.22-79.44	3.57	92.12-92.33	4.15				
53.67-53.88	2.42	66.56-66.77	3.00	79.45-79.66	3.58	92.34-92.55	4.16				
53.89-54.11	2.43	66.78-66.99	3.01	79.67-79.88	3.59	92.56-92.77	4.17				
54.12-54.33	2.44	67.00-67.21	3.02	79.89-80.11	3.60	92.78-92.99	4.18				
54.34-54.55	2.45	67.22-67.44	3.03	80.12-80.33	3.61	93.00-93.21	4.19				
54.56-54.77	2.46	67.45-67.66	3.04	80.34-80.55	3.62	93.22-93.44	4.20				
54.78-54.99	2.47	67.67-67.88	3.05	80.56-80.77	3.63	93.45-93.66	4.21				
55.00-55.21	2.48	67.89-68.11	3.06	80.78-80.99	3.64	93.67-93.88	4.22				
55.22-55.44	2.49	68.12-68.33	3.07	81.00-81.21	3.65	93.89-94.11	4.23				
55.45-55.66	2.50	68.34-68.55	3.08	81.22-81.44	3.66	94.12-94.33	4.24				
55.67-55.88	2.51	68.56-68.77	3.09	81.45-81.66	3.67	94.34-94.55	4.25				
55.89-56.11	2.52	68.78-68.99	3.10	81.67-81.88	3.68	94.56-94.77	4.26				
56.12-56.33	2.53	69.00-69.21	3.11	81.89-82.11	3.69	94.78-94.99	4.27				
56.34-56.55	2.54	69.22-69.44	3.12	82.12-82.33	3.70	95.00-95.21	4.28				
56.56-56.77	2.55	69.45-69.66	3.13	82.34-82.55	3.71	95.22-95.44	4.29				
56.78-56.99	2.56	69.67-69.88	3.14	82.56-82.77	3.72	95.45-95.66	4.30				
57.00-57.21	2.57	69.89-70.11	3.15	82.78-82.99	3.73	95.67-95.88	4.31				
57.22-57.44	2.58	70.12-70.33	3.16	83.00-83.21	3.74	95.89-96.11	4.32				
57.45-57.66	2.59	70.34-70.55	3.17	83.22-83.44	3.75	96.12-96.33	4.33				
57.67-57.88	2.60	70.56-70.77	3.18	83.45-83.66	3.76	96.34-96.55	4.34				
57.89-58.11	2.61	70.78-70.99	3.19	83.67-83.88	3.77	96.56-96.77	4.35				
58.12-58.33	2.62	71.00-71.21	3.20	83.89-84.11	3.78	96.78-96.99	4.36				
58.34-58.55	2.63	71.22-71.44	3.21	84.12-84.33	3.79	97.00-97.21	4.37				
58.56-58.77	2.64	71.45-71.66	3.22	84.34-84.55	3.80	97.22-97.44	4.38				
58.78-58.99	2.65	71.67-71.88	3.23	84.56-84.77	3.81	97.45-97.66	4.39				
59.00-59.21	2.66	71.89-72.11	3.24	84.78-84.99	3.82	97.67-97.88	4.40				
59.22-59.44	2.67	72.12-72.33	3.25	85.00-85.21	3.83	97.89-98.11	4.41				
59.45-59.66	2.68	72.34-72.55	3.26	85.22-85.44	3.84	98.12-98.33	4.42				
59.67-59.88	2.69	72.56-72.77	3.27	85.45-85.66	3.85	98.34-98.55	4.43				
59.89-60.11	2.70	72.78-72.99	3.28	85.67-85.88	3.86	98.56-98.77	4.44				
60.12-60.33	2.71	73.00-73.21	3.29	85.89-86.11	3.87	98.78-98.99	4.45				
60.34-60.55	2.72	73.22-73.44	3.30	86.12-86.33	3.88	99.00-99.21	4.46				
60.56-60.77	2.73	73.45-73.66	3.31	86.34-86.55	3.89	99.22-99.44	4.47				
60.78-60.99	2.74	73.67-73.88	3.32	86.56-86.77	3.90	99.45-99.66	4.48				
61.00-61.21	2.75	73.89-74.11	3.33	86.78-86.99	3.91	99.67-99.88	4.49				
61.22-61.44	2.76	74.12-74.33	3.34	87.00-87.21	3.92	99.89-100.11	4.50				
61.45-61.66	2.77	74.34-74.55	3.35	87.22-87.44	3.93	100.12-100.33	4.51				
61.67-61.88	2.78	74.56-74.77	3.36	87.45-87.66	3.94	100.34-100.55	4.52				
61.89-62.11	2.79	74.78-74.99	3.37	87.67-87.88	3.95	100.56-100.77	4.53				
62.12-62.33	2.80	75.00-75.21	3.38	87.89-88.11	3.96	100.78-100.99	4.54				
62.34-62.55	2.81	75.22-75.44	3.39	88.12-88.33	3.97	101.00-101.21	4.55				
62.56-62.77	2.82	75.45-75.66	3.40	88.34-88.55	3.98	101.22-101.44	4.56				
62.78-62.99	2.83	75.67-75.88	3.41	88.56-88.77	3.99	101.45-101.66	4.57				
63.00-63.21	2.84	75.89-76.11	3.42	88.78-88.99	4.00	101.67-101.88	4.58				
63.22-63.44	2.85	76.12-76.33	3.43	89.00-89.21	4.01	101.89-102.11	4.59				
63.45-63.66	2.86	76.34-76.55	3.44	89.22-89.44	4.02	102.12-102.33	4.60				
63.67-63.88	2.87	76.56-76.77	3.45	89.45-89.66	4.03	102.34-102.55	4.61				
63.89-64.11	2.88	76.78-76.99	3.46	89.67-89.88	4.04	102.56-102.77	4.62				
64.12-64.33	2.89	77.00-77.21	3.47	89.89-90.11	4.05	102.78-102.99	4.63				

SEE THIS CHART POSTED ON YOUR CASH REGISTER FOR EASY REFERENCE

TEST ITEM 002-2.09-02

INSTRUCTIONS TO STUDENTS: Read and interpret the mileage chart below. Using the chart, determine the mileage between the cities listed below.

- From To Mileage**
- a. Asheville Durham _____
 - b. Burlington Greenville _____
 - c. Fayetteville Hickory _____
 - d. Blowing Rock Elizabeth City _____
 - e. Cape Hatteras Hickory _____

ALBEMARLE	ASHEBORO	ASHEVILLE	BLOWING ROCK	BOONE	BURLINGTON	CAPE HATTERAS	CHAPEL HILL	CHARLOTTE	CHEROKEE	CONCORD	DURHAM	ELIZABETH CITY	FAYETTEVILLE	FONTEANA	GASTONIA	GOLDSBORO	GREYSBORO	GREENVILLE	HENDERSON	HENDERSONVILLE	HICKORY	HIGH POINT	JACKSONVILLE	KANNAHOLIS	KINSTON	KITTY HAWK	LAURINBURG	LENOIR	LEXINGTON	LUMBERTON	MANTO	MONROE	MOREHEAD CITY	MORGANTOWN																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
41	181	132	86	9	128	124	95	279	39	200	149	140	390	308	487	443	431	297	95	54	224	174	165	26	271	42	73	115	91	100	114	385	127	205	224	48	134	143	259	536	272	162	22	53	136	97	108	95	369	108	21	183	183	67	231	184	166	34	261	12	140	283	120	273	234	415	367	356	223	127	196	306	463	287	180	95	80	256	210	204	82	274	67	141	299	121	72	194	247	271	90	170	179	301	580	314	200	42	226	330	505	346	62	93	95	82	92	132	405	147	20	143	41	159	326	162	185	148	122	302	248	241	111	220	82	190	349	170	74	144	59	391	210	65	26	178	128	112	71	320	48	91	227	72	54	236	91	281	112	131	193	153	336	287	283	142	170	116	228	384	207	108	106	106	425	248	49	163	152	105	281	223	210	76	239	52	176	330	155	40	149	102	370	196	83	92	95	150	181	22	107	116	215	513	234	108	63	129	241	406	249	105	88	298	193	336	280	79	95	74	40	49	129	404	150	51	122	57	157	329	178	176	44	216	97	250	195	96	48	24	165	118	139	38	333	61	78	210	57	70	253	100	270	97	139	17	174	109	174	91	194	177	354	307	313	182	240	147	238	394	216	140	160	97	443	259	65	187	70	143	346	275	197	228	59	142	95	106	88	364	110	26	189	5	12	292	127	232	46	175	65	213	163	13	55	52	224	171	145	329	275	271	138	200	107	212	373	192	40	126	78	418	742	27	158	28	101	325	243	166	42	202	320	276	460	411	403	275	55	237	352	506	33	227	48	242	3	0	190	261	138	208	484	353	299	128	333	168	68	80	213	189	197	107	313	90	98	261	91	101	232	42	118	107	106	150	146	204	149	107	139	97	120	282	97	110	73	22	139	417	158	69	123	75	172	344	195	155	52	234	122	268	203	85	18	105	293	74	255	306	167	42	26	155	106	99	52	334	78	59	203	40	85	260	106	245	79	148	32	119	128	154	69	17	203	35	171	303	107	84	101	96	245	222	229	115	314	100	130	293	123	105	227	33	335	150	92	125	161	135	231	181	126	113	129	117	275	32	199	126	294	257	438	390	382	245	53	215	329	486	310	203	67	217	531	349	167	259	120	190	467	352	277	183	315	149	18	255	368	283	250	39	80	141	117	126	118	118	354	133	26	189	33	142	305	116	231	46	175	106	223	182	134	77	87	211	39	194	354	72	95	72	104	333	237	220	308	344	339	207	229	179	281	442	261	172	159	144	487	306	96	227	79	174	385	312	234	43	271	70	197	186	324	241	164	105	121	54	37	46	155	427	173	68	98	83	182	355	204	150	49	242	117	276	221	70	20	117	301	82	269	396	195	1	95	8	103	338	203	178	354	310	306	172	194	143	246	407	226	135	174	110	452	277	58	192	44	139	35	277	199	36	236	162	91	87	105	46	37	103	396	127	79	153	75	138	319	172	195	72	211	82	247	175	11	42	72	264	69	159	30	62	191	339	105	309	45	50	99	109	69	241	201	189	60	250	78	173	298	172	71	165	51	440	163	50	78	85	43	2	164	91	116	123	101	177	95	92	197	148	147	190	141	244	89	50	202	140	131	27	320	51	122	250	101	61	78	104	297	142	118	24	169	79	71	116	41	709	95	130	74	63	147	273	30	234	142	71	195	185	144	335	277	264	110	201	98	219	323	49	86	95	136	4	2	142	85	146	87	48	33	240	164	142	215	101	148	173	182	168	152	224	161	276	204	326	165	125	296	257	242	1	186	79	159	254	178	67	112	95	196	219	44	123	41	54	30	220	140	101	179	59	154	132	235	151	127	136	207	120	246	185	307	29	42	130	91	100	76	346	96	42	182	27	104	276	78	210	63	164	50	196	148	13	54	35	226	17	188	315	97	69	18	129	289	55	257	80	68	133	72	46	227	178	100	48	213	114	275	94	46	20	44	230	132	76	57	125	87	22	141	66	131	100	99	242	59	156	72	67	224	108	172	167	119	211	64	114	74	77	86	142	418	167	41	122	62	174	147	182	164	21	231	127	269	221	61	39	107	280	67	253	387	139	57	90	171	361	67	327	40	127	78	65	52	222	184	172	75	312	51	104	266	86	71	228	41	305	127	102	77	151	114	21	142	75	140	91	121	280	32	160	76	51	260	81	187	168	130	222	189	190	335	317	322	189	314	179	214	386	276	178	241	117	424	234	119	192	147	196	39	274	207	81	221	119	282	115	292	219	82	264	193	117	296	265	350	55	67	103	65	74	101	376	122	43	152	19	129	101	154	204	63	188	69	220	167	124	28	63	244	31	212	343	123	43	41	155	324	69	282	48	61	108	41	26	159	121	111	47	342	68	71	218	50	74	256	106	260	90	146	22	176	116	164	84	7	202	45	174	301	105	102	10	124	279	80	244	112	57	165

Customer Relations
B-36



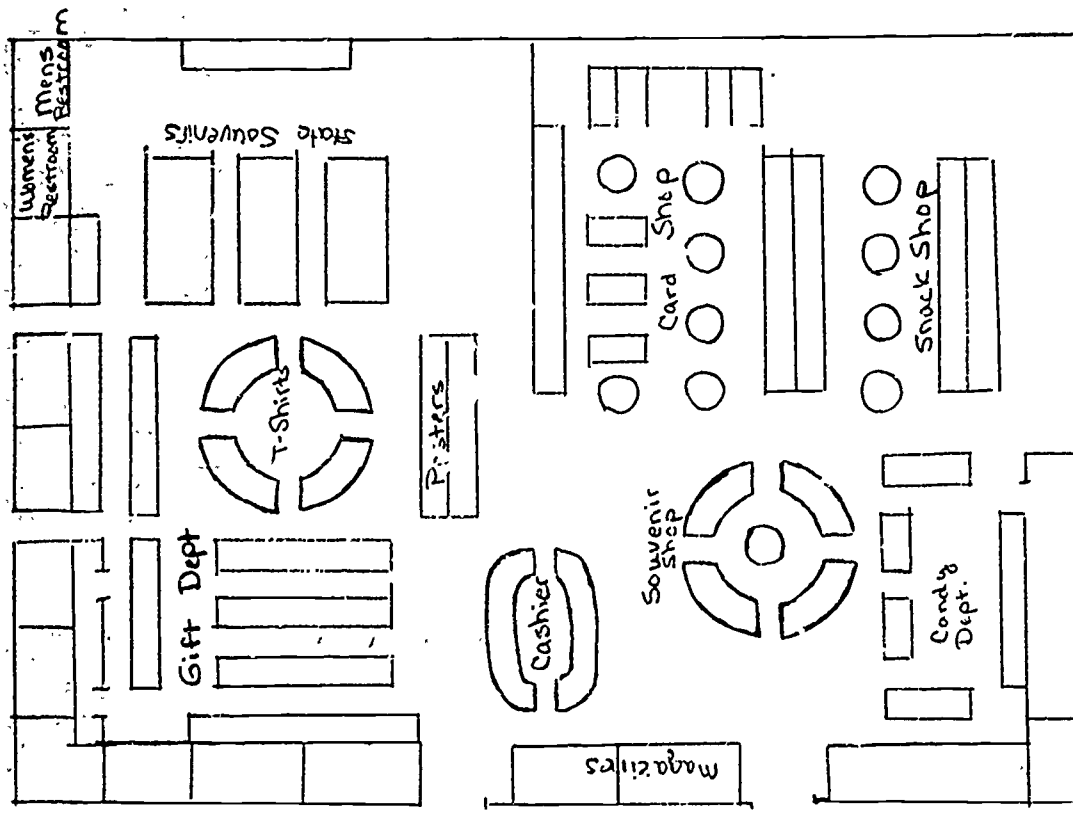
COMPETENCY OBJECTIVE: Direct customer/client to other locations.

TEST ITEM 002-2.10-01

INSTRUCTIONS TO STUDENTS: Assume you are an employee in The Gift Shop at Sam's Amusement Center. Use the diagram below to give directions for the following:

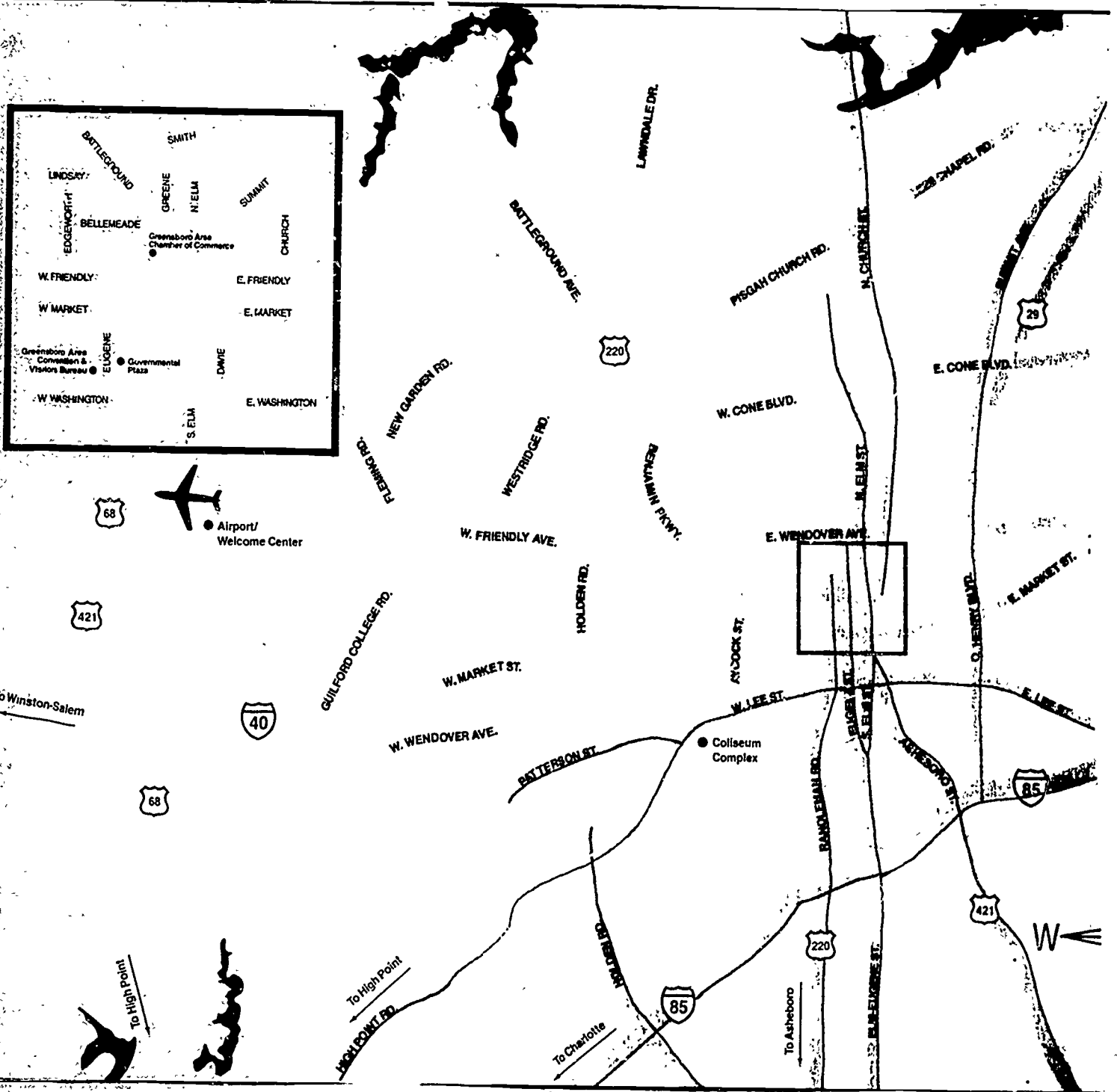
1. You are working in the gift department. Direct a customer to the snack shop.
2. You are in the back of the card shop. Direct a customer to the men's restroom.
3. You are standing at the t-shirt display. Direct a customer to the candy department.

Diagram: The Gift Shop Sam's Amusement Center



TEST ITEM 002-2.10-02

INSTRUCTIONS TO STUDENTS: Assume you are an employee of a local restaurant located at the intersection of North Church Street and Lees Chapel Road. A tourist has telephoned requesting directions to your business from the intersection of I-40 and Guilford College Road. Using the map below, write the directions given to assist the customer to your location.



COMPETENCY OBJECTIVE 2.11: Handle customer inquiries.

TEST ITEM 002-2.11-01

INSTRUCTIONS TO STUDENTS: Assume that you are an Information Center employee at your local Chamber of Commerce. A family of five including a man, woman and three small children is requesting information. Respond to the following inquiries.

1. Which moderately-priced hotel/motel would you recommend in this area?
2. What full-service restaurants would you recommend for dinner that would accommodate our family?
3. Would you recommend at least two area attractions that our family might enjoy visiting?

TEST ITEM 002-2.11-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. When conversing with customers, think about your intended audience before you speak.
- _____ 2. In the business world, the customer is the boss.
- _____ 3. Confidence in yourself and your ability to serve the customer contributes to successful conversations with customers.
- _____ 4. A cool, indifferent attitude of an employee helps to create a positive impression of the business.
- _____ 5. The goodbye stage is important in handling customer inquiries because it creates a lasting impression.

COMPETENCY OBJECTIVE 2.12: Interpret business policies to customers/clients.

TEST ITEM 002-2.12-01

INSTRUCTIONS TO STUDENTS: Match each of the terms listed in Column A with the most closely related term in Column B. Record the letter of your choice in the blank to the left.

Column A

Column B

- | | |
|--------------------------------------|--|
| _____ 1. Personnel policy | a. Baby strollers are available to customers free of charge |
| _____ 2. Merchandise policy | b. No refunds on merchandise without a receipt |
| _____ 3. Credit policy | c. Personal checks are not accepted |
| _____ 4. Service policy | d. All employees must wear the company uniform during work hours |
| _____ 5. Company organization policy | e. Employee complaints should be reported to immediate supervisors |

TEST ITEM 002-2.12-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Business policies are intended to create an image in the customer's mind before, during and after the sale.
- _____ 2. Business policies provide a basis for handling customer problems.
- _____ 3. Consistent business policies contribute very little to repeat business.
- _____ 4. Accepting credit cards is an example of a merchandise policy.
- _____ 5. Business policies assist in minimizing future problems.

COMPETENCY OBJECTIVE 2.13: Handle difficult customers.

TEST ITEM 002-2.13-01

INSTRUCTIONS TO STUDENTS: List the procedures that should be used by a salesperson to handle difficult customers.

TEST ITEM 002-2.13-02

INSTRUCTIONS TO STUDENTS: Assume that you are an employee at Max's Seafood Restaurant. An angry customer approaches you at the cash register, slams the bill for their meal on the counter and complains loudly about the service received from the waitress. The waitress, according to the customer, displayed a negative attitude and was slow to serve and meet requests of the customer. The customer shouts, "I don't think that I should be expected to pay full price for this meal!"

Answer the following questions concerning the customer's complaints:

1. What is the problem?
2. What is the customer's complaint?
3. What questions would you ask the customer?
4. List possible solutions to the customer's complaint.
5. Select the best solution and explain why this solution is the best choice.

COMPETENCY OBJECTIVE 2.14: Handle difficult customers.

TEST ITEM 002-2.14-01

INSTRUCTIONS TO STUDENTS: Assume the role of an employee of the Seaside Hotel located on the beach. Individuals in all stages of life frequently visit your hotel. Identify a specific need for each of the life stages below and indicate a service that could be offered by the hotel to meet the need.

<u>Life Stage</u>	<u>Need</u>	<u>Service</u>
1. Young, single people		
2. Newly married couple, no children		
3. Full-Nest I, youngest child under 6		
4. Full Nest II, youngest child 6 or older		
5. Full Nest III, older couple with dependent children		
6. Empty Nest I, older couple no children		
7. Empty Nest II, older couple retired		
8. Solitary survivor, employed		
9. Solitary survivor, retired		

TEST ITEM 002-2.14-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Customers like to feel that they matter, that they are special.
- _____ 2. Travelers/tourists should be treated as unique individuals.
- _____ 3. According to Maslow's Hierarchy of Human Needs, the most important level of need is the social need.
- _____ 4. In the whole-person concept, sometimes a person's roles coincide and conflict.
- _____ 5. Tact, courtesy and respect should be used in addressing individual tourist/traveler's needs.

COMPETENCY OBJECTIVE 2.15: Explain the critical aspects of business image.

TEST ITEM 002-2.15-01

INSTRUCTIONS TO STUDENTS: Define business image.

TEST ITEM 002-2.15-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Businesses have distinctive qualities that make impressions on people.
- _____ 2. Employees can be the best or worst asset the tourist industry has in forming positive images for its businesses.
- _____ 3. Tourists usually frequent hotels and restaurants that have an image similar to the image that they have of themselves.
- _____ 4. Creating an image for a tourist attraction is a simple process.
- _____ 5. Atmosphere and appearance have little effect on the customer's image of a business.

COMPETENCY OBJECTIVE 2.16: Explain the role of customer services.

TEST ITEM 002-2.16-01

INSTRUCTIONS TO STUDENTS: Identify the customer services offered by tourism-related businesses from the list below. Place a "C" in the blank to the left of the services that are Cost Recovery. Place an "N" in the blank to the left of the services that are No Cost Services.

- _____ 1. Baby Strollers
- _____ 2. One-hour film processing
- _____ 3. Shipping
- _____ 4. Parking
- _____ 5. Restroom attendants
- _____ 6. Playground areas
- _____ 7. Postal service
- _____ 8. Bellman/porter
- _____ 9. Room service
- _____ 10. First aid station

TEST ITEM 002-2.16-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Sales supporting services are provided by businesses to support the products that they sell.
- _____ 2. Goodwill is the positive feelings that people have toward a particular business.
- _____ 3. Credit services involve activities such as delivery, storage, shipping and gift wrapping.
- _____ 4. Customer accommodation services are conveniences which assist customers in gaining maximum satisfaction from the merchandise they buy.
- _____ 5. Personal shoppers are an example of informational or advisory services.

COMPETENCY OBJECTIVE 2.17: Explain key factors in building clientel.

TEST ITEM 002-2.17-01

INSTRUCTIONS TO STUDENTS: Read each of the following incomplete sentences. Determine which of the completion choices is most appropriate for each statement. Write the letter of this response in the space provided to the left.

- _____ 1. A market for products and services is composed of _____.
- Wants and needs
 - Potential consumers
 - Money
 - Homeowners
- _____ 2. The market for air transportation is _____ the market for bus transportation.
- Larger than
 - About the same size as
 - Smaller than
 - Not appropriate for
- _____ 3. Markets are people with
- Different needs and wants
 - Dissimilar characteristics
 - Something in common
 - The same objectives
- _____ 4. Markets are people _____.
- Who live in the same geographic location
 - With money to spend
 - With incomes over \$20,000
 - Of the same age
- _____ 5. The process of dividing the total consumer market into smaller groups of people is referred to as _____.
- Market division
 - Marketing research
 - Market identification
 - Market segmentation

TEST ITEM 002-2.17-02

INSTRUCTIONS TO STUDENTS: For each of the products, write at least one number that corresponds to a possible characteristic of potential customers for the product.

Products

Characteristics

- _____ 1. Curling iron
- _____ 2. Dog biscuits
- _____ 3. Mink coat
- _____ 4. Bathing suit
- _____ 5. Air conditioner
- _____ 6. Bird cage
- _____ 7. Football helmet
- _____ 8. Electric typewriter

- 1. Sex (male/female)
- 2. Age group
- 3. Geography
- 4. Education level
- 5. Marital status
- 6. Family size
- 7. Income level
- 8. Race
- 9. Pet ownership
- 10. Nationality
- 11. Home ownership
- 12. Occupation

COMPETENCY OBJECTIVE 2.18: Explain the selling process.

TEST ITEM 002-2.18-01

INSTRUCTIONS TO STUDENTS: From the following statements, select those which indicate the importance of selling. Place an "X" in the blank to the left of the statements you choose.

- _____ 1. Selling activities raise the standard of living.
- _____ 2. Selling activities raise inflation rates.
- _____ 3. Selling activities create demand for new products.
- _____ 4. Selling activities create jobs for others.
- _____ 5. Selling activities raise product prices.

TEST ITEM 002-2.18-02

INSTRUCTION TO STUDENTS: Arrange the steps of a sale in the correct order. Number one through seven in the blanks to the left of the steps.

- _____ 1. Feature-benefit presentation
- _____ 2. Approach
- _____ 3. Suggestive selling and reassurance
- _____ 4. Overcoming objections
- _____ 5. Closing the sale
- _____ 6. Determining wants and needs
- _____ 7. Preapproach

TEST ITEM 002-2:18-03

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. The merchandise approach is most effective when the product features relate to the customer's needs.
- _____ 2. Salespeople should stop selling when customers have objections because the customer is no longer interested.
- _____ 3. Excuses are based on the merchandise while objections are the customer's way of delaying the sale.
- _____ 4. To determine wants and needs, a salesperson should observe, question and listen to the customer.
- _____ 5. The sale is complete when a salesperson asks for the close.

COMPETENCY OBJECTIVE 2.19: Obtain product information.

TEST ITEM 002-2.19-01

INSTRUCTIONS TO STUDENTS: Place a check in the blank to the left of each source of product information.

- _____ 1. Price tickets
- _____ 2. Customers
- _____ 3. Manufacturer's leaflets and brochures
- _____ 4. Price index
- _____ 5. Hangtags
- _____ 6. Stock market report
- _____ 7. Product itself
- _____ 8. Salespeople

TEST ITEM C02-2.19-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Product information is less important today due to the increase in self-service businesses.
- _____ 2. A salesperson who is not familiar with a product cannot sell effectively.
- _____ 3. Well-informed salespeople fear objections from their customers.
- _____ 4. It is not important to know your competition and the products they have for sale.
- _____ 5. Product knowledge includes what products are not carried by the store.

COMPETENCY OBJECTIVE 2.20: Process telephone orders.

TEST ITEM 002-2.20-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Telephone selling is more difficult than personal selling.
- _____ 2. Many businesses are increasing their use of the telephone for selling.
- _____ 3. The opening statement in a telephone sales situation is not as important as the approach in a face-to-face sales situation.
- _____ 4. Time should be spent preplanning a telephone sales situation.
- _____ 5. "Canned" sales presentations are the most effective method of making a telephone sales presentation.

TEST ITEM 002-2.20-02

INSTRUCTIONS TO STUDENTS: Assume the role of an employee of a telemarketing company. Your company is currently promoting Funland USA, a local theme park. The park offers the following attractions:

- The largest roller coaster in the world
- "Smallville"—ten rides for children under 6
- Six variety shows offered at various times throughout the day
- Wear rides:
- Open 9:00 am to 10:00 pm
- Shuttle bus service from parking lot
- Food and beverage concessions
- Shopping
- Picnic areas
- Covered rest areas

You have been assigned the task of preplanning the telephone sales presentation for Funland USA. Use the following steps to develop your presentation.

- a. Opening statement: Write an appropriate opening statement
- b. Establishing rapport: Write a statement that would establish rapport
- c. Feature-benefit statement: Write two feature-benefit statements
- d. Qualifying questions: Write three qualifying questions
- e. Additional feature-benefit statements: Write three feature-benefit statements to use in your sales message
- f. Overcoming objections: Write two objections your customer might have
- g. Develop an answer to overcome each objection
- h. Closing the telephone sale: Write an example of a choice and an assumed close.

COMPETENCY OBJECTIVE 2.21: Process the various methods of customer payment.

TEST ITEM 002-2.21-01

INSTRUCTIONS TO STUDENTS: You are a salesperson (#4) in the High Plaza Hotel Gift Shop. On May 10 of this year, Ms. Linda Smith of 307 Brevard Road, Asheville, NC 28806, purchases the following items:

- 1 porcelain figurine, @ \$49.95
- 2 t-shirts, size medium, @ \$10.00 each
- 1 necktie, @ \$16.98

Ms. Smith will pay cash for the purchase. The sales tax rate is 6%. Complete the sales check.

TEST ITEM 002-2.21-02

INSTRUCTIONS TO STUDENTS: Sequence the following tasks involved in credit sales by listing the number of each step in the blank provided.

- _____ Totaling the sale
- _____ Obtaining the customer's credit card
- _____ Checking invalid list
- _____ Stamping the charge slip with the credit card
- _____ Computing the tax
- _____ Thanking the customer
- _____ Subtotaling the sale
- _____ Itemize the purchases
- _____ Obtain customer's signature
- _____ Give customer his/her copy of the sales slip

COMPETENCY OBJECTIVE 2.22: Recognize the importance of security and safety precautions.

TEST ITEM 002-2.22-01

INSTRUCTIONS TO STUDENTS: For the safety practices listed below, give the benefit of each practice to the business and to the customer in the appropriate columns.

<u>Safety Practice</u>	<u>Benefit to Business</u>	<u>Benefit to Customer</u>
1. Clear stairways		
2. Clearly marked exit doors		
3. Completed accident reports		
4. Closed stock drawers		
5. Clear elevator areas		
6. Clean floors		
7. Enforcement of no-smoking rules		

TEST ITEM 002-2.22-02

INSTRUCTION TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Shoplifting can be minimized by the proper store layout.
- _____ 2. Employee theft of merchandise is called larceny.
- _____ 3. Pilferage is a type of stealing done by hiding small amounts of merchandise in shopping bags, purses, pockets, etc.
- _____ 4. Kleptomaniacs steal on an abnormal impulse.
- _____ 5. Engaging salespeople in a conversation, acting suspicious and asking salespeople for merchandise from a stockroom are techniques used by blockers.

77

**KEY TO TEST ITEMS
CUSTOMER RELATIONS**

TEST ITEM 002-1.02-01
1, 2, 3, 5, 6, 10, 11, 12, 14, 15

TEST ITEM 002-2.01-02

1. h
2. c
3. f
4. d
5. i
6. j
7. a
8. b
9. e
10. g

TEST ITEM 002-2.02-01
1, 5, 6, 7, 9

TEST ITEM 002-2.02-02

1. False
2. True
3. False
4. False
5. True

TEST ITEM 002-2.02-03

1. False
2. True
3. True
4. True
5. False

TEST ITEM 002-2.03-01
Answers will vary.

TEST ITEM 002-2.03-02

1. c
2. d
3. b
4. e
5. a
6. f

TEST ITEM 002-2.04-01

1. True
2. False
3. True
4. True
5. False

TEST ITEM 002-2.04-02

Answers will vary. Student should show evidence of following the Nine Commandments of Public Speaking.

TEST ITEM 002-2.05-01
2, 3, 5

TEST ITEM 002-2.05-02

1. False
2. True
3. False
4. True
5. False

TEST ITEM 002-2.06-01

1. New policies and procedures
2. Lost and found box
3. Location behind service desk (2nd floor)
4. Dress code
5. Wednesday
6. Sleeveless garments or jeans
7. Pant suits—no dress pants and blouses—hips covered with a jacket or sweater
8. No more than 2" above or below the knee
9. Suit or sportscoat and tie
10. Prohibits eating and drinking on the selling floor
11. Drink machines removed
12. New computer system for inventory
13. 3
14. 001—torn off and put under counter in box
002—put on spindle beside register
003—remain on garment
15. Mr. Carter's office—2nd floor behind furniture department

TEST ITEM 002-2.06-02

1. False
2. False
3. True
4. False
5. True

TEST ITEM 002-2.07-01

1. True
2. True
3. False
4. False
5. True

TEST ITEM 002-2.07-02

TO Mr. Nelson
DATE today's date TIME 11:00
WHILE YOU WERE OUT
BY John Walks
OF Jew's Warehouse
PHONE 419 723-4529

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	RUH	<input type="checkbox"/>

MESSAGE: Delivery cannot be made
today. Will deliver tomorrow.
Return call if wish to
discuss

Nime
Message Taken By

TEST ITEM 002-2.08-01

Letters should be written in block or modified block format. Wording will vary.

TEST ITEM 002-2.08-02

Wording will vary. Memo should be clear and concise.

TEST ITEM 002-2.09-01

- a. \$46
- b. no tax
- c. \$.69
- d. \$.34
- e. \$1.04

TEST ITEM 002-2.09-02

- a. 231 miles
- b. 142 miles
- c. 178 miles
- d. 367 miles
- e. 404 miles

TEST ITEM 002-2.10-01

Directions will vary. Directions should be clear.

TEST ITEM 002-2.10-02

Answers will vary. Directions should be clear and concise.

TEST ITEM 002-2.11-01

Answers will vary.

TEST ITEM 002-2.11-02

- 1. True
- 2. True
- 3. True
- 4. False
- 5. True

TEST ITEM 002-2.12-01

- 1. d
- 2. b
- 3. c
- 4. a
- 5. e

TEST ITEM 002-2.12-02

- 1. True
- 2. True
- 3. False
- 4. False
- 5. True

TEST ITEM 002-2.13-01

Listen to customer
Pause before answering
Show empathy
Restate problem
Address the problem

TEST ITEM 002-2.13-02

- 1. An angry customer to deal with
- 2. Poor service
- 3. Answers will vary
- 4. Answers will vary
- 5. Answers will vary

TEST ITEM 002-2.14-01

Answers will vary.

TEST ITEM 002-2.14-02

- 1. True
- 2. True
- 3. False
- 4. True
- 5. True

TEST ITEM 002-2.15-01

How a firm is viewed by consumers and others.

TEST ITEM 002-2.15-02

- 1. True
- 2. True
- 3. True
- 4. False
- 5. False

TEST ITEM 002-2.16-01

- 1. N
- 2. C
- 3. C
- 4. N
- 5. N
- 6. N
- 7. C
- 8. N
- 9. C
- 10. N

TEST ITEM 002-2.16-02

- 1. True
- 2. True
- 3. False
- 4. True
- 5. True

TEST ITEM 002-2.17-01

- 1. b
- 2. a
- 3. c
- 4. b
- 5. d

TEST ITEM 002-2.17-02

- 1. 1, 2, 8
- 2. 9, 11
- 3. 1, 2, 3, 7
- 4. 3
- 5. 3, 7, 11
- 6. 9
- 7. 1, 2, 12
- 8. 4, 7, 12

TEST ITEM 002-2.18-01

- 1, 3, 4

TEST ITEM 002-2.18-02

- 1. 4
- 2. 2
- 3. 7
- 4. 5
- 5. 6
- 6. 3
- 7. 1

TEST ITEM 002-2.18-03

- 1. True
- 2. False
- 3. False
- 4. True
- 5. False

TEST ITEM 002-2.19-01

- 1, 2, 3, 5, 7, 8

TEST ITEM 002-2.19-02

- 1. False
- 2. True
- 3. False
- 4. False
- 5. True

TEST ITEM 002-2.20-01

- 1. True
- 2. True
- 3. False
- 4. True
- 5. False

TEST ITEM 002-2.20-02

Answers will vary.

TEST ITEM 002-2.21-01

		AMT MO	CLEM	DATE	DEPT
			# 4	5-10	
NAME <u>Ms Linda Smith</u>					
ADDRESS <u>307 Brevard Road</u>					
CITY <u>Asheville</u> STATE <u>NC</u> ZIP <u>28806</u>					
QTY	DESCRIPTION	UNIT PRICE	EXTENSION		
1	porcelain figurine	49.95	49.95		
2	4-shirts size Medium	10.00	20.00		
1	necklace	16.98	16.98		
TYPE OF SALE		NET TOTAL		86.93	
<input checked="" type="checkbox"/> CASH <input type="checkbox"/> CHARGE <input type="checkbox"/> COD		TAX		5.22	
ACCOUNT NO. _____		ACCOUNT DUE		92.15	
CUSTOMER SIGNATURE X <u>Linda Smith</u>					

TEST ITEM 002-2.21-02

- 6, 1, 2, 7, 5, 10, 4, 3, 8, 9

TEST ITEM 002-2.22-01

Answers will vary

TEST ITEM 002-2.22-02

- 1. True
- 2. False
- 3. True
- 4. True
- 5. False

REFERENCES

CUSTOMER RELATIONS

- Dawis, Rene, Fruehling, Rosemary and Neild Oldham, *Psychology: Human Relations and Work Adjustment*. New York: McGraw-Hill Book Company, 1989. PR-1
- Meyer, Warren G., Kohns, Donald P., Harris, E. Edward, and James R. Stone, *Retail Marketing*. New York: McGraw-Hill Book Company, 1988. PR-2
- Rowe, Kenneth L., *Communications in Marketing*. New York: McGraw-Hill Book Company, 1978. PR-3
- The DECA Communications Public Relations Handbook*. Distributive Education Clubs of America, 1901 Association Drive, Reston, VA 22091. PR-4
- Communications Unit, *N. C. Marketing Curriculum Guide*. PR-5
- Job Seeking Skills Unit, *N. C. Marketing Curriculum Guide*. PR-6
- "Mind Your (Telephone) Manners", *New Dimensions*. January/February 1988. DECA, 1901 Association Drive, Reston, VA 22091. PR-7
- Meyer, Warren G., Haines, Peter G. and E. Edward Harris, *Retailing Principles and Practices*. New York: McGraw-Hill Book Company, 7th ed., 1982. PR-9
- Samson, Harland E., Little, Wayne G. and John W. Wingate, *Retail Merchandising*. Cincinnati: South-Western Publishing Company, 1982. PR-10
- Davidoff, Philip G. and Doris S. Davidoff, *Sales and Marketing for Travel and Tourism*. National Publishers of the Black Hills, Inc., 1983. PR-11
- Dawis, Rene, Fruehling, Rosemary and Neild Oldham, *Psychology: Human Relations and Work Adjustment*. New York: McGraw-Hill Book Company, 1989. PR-12
- Buckner, Leroy M. and Eugene L. Dorr, *Customer Services*. New York: McGraw Hill Book Company, 1978. PR-13
- Ashmore, M. Catherine and Sandra G. Pritz, *Pace (Revised)*. National Center for Research in Vocational Education, The Ohio State University, Unit 6, Level 2, 1983. PR-14
- Economics and Marketing LAP 12*. MarkED Center, The Ohio State University, Columbus, Ohio, 1982. PR-15

- Everard, Kenneth E. and Jim Burrow, *Business Principles and Management*. PR-16
 Cincinnati: South-Western Publishing Company, 8th edition, 1984.
- Eggland, Steven A. and John W. Williams, *Human Relations at Work*. PR-17
 Cincinnati: South-Western Publishing Company, 3rd edition, 1987.
- Hiserodt, Donald D., *Psychology and Human Relations in Marketing*. PR-18
 New York: McGraw-Hill Book Company, 1969.
- Shinn, George, *Leadership Development*. New York : McGraw-Hill Book PR-19
 Company, 2nd edition, 1986.
- Hutt, Roger W., *Entrepreneurship: Starting Your Own Business*. PR-20
 Cincinnati: South-Western Publishing Company, 1988.
- Selling Unit, *N. C. Marketing Curriculum Guide*. PR-21

**TABLE OF CONTENTS
FOR
TRAVEL DESTINATIONS**

	PAGE
I. Competencies	C-2
II. Content/Teaching Outline	C-3
III. Student-Activities	C-10
IV. Evaluation Measures (Competency Test Item Bank)	C-16
V. Key to Test Items	C-23
VI. References	C-24

COMPETENCIES

TRAVEL DESTINATIONS

COMPETENCY GOAL 3: The learner will understand the fundamentals of travel destinations as related to tourism.

COMPETENCY OBJECTIVES

- 3.01 Explain destinations.
- 3.02 Describe geographic aspects of North Carolina as related to tourism.
- 3.03 Demonstrate the use of a map.
- 3.04 Identify types of destinations.
- 3.05 Summarize the impact of travel/tourism on an area's environment.
- 3.06 Analyze the need for accessibility of destinations by handicapped tourists.

CONTENT/TEACHING OUTLINE TRAVEL DESTINATIONS

PLANNING NOTES

I. Travel Destinations

A. Definition: Specific areas that travelers choose to visit

1. Spend a significant amount of time (not stop over)
2. Selection made according to motivations and purposes
 - a. Business
 - b. Visit
 - c. Sightseeing
 - d. Combination of above

SA-1

B. Appeal to the traveler

1. Value for dollar
2. Attitude of people
3. Variety of activities
4. Natural beauty and climate
5. Comfortable accommodations
6. Accessibility of area
7. Cultural and social characteristics

SA-2

C. Decisions related to destinations

1. Where to
2. When
3. Mode of transportation
4. Who to take along
5. How long to be gone
6. Things to see and do
7. Accommodations to use
8. How much time to spend
9. Route(s) to take

SA-3; SA-4; OR SA-5; SA-6
CTIB 003-3.01-01

D. Traveler classification by activities

1. Young sports traveler
 - a. Bicycling
 - b. Canoeing
 - c. Hiking
 - d. Horseback riding
 - e. Swimming
 - f. Tennis
2. Outdoorsman
 - a. Power boating
 - b. Fishing
 - c. Hunting
 - d. Ice fishing
 - e. Snowmobiling
3. Winter/Water
 - a. Sailing
 - b. Canoeing
 - c. Snow skiing

- d. Tennis
 - e. Water skiing
 - 4. Sightseer
 - a. Natural resources
 - b. Historical sites
 - c. Culture-concerts/plays, art shows
 - d. Man-made attractions
 - e. Museums
 - f. Festivals
 - 5. Resort
 - a. Golf
 - b. Tennis
 - c. Casino gambling
 - 6. Nightlife activities
 - a. Professional sports
 - b. Major amusement parks
 - c. Man-made attractions
 - d. Nightclubs and restaurants
 - e. Casino gambling
- E. Difference between travel touring and travel destinations
- 1. Travel touring
 - a. Origin to origin—weekend average 597 miles
 - b. Origin to origin—vacation average 1096 miles
 - 2. Travel destination
 - a. Origin to origin—Weekend average 217 miles one way
 - b. Origin to destination—vacation averages 399 miles one way

SA-7

SA-8
CTIB 003-3.01-C2

II. North Carolina Geography

- A. General Information
 - 1. Land area covers 52,712 miles
 - 2. Ranks 28th among states in land area
 - 3. Distances covered:
 - a. East-West—approximately 500 miles
 - b. North-South—approximately 185 miles
 - 4. Water resources
 - a. 37,014 miles of freshwater streams and rivers
 - b. 305,367 acres of lakes and reservoirs
 - c. 2,044,375 acres of estuaries and sounds
 - 5. Climate
 - a. Moderate from coast to mountains
 - b. Few extreme temperatures
 - 6. North Carolina is divided into 100 counties
- B. Three Major Regions
 - 1. Coastal region
 - a. 45% of land mass—extending 70-100 miles to Piedmont
 - b. Divided into two areas
 - 1) Coastal region

SA-9

- a) General characteristics
 - 1. Low and flat
 - 2. Ocean tidelands
 - 3. Marshes
 - b) Barrier islands
 - c) Bodies of water
 - 1. Rivers
 - 2. Oceans
 - 3. Sounds
 - 4. Lakes
 - d) Natural tourist attractions
 - 2) Inner coastal plain
 - a) General characteristics
 - 1. Sandhills
 - 2. Slightly higher elevation
 - b) Bodies of water
 - 1. Rivers
 - 2. Lakes
 - c) Natural tourist attractions
 - 2. Piedmont
 - a. 39% of land mass
 - b. 200 miles westward
 - c. Characteristics of land
 - 1) Rolling hills
 - 2) Fall line
 - d. Bodies of water
 - 1) Rivers
 - 2) Lakes
 - e. Natural tourist attractions
 - 3. Mountains
 - a. 16% of land mass
 - b. Appalachian region
 - 1) Covers 6,000 miles
 - 2) Blue Ridge
 - 3) Great Smoky Mountain
 - c. Natural tourist attractions
- C. Geographic Location of North Carolina
- 1. Section of country located
 - 2. States bordering
 - 3. Relationship to rest of country in terms of travel
 - 4. Relationship to rest of the world in terms of travel

III. Demonstrating Map Uses

- A. Locate destinations
 - 1. Map legend
 - 2. Destinations
 - a. Letters and numbers on a grid
 - b. Longitude and latitude
- B. Road and highway symbols found on a map
 - 1. Interchanges
 - 2. Multilane highways

SA-10; SA-11; SA-12
CTIB 003-3.02-01

SA-13
CTIB 003-3.02-02

SA-14; SA-15; SA-16

3. Hard surface roads
4. Gravel, soil roads
5. Roads/highways under construction
6. Blue Ridge Parkway
7. National Park Road
8. Road symbols
 - a. Interstate
 - b. United States roads
 - c. North Carolina roads
 - d. US Bike

SA-17

- C. Understanding map symbols
1. State and national forests
 2. Airports
 - a. Scheduled airlines
 - b. Military airports
 - c. Other
 3. Points of interest
 4. Rest areas
 5. Welcome centers
 6. Hospital emergency services
 7. Park campsites
 8. Railroad
 9. Ferry
 10. Ski area
 11. Populations of cities and towns
 12. County seats and state capital

SA-18; SA-19

- D. Calculating mileage between destinations
1. Mileage scales
 - a. Miles
 - b. Kilometers
 2. Mileage on the map
 - a. Between two junctions
 - b. Total mileage between two asterisks

- E. Using a map to plan a trip

SA-20

CTIB 003-3.03-01

- F. Giving directions
1. Problems with directions
 - a. Hard to remember
 - b. Information misunderstood or misinterpreted
 - c. Can be vague
 - d. Are not listened to carefully
 2. How to give directions
 - a. Know your community or area
 - b. Listen to what is being asked
 - c. Use words right, left, straight ahead.
Avoid east, west, north, or south.
 - d. Use map to show directions. Draw sketch to illustrate directions if map not available
 - e. Mention landmarks to guide traveler
 - f. Explain distances in terms of miles or blocks
 - g. Explain any symbol found on legends of maps
 - h. Explain street numbering system

88

- i. If you don't know refer traveler to another source
- j. Be courteous and friendly

SA-21
CTIB 003-3.03-02

IV. Destination Types

A. Natural Resources

- 1. Climate
- 2. Beaches
- 3. Mountains
- 4. Bodies of water
- 5. Points of natural beauty

SA-22; SA-23

SA-24; SA-25

B. Cultural Destinations

- 1. Historical
 - a. Events of importance
 - b. Places/areas
 - c. Famous people
- 2. Museums
- 3. Theatrical productions
 - a. Musicals
 - b. Dramatic presentations
 - c. Film presentations

SA-26 OR SA-27; SA-28; SA-29

SA-30

C. Recreational Facilities

- 1. Theme parks
- 2. Ski resorts
- 3. Beaches
- 4. Marinas
- 5. Campgrounds

SA-31
SA-32; SA-33

SA-34

D. Special Events

- 1. Festivals
- 2. Celebrations
- 3. Sports
- 4. Craft shows

SA-35

SA-36

E. Destinations Involving Specific Activities

- 1. Shopping
- 2. Business
 - a. Seminars/meetings/conventions
 - b. Training programs
 - c. Trade shows
 - d. International-related travel

SA-37

SA-38; SA-39; SA-40; SA-41;
SA-42
CTIB 003-3.04-01-02

V. Impact on Area's Environment

A. Importance of natural resources as part of environment

- 1. Most important element in the development of tourist destination
- 2. Protection of natural environment is important factor in successful development of area as long-term travel destination

SA-43; SA-44; SA-45

3. Lack of planning for environmental impact of travel can result in environmental cost

CTIB 003-3.05-01

B. Effects on wildlife

SA-46

1. Disrupting feeding and breeding
2. Killing of animals
3. Destruction of habitats
4. Restriction of wildlife natural movement

C. Effects on landscape

1. Erosion
2. Development
3. Destruction of natural beauty

D. Kinds of pollution

1. Land
2. Water
3. Air
4. Chemical
5. Waste

SA-47; SA-48

CTIB 003-3.05-02

E. Protecting the environment of destinations

1. Strategies to keep environment clean
 - a. Adopt-a-highway program
 - b. Community improvement projects
 - c. School-sponsored projects
2. Environmental regulations
 - a. National
 - b. State
 - c. Local
3. Local environmental issues

SA-49

SA-50

SA-51

VI. Background To Handicapped Tourism

A. Potential market over 50 million

1. Mobility allows for travel opportunities
2. Awareness for accessibility of destinations

SA-52; SA-53

B. Handicapping conditions

1. Physical
2. Mental
3. Sensory

SA-54; SA-55

C. Criteria for evaluating destinations for handicapped

1. Parking
2. Entrances
3. Interiors
4. Exteriors
5. Restrooms

SA-56; SA-57; SA-58

CTIB 003-3.06-01

D. Issues associated with handicapping conditions

1. Handicap as related to the individual
2. Attitude(s) of others toward handicapped person
3. Physical barriers

SA-59

- E. Accessibility of destinations to handicapped**
- 1. Recognizing symbols related to handicapped access**
 - 2. Evaluate accessibility of destinations found in N. C.**
 - a. Mountains**
 - b. Piedmont**
 - c. Coast**

SA-60; SA-61; SA-62; SA-63;
SA-64
CTIB 003-3.06-02

STUDENT ACTIVITIES

TRAVEL DESTINATIONS

- Read pages 124-130 in *Tourism: Principles, Practices, Philosophies* (PR-1). SA-1
- List the destination appeal in the order that you think would be most important to least important. Survey several different age groups to see what their rankings would be. Compare your results—see what most people would consider important in the appeal of a destination. SA-2
- You are to research the details of a trip that you have recently taken. Include the following information: SA-3
- * Purpose of the trip
 - * What were the appeal(s) of your destination
 - * List what decisions were made in planning your trip
- Your report may either be written and/or orally presented to the class (5-10 minute presentation).
- Use your school's Senior trip, you are to plan a trip based on the decisions related to travel destinations, OR SA-4
- Plan a trip for a family of four. SA-5
- Interview a travel agent and discuss motivations/purposes, appeals, and decisions made by his/her clients in choosing a destination. SA-6
- Using travel-related magazines (*Southern Living*, *Southern Travel*, etc.), identify two ads that would appeal to each of the classification of travelers' activities. SA-7
- Read *Tourism Planning* (PR-2). Using your community as the starting point, see where you would arrive if you were to plan a travel touring trip for a vacation or just for a weekend. Do the same for a travel destination trip both for a vacation and a week trip. SA-8
- In *North Carolina: The History of An American State* (PR-3), read chapters 1 and 2. SA-9
- Read *The North Carolina Gazetteer* (PR-4) as a resource for SA-11. SA-10

- Students are to work in four groups. Each group will be assigned a region of the state. Your group will complete the following: SA-11
- Draw a map of your region
Identify all physical characteristics; label bodies of water and natural attractions
 - Prepare to give a 5-10 minute talk on the region
 - Place each region together to form a composite of entire state.
- NOTE: Be sure to highlight your county in the region in which it is located.
Each student could do this project as an individual project.
- Study the affects of weather on tourism in your area. Check your phone directory for local weather information or contact the nearest Weather Service Office for weather trends in your area. SA-12
- Locate North Carolina on a map of the United States and explain its location as a travel destination in relationship to the rest of the country and the world. SA-13
- Read *North Carolina Official Highway Map* (PR-5). Locate the legend for the map, the Index of Towns and Cities, Index of Counties and the Mileage Index. SA-14
- You are to locate and list the grid coordinates for your community. Now locate your community using longitude and latitude (PR-5). SA-15
- Locate 10 major cities using the Index of Cities and Towns (PR-5). SA-16
- On PR-5, locate an example of each type or condition of road or highway as used on the map's legend. List the coordinates from the map. Answer the following: SA-17
- * From the map, what road information would you find around the Shallotte area?
 - * If you were a truck driver, would you drive on the Blue Ridge Parkway? What does the map tell you?
 - * What does the map tell you about I-40?
- On PR-5, locate an example of a city or town near your community that has the following populations: SA-18
- * over 10,000
 - * 5,000 to 10,000
 - * 2,000 to 5,000
 - * under 2,000
- Find your county seat. Do you know where the nearest 24 Hour Hospital Emergency Service may be found in your area?
- Use "Map Symbols" on PR-5, locate an example of each of these symbols. SA-19

You are to plan a trip from Murphy to Cape Hatteras.

SA-20

- a. Identify the roads/highways you would use.
- b. Measure the road mileage (include ferry mileage).
- c. What examples of map symbols did you pass? Find 3 examples of each.
- d. How many communities/cities did you pass? Identify examples of populations found in the map legend.
- e. Locate possible tourist attractions found on your route.
- f. Locate the major bodies of water you would cross.
- g. What military reservations do you come near? How are these marked on the map? How many do we have in North Carolina?
- h. Name the counties you would travel through. How do you know when you have crossed over into another county?
- i. Do you cross any railroad tracks? Can you identify what company operates the trains from the map? Name the company.

You are to give directions from your school to the following locations:

SA-21

- a. Nearest hospital
- b. Local restaurant
- c. Tourist-related area
- d. Hotel/motel

First give the directions without using a map. Use illustrations to help you. Follow the guide for giving directions. Were you able to direct a traveler to the above locations in your area?

Now give the same directions using a state or city map. How did your directions compare with these?

In *NC Travel and Tourism Resource Manual* (PR-6), read pages 53-55. View the film "The North Carolina Balloon Television Documentary" (AV-1).

SA-22

In *NC Travel and Tourism Resource Manual* (PR-6), read pages 29-32A.

SA-23

Know the locations of all Welcome Centers in the state. Locate the one(s) that is/are located nearest to you. Visit a Welcome Center, your local Chamber of Commerce and/or a Convention and Visitors Bureau that serves your area. What types of information do they offer tourists traveling in your area?

Read *North Carolina Official Highway Map* (PR-5) and find the natural resources listed for the state as well as your local area. Locate these on the state map. Also, read pages 68-76 in *NC Travel and Tourism Resource Manual* (PR-6).

SA-24

View the film: "North Carolina: A Special Kind of Splendor" (AV-2).

SA-25

Read *Guide to North Carolina Historical Highway Markers* (PR-7).

SA-26

Locate all the historical markers in your area, OR

- Create a map identifying the location of all historical points of interest in your county. SA-27
- Research SA-26 or SA-27, and give an oral or written report on a historically-related location or event in your area. Base your report on why it would be of interest as a type of cultural destination. SA-28
- Develop a walking tour of a historical area in your community. Draw a map using symbols that someone from outside your area would use in the completion of this tour, OR SA-29
- You may want to modify this activity by developing a tour using an automobile rather than walking. Your area may be spread over too great an area for a walking tour.
- You are to make a calendar of events involving museum displays, dramatic, film or musical presentations that would appeal to a traveler with cultural interest in your area. Check your local Yellow Pages as an additional resource. SA-30
- Read pages 110-114 *Tourism: Principles, Practices, Philosophies* (PR-1). SA-31
- Visit a theme park. Describe how the park markets its program as a recreational destination. SA-32
- Visit or research the impact that the North Carolina Zoo has had on the Asheboro area. SA-33
- Prepare a poster relating to a recreational destination that is located in or near your community. SA-34
- Read pages 56-64 in *NC Travel and Tourism Resource Manual* (PR-6). SA-35
Develop an idea for a festival for your school or your area. If your area has a festival, have the president of the event speak to your class on what it takes to hold that type of festival in your community.
- Answer the question: "Why sporting (amateur or professional) events are an important type of travel destination in North Carolina?" SA-36
- Prepare a list of specific activities found in and/or around your area that involves shopping or business activities. SA-37
- You are to relate examples of the rising role of North Carolina as an international travel destination for business. SA-38
- Combine all types of travel destinations as part of a map of North Carolina OR relate these destinations just to your area. SA-39

- Collect brochures for either state or local attractions and form a collage, poster, or bulletin board. SA-40
- Read *A Complete Traveler's Guide to North Carolina* (PR-8), *The Insiders' Guide to the Outer Banks* (PR-9), and *North Carolina—The WPA Guide to the Old North State* (PR-10). Develop a local or area tour based on any of the above references. SA-41
- Read *North Carolina Trivia* (PR-11). Create a series of trivia questions relating to travel destinations in your section of North Carolina. SA-42
- Read pages 15, 201, 236, 512-514 in *Tourism: Principles, Practices, Philosophies* (PR-1). SA-43
- Read pages 5-26 in *Environmental Science* (PR-12). SA-44
- Read pages 16-20 in *Environmental Science* (PR-12). Identify the types of plants and wildlife found in an area that is directly affected by tourism. SA-45
- Read "Plastic Reaps a Grim Harvest in the Oceans of the World" in *Smithsonian* (PR-13). Do you have this type of problem in your area? Why would this be a problem for tourist areas? SA-46
- Read pages 27-37 in *Environmental Science* (PR-12). Locate a natural area that is used as a tourist destination. Complete the following: SA-47
- List all wildlife and plants found in your selected area.
 - Describe the landscape as related to tourist and tourist-related activities.
 - Identify the types of pollution you found and how it has affected wildlife, plants and the land.
- Analyze and evaluate ways in which pollution can destroy an environment. Use an example of the following: SA-48
- Water pollution
 - Land pollution
 - Air pollution
 - Chemical pollution
- Develop a school and/or community area project relating to pollution awareness. An example would be to sponsor a poster contest centered around the awareness of a clean environment and its relationship to attracting tourism to an area. SA-49
- Research the state and local environment regulations that are used in your area and that are directly related to tourism. SA-50
- You are to keep a record (from newspapers, magazines, etc.) of environmental issues that are related to the development of tourism in your area. SA-51

- Read pages 174-178 in *Tourism: Principles, Practices, Philosophies* (PR-1). SA-52
- Read pages 4-5 in *Handicap Awareness* (PR-14). SA-53
- Read pages 35-39 in *Handicap Awareness* (PR-14). SA-54
- Read pages 12-18 in *Handicap Awareness* (PR-14). Demonstrate the following handicapping conditions: SA-55
- a. Wheelchair bound
 - b. Blind or sight impaired
 - c. Deaf or hearing impaired
 - d. Crutches
- Record your reactions and what barriers you encountered with each handicapping condition.
- Read pages i-iv in *Access North Carolina* (PR-15). SA-56
- Visit a travel destination with a handicapped person, or have a handicapped person speak to your class on the problems they face when traveling. SA-57
- Read pages 24-29 in *Handicap Awareness* (PR-14). SA-58
- Read pages 7-11 and 42-43 in *Handicap Awareness* (PR-14). Interview a person from one of these agencies on the subject of accessibility and travel destinations. SA-59
- Read the following sections in *Access North Carolina* (PR-15): SA-60
- a. Mountains, pages 4-101
 - b. Piedmont, pages 102-219
 - c. Coast, pages 220-293
- Visit a travel destination in your area as a handicapped person. Were you able to have a better understanding of the barriers that a handicapped person must overcome to enjoy a travel destination. SA-61
- Analyze and evaluate the possibilities of a tour in your area for handicapped travelers. SA-62
- Read pages 294-298 in *Access North Carolina* (PR-15). SA-63
- Develop strategies related to making travel destinations more accessible to all types of handicapping conditions. SA-64

EVALUATION MEASURES

TRAVEL DESTINATIONS

COMPETENCY GOAL 3: The learner will understand the fundamentals of travel destinations as related to tourism.

COMPETENCY OBJECTIVE 3.01: Explain destinations.

TEST ITEM 003-3.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine which of the completion choices is most appropriate for each statement. Write the letter of this response in the space provided to the left.

- _____ 1. Which of the following statements would not be part of an appeal of a destination?
- a. Value for dollar
 - b. Variety of activities
 - c. Who to take along
 - d. Natural beauty
 - e. Accessibility of an area
- _____ 2. A traveler's motivation and purpose for traveling include.
- a. Business
 - b. Visit
 - c. Sightseeing
 - d. combination of the above
 - e. All of the above
- _____ 3. A travel destination is
- a. A trip or journey
 - b. Specific area that you would choose to visit
 - c. A stop over
 - d. You would spend a significant amount of time
 - e. B and D
- _____ 4. Decisions related to travel destinations include
- a. Where to go
 - b. Who to take along
 - c. Route(s) to take
 - d. Things to do and see
 - e. All of the above

- _____ 5. Viewing the ocean at sunset would be an example of which type of destination appeal?
- a. Value for dollar
 - b. Cultural and social characteristics
 - c. Attitude of people in the area
 - d. Natural beauty and climate
 - e. Comfortable accommodations

TEST ITEM 093-3.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. A sightseer would be interested in museums and festivals.
- _____ 2. Travel touring trip on a weekend averages 1,096 miles.
- _____ 3. Young sports travelers would enjoy golf and tennis.
- _____ 4. A travel destination on the weekend averages 217 miles.
- _____ 5. Activities involving golf, tennis, and casino gambling would attract a person interested in going to resorts.

COMPETENCY OBJECTIVE 3.02: Describe geographic aspects of North Carolina as related to tourism.

TEST ITEM 003-3.02-01

INSTRUCTIONS TO STUDENTS: Match the following words with their correct definitions.

- | | |
|--|---------------------------|
| _____ 1. The total land area of North Carolina | a. Land mass of Piedmont |
| _____ 2. 16% | b. Climate of N. C. |
| _____ 3. Moderate with few extremes | c. 52,712 miles |
| _____ 4. 39% | d. Land mass of Coast |
| _____ 5. 45% | e. Land mass of Mountains |

TEST ITEM 003-3.02-02

INSTRUCTIONS TO STUDENTS: Name the states surrounding North Carolina.

- 1,
- 2.
- 3,
- 4.

COMPETENCY OBJECTIVE 3.03: Demonstrate the use of a map.

TEST ITEM 003-3.03-01

INSTRUCTIONS TO STUDENTS: Using the information found on a North Carolina highway map, answer the following questions.

Determine the shortest route in planning a trip from Raleigh to Charlotte. Print the mileage in the space provided to the left, and then answer the questions which follow.

- _____ a. Go west on US 70 to Interstate 85, then south on Interstate 85 to Charlotte.
- _____ b. Go south on US 1 to US 64, west on US 64 to NC 49, and then go west on NC 49 to Charlotte.
- _____ c. Go south on US 1 to US 15, west on US 15 to NC 24, and then go west on NC 24 to Charlotte.
1. How many cities on each route have populations of over 10,000.
 2. If you decided to go to the North Carolina Zoological Parks and Gardens, which route would you take of the three above?
 3. Find the number of the road you would take to actually travel to the zoo.
 4. Add the mileage to and from the zoo to the total mileage of the route of your trip.

TEST ITEM 003-3.03-02

INSTRUCTIONS TO STUDENTS: Using a North Carolina highway map, answer the following questions from the Raleigh city map insert.

1. The state capital is located between what two streets (east to west)?
 - a.
 - b.
2. Twenty-four hospital emergency services have three locations. Locate and name the street each is near.
 - a.
 - b.
 - c.
3. Carter Stadium and the Fairgrounds are located between _____ and _____.
4. What highways form a beltline around Raleigh? List each highway by its classification.

<u>Highway Number</u>	<u>Classification</u>
-----------------------	-----------------------
5. If you take Hillsborough Street west, you would be on _____ going toward _____.

COMPETENCY OBJECTIVE 3.04: Identify types of destinations.

TEST ITEM 003-3.04-01

INSTRUCTIONS TO STUDENTS: Complete the statements below by filling in the missing word(s).

1. _____ destinations would include historical events or places, museums and theatrical productions.
2. Theme parks, ski resorts, campgrounds and beaches are examples of _____.
3. Festivals, sports events and celebrations are _____ destinations.
4. Climates, mountains and beaches are destinations that have _____.
5. Shopping and business are examples of destinations involving _____.

TEST ITEM 003-3.04-02

INSTRUCTIONS TO STUDENTS: Give two examples for each of the following types of destinations.

1. Natural resources
 - a.
 - b.
2. Cultural destinations
 - a.
 - b.
3. Recreational facilities
 - a.
 - b.
4. Special events
 - a.
 - b.
5. Destination involving specific activities
 - a.
 - b.

COMPETENCY OBJECTIVE 3.05: Summarize the impact of travel/tourism on an area's environment.

TEST ITEM 003-3.05-01

INSTRUCTIONS TO STUDENTS: Complete the following statements.

1. _____ is the most important element in the development of a tourist destination.
2. _____, _____, _____, and _____ can have adverse affects on wildlife.
3. An important factor in the long term success of a tourist destination is the _____ of the natural environment.
4. Lack of planning can result in _____.
5. _____ is a major problem in beach areas.

TEST ITEM 003-3.05-02

INSTRUCTIONS TO STUDENTS: Match the kind of pollutions with the following examples of pollution.

- | | |
|-------------------|---------------|
| _____ 1. Air | a. Raw sewage |
| _____ 2. Chemical | b. Trash |
| _____ 3. Land | c. Oil |
| _____ 4. Water | d. Acid rain |
| _____ 5. Waste | e. Exhaust |

COMPETENCY OBJECTIVE 3.06: Analyze the need for accessibility of destinations by handicapped tourists.

TEST ITEM 003-3.06-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Handicap populations are a market of over 50 million people.
- _____ 2. All handicapped persons are unable to reach travel destinations.
- _____ 3. The only barriers to handicapped persons are physical.
- _____ 4. *Access North Carolina* attempts to let handicapped persons know what areas are accessible for them to visit and enjoy.
- _____ 5. Attitudes of others toward handicapped persons can be harder than physical barriers to overcome.

TEST ITEM 003-3.06-02

INSTRUCTIONS TO STUDENTS: Match each of the following FEATURE SYMBOLS with its correct meaning.

FEATURE SYMBOL

_____ 1.

_____ 2.

_____ 3.

_____ 4.

_____ 5.

MEANING

a. Entrance

b. Restrooms

c. Parking

d. Exterior

e. Interior

**KEY TO TEST ITEMS
TRAVEL DESTINATIONS**

TEST ITEM 003-3.01-01

1. c
2. c
3. c
4. c
5. d

TEST ITEM 003-3.01-02

1. True
2. False
3. False
4. True
5. True

TEST ITEM 003-3.02-01

1. c
2. e
3. b
4. a
5. d

TEST ITEM 003-3.02-02

1. Virginia
2. South Carolina
3. Tennessee
4. Georgia

TEST ITEM 003-3.03-01

- a. 164 miles
- b. 143 miles
- c. 140 miles
1. a-10, b-4, c-5
2. B
3. Highway 159
4. 16 miles round trip
143 + 16 = 159 miles

TEST ITEM 003-3.03-02

1. Edenton and New Bern
2. New Bern Avenue, Ridge Road
Wake Forest Road
3. I-40 and NC 54
4. I-40 Interstate
64 US Highways
70 US Highways
401 US Highways
50 NC State Road
5. NC 54; Chapel Hill

TEST ITEM 003-3.04-01

1. Cultural
2. Recreational
3. Special Events
4. Natural Resources
5. Specific Activities

TEST ITEM 003-3.04-02

1-5 Teacher may use types of destinations found in the local area.

TEST ITEM 003-3.05-01

1. Natural resources
2. Disrupting feeding and breeding
killing of animals
destruction of habitats
restriction of wildlife natural movement
3. Protection
4. Environment
5. Erosion

TEST ITEM 003-3.05-02

1. e
2. d
3. b
4. c
5. a

TEST ITEM 003-3.06-01

1. True
2. False
3. False
4. True
5. True

TEST ITEM 003-3.06-02

1. c
2. e
3. a
4. d
5. b

REFERENCES

TRAVEL DESTINATIONS

- McIntosh, Robert W., and Charles R. Goeldner, *Tourism Principles, Practices, Philosophies*. New York: John Wiley and Sons, Inc., 5th edition, 1986. PR-1
- Gunn, Clare, *Touring Planning*. New York: Crane, Russak & Company, Inc., 1979. PR-2
- Parramore, Thomas C., and Douglas C. Wilms, *North Carolina—The History of An American State*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1988. PR-3
- Powell, William S., *The North Carolina Gazetteer*. Chapel Hill: The University of North Carolina Press, 2nd ed., 1976. PR-4
- North Carolina Official Highway Map* PR-5
- North Carolina Division of Travel and Tourism Resource Manual* PR-6
- Guide to North Carolina Historical Highway Markers*. Raleigh: Department of Cultural Resources—Division of Archives and History, 1976. PR-7
- Scheer III, George, *A Complete Traveler's Touring Guide to North Carolina A Guide to the Old North State*. Burt Franklin & Co., 1982. PR-8
- Joynes, St., Leger, McCarthy, Kathy and Bill, Dave Poyer, *The Insiders' Guide to the Outer Banks of North Carolina*. Norfolk: The Insiders' Publishing Group, 3rd ed., 1981. PR-9
- North Carolina—The WPA Guide to the Old North State*, The Federal Writers' Project of the Federal Works Agency Work Projects Administration for the State of North Carolina. Columbia: University of South Carolina Press, 1988. PR-10
- Couch, Ernie and Jill, *North Carolina Trivia*. Nashville: Rutledge Hill Press, 1986. PR-11
- Bromley, Albert W., *Environmental Science—Boy Scouts of America Merit Badge Series*. Irving: Boy Scouts of America, 1983. PR-12
- Weisskopf, Michael, "Plastic Reaps a Grim Harvest in the Oceans of the World", pages 59-66. *Smithsonian*, March, 1988, Volume 18, Number 12. PR-13

- Peterson, Robert T., *Handicap Awareness*—Boy Scouts of America Merit Badge Series, Irving: Boy Scouts of America, 1986. PR-14
- “The North Carolina Balloon Television Documentary,” North Carolina Division of Tourism. AV-1
- “North Carolina: A Special Kind of Splendor,” North Carolina Division of Travel and Tourism. AV-2

**TABLE OF CONTENTS
FOR
TOURISM PROMOTION**

	PAGE
I. Competencies	D-2
II. Content/Teaching Outline	D-3
III. Student Activities	D-7
IV. Evaluation Measures (Competency Test Item Bank)	D-12
V. Key to Test Items	D-19
VI. References	D-20

COMPETENCIES

TOURISM PROMOTION

COMPETENCY GOAL 4: The learner will identify the role of promotion as an integral part of tourism marketing

COMPETENCY OBJECTIVES

- 4.01 Identify the role of promotion to tourism.
- 4.02 Identify effective types of media used in a tourism promotional mix.
- 4.03 Identify the importance of tourism publicity in the development of an area/county/business.
- 4.04 Evaluate the effectiveness of various tourism media.
- 4.05 Develop a comprehensive area/community/business tourism promotional program.

CONTENT/TEACHING OUTLINE TOURISM PROMOTION

PLANNING NOTES

<p>I. Promotion Planning and Development</p> <p>A. Employ Marketing Concept</p> <ol style="list-style-type: none"> 1. Planning is essential component 2. Consider five rights (product, place, time, price, quantity) 3. Should be research-based <p>B. Determine Promotion Objectives</p> <ol style="list-style-type: none"> 1. Purposes <ol style="list-style-type: none"> a. Inform b. Persuade c. Remind 2. Develop specific goals 3. Product life cycle stages <ol style="list-style-type: none"> a. Introduction b. Growth c. Maturity d. Saturation e. Decline 4. Market segmentation <ol style="list-style-type: none"> a. Define target markets b. Segmented geographically, demographically and psychographically c. Types may include <ol style="list-style-type: none"> 1) Self-indulgent pleasure seeker 2) Active achiever 3) Business executive 4) Blue-collar worker 5) Traditional homebody <p>C. Profitable Elements of Marketing Mix</p> <ol style="list-style-type: none"> 1. Timing (high and low seasons) 2. Brands (trademarks; logos, etc.) 3. Packaging (family or single plans) 4. Pricing (strategies) 5. Channels of distribution 6. Product 7. Image 8. Advertising 9. Selling (internal and external) 10. Public relations (community and employees) 		
		SA-1; SA-2
		SA-3; SA-4 SA-5; SA-6
		SA-7; SA-8 SA-9
		SA-10
		SA-11
		SA-12
		CTIB 004-4.01-01-02
II. Developing Promotional Strategies		SA-13
A. Selecting Appropriate Form		SA-14
1. Advertising (impersonal component)		

<ul style="list-style-type: none"> a. Newspaper—use travel section b. Direct mail—uses previous visitors as basis for mailing list c. Television—cost effective for some destinations d. Magazines—reaches specialized market segments e. Radio—tourists considered typically radio listeners f. Outdoor advertising—short messages can reach travelers g. Advertising agency—uses specialized skill h. Directory of advertising—used by travelers after they decide to buy i. Brochures, pamphlets, guide books, postcards, folders, etc. 	SA-15
<ul style="list-style-type: none"> 2. Special promotional activities <ul style="list-style-type: none"> a. Premiums b. Coupons c. Trade shows and exhibits d. Gifts 	SA-16 SA-17; SA-18 SA-19
<ul style="list-style-type: none"> B. Personal Selling (personal component) <ul style="list-style-type: none"> 1. Oldest method of creating demand 2. Widely used method 3. Uses inquiries as sales tool 	CTIB 004-4.02-01-02 SA-20 SA-21 SA-22; SA-23
<ul style="list-style-type: none"> C. Publicity—two basic forms <ul style="list-style-type: none"> 1. Free publicity <ul style="list-style-type: none"> a. Valuable in increasing sales b. Common form is news release including five W's <ul style="list-style-type: none"> 1) Who 2) What 3) When 4) Where 5) Why 2. Special feature publicity <ul style="list-style-type: none"> a. Does cost b. Purpose is to strengthen civic life of business/ community 	SA-24 SA-25 SA-26 CTIB 004-4.03-01-02
<ul style="list-style-type: none"> III. Public Relations <ul style="list-style-type: none"> A. Considered to be an attitude or social consciousness B. Aimed at two groups <ul style="list-style-type: none"> 1. Customers 2. General public C. Accomplished by sponsoring activities of interest to public 	SA-27 SA-28
<ul style="list-style-type: none"> IV. Evaluating Effectiveness of Tourism Media <ul style="list-style-type: none"> A. Evaluate promotion strategy periodically <ul style="list-style-type: none"> 1. Consider increases in profit and sales 2. Consider whether theme is saying right things 3. Consider whether media carries tourist through five stages of buying process (AIDCA) 	SA-29 SA-30, SA-31

a. Attention	
b. Interest	
c. Desire	
d. Conviction	
e. Action	CTIB 004-4.04-01
B. Recognize advantages and disadvantages of media	
1. Newspaper	SA-32; SA-33
a. Broad acceptance	SA-34
b. Difficult to target	SA-35
2. Direct mail	SA-36
a. Can personalize	
b. Difficult to maintain list	
3. Television	SA-37
a. High attention factor	SA-38
b. Expensive	SA-39
4. Magazines	SA-40
a. Allows for good print quality	SA-41
b. Does not allow for quick changes	
5. Radio	SA-42
a. Relatively low cost	SA-43; SA-44
b. Brief exposure	
6. Outdoor advertising	SA-45
a. Reaches large numbers	SA-46; SA-47; SA-48
b. States adopting highway signing laws	
7. Using advertising agency	SA-49
a. Check past campaigns and clients	
b. Can be costly	
8. Using cooperative advertising	SA-50; SA-51; SA-52
	CTIB 004-4.04-02
V. Developing the Promotional Budget/Plan	
A. Considerations for Advertising Expenditures	SA-53
1. Visitors and where they live	
2. Likes and dislikes of visitors	
3. Preferences and interests of customers	
4. Shopping and entertainment preferences of visitors	
5. Trends in the market	SA-54
B. Methods of budgeting	SA-55
1. Percentage of last year's sales	
a. Simple method	
b. Does not allow advertiser to overspend	
2. Percentage of potential sales	
a. Forces business/area to think in terms of future	
b. Economic conditions may quickly change	
3. Industry percentage	
a. Reasonable estimates can be made	
b. Price figures hard to get	
4. General rule of thumb allows 3% of sales on media and 3% on other promotion activities	SA-56; SA-57
	CTIB 004-4.05-01
C. Preparing the promotional plan	SA-58; SA-59
1. Basic advertising plan	
a. Actual plan varies according to size of business (most based on six months)	

- | | |
|--|------------------|
| b. Three basic questions to answer | |
| 1) What is to be advertised (best sellers) | |
| 2) When | |
| 3) Where (what media?) | |
| c. Place plan in action | |
| 1) Inform staff | |
| 2) Post upcoming ads before release | |
| 2. Special promotional plans for businesses/areas | SA-60 |
| a. Giveaways | |
| b. In-store demonstrations | SA-61; SA-62 |
| c. Festivals | |
| d. Banners | |
| e. Coupons | |
| f. Special shows (ex. Home Builders Show) | |
| g. Business displays | SA-63; SA-64 |
| D. Evaluating the promotional plan | |
| 1. Effectiveness depends on many factors | |
| a. Advertisement's quality | |
| b. Product/service | |
| c. Market conditions | |
| d. Individual customer | |
| 2. Four basic criteria for evaluating effectiveness | SA-65 |
| a. Message must clearly relate to product/service | |
| b. Message must state something about product/ | |
| service that sets it apart from competitor | |
| c. Message must contain one or more consumer | |
| benefits | |
| d. Message must be believable or of value to | SA-66; SA-67 |
| customer | CTIB 004-4.05-02 |
| 3. Use advertising research—analysis of effectiveness of | SA-68; SA-69 |
| advertising | |
| a. Can be done by business | |
| b. Professional organization may be used | |

STUDENT ACTIVITIES

TOURISM PROMOTION

- In *N. C. Division of Travel and Tourism Resource Manual* (PR-1), read pages 40-41. SA-1
- In *Creative Marketing Research Project—Roanoke Rapids High School DECA* (PR-2), read pages 4-9. SA-2
- Read *Advertising LAP 19* (PR-3). SA-3
- In *Creative Marketing Research Project—Roanoke Rapids High School DECA* (PR-2), adapt the tourism interview form on page 41 to your county/area and conduct a local survey. SA-4
- In *Tourism Principles, Practices, Philosophies* (PR-4), read pages 373-375. SA-5
- In *Retail Marketing* (PR-5), read pages 383-385. SA-6
- In *Tourism Principles, Practices, Philosophies* (PR-4), read pages 377-378. SA-7
- Adapt the worksheet on pages 133-134 in *Retail Research Reports* (PR-7) to include local tourism-related businesses. Discuss apparent trends in products/services which are currently being developed and their stages in the product life cycle. SA-8
- In *Tourism Principles, Practices, Philosophies* (PR-4), read pages 389-391. SA-9
- In *Tourism Principles, Practices, Philosophies* (PR-4), read pages 391-392. SA-10
- Develop an interview form to include the classifications of pleasure seeking consumers as found on pages 391-392 in *Tourism Principles, Practices, Philosophies* (PR-4). Conduct a local survey to determine how many visitors may fall into the various categories. SA-11
- Using the yellow pages of local phone directory, locate logos of local tourist attractions (restaurants, resorts, golf courses), and write a paragraph describing its design and effectiveness. SA-12
- In *N. C. Division of Travel and Tourism Resource Manual* (PR-1), read pages 4-6. SA-13
- In *Sales Promotion* (PR-6), complete Project Activity #7 on page 27. SA-14
- Interview a person from your local newspaper to determine if the newspaper periodically includes a special travel section. If so, obtain a copy and present a report to the class on its contents and importance to the community. SA-15

Observe outdoor advertising along a major highway in your community and list the major types of information found.	SA-16
Visit a local printing company to determine how much of their printing is determined by tourism-related business. Observe samples (brochures, pamphlets, etc.) and inquire about effectiveness of design, color selection, etc.	SA-17
Design and create a brochure for a local tourist attraction. Use the evaluative criteria found in <i>Display LAP 39</i> as a basis for grading.	SA-18
Invite a local Chamber of Commerce official to class and determine how the Chamber plans its local promotional activities for a year.	SA-19
In <i>Retail Marketing</i> (PR-5), read pages 330-331.	SA-20
Complete Chapter 30 from <i>Problems and Projects for Retail Marketing</i> (PR-8). Determine which approaches would be most appropriate for use in a tourism-related business.	SA-21
In <i>NC Division of Travel and Tourism Resource Manual</i> (PR-1), read page 9.	SA-22
Invite a local Chamber of Commerce official to class. Determine how travel and tourism inquiries are handled on a local level.	SA-23
In <i>NC Division of Travel and Tourism Resource Manual</i> (PR-1), read pages 17-18.	SA-24
Using the suggestions found in the previous activity, write a news release of an upcoming event in your area. Use sample on page 349 in <i>Retail Marketing</i> (PR-5).	SA-25
In <i>Advertising Planning and Techniques</i> (PR-9), read the chart on page 17 and discuss local events that may serve as examples of those found in the chart.	SA-26
In <i>Tourism Principles, Practices, Philosophies</i> (PR-4), read pages 388-389.	SA-27
In <i>Sales Promotions</i> (PR-6), read page 94.	SA-28
In <i>Advertising Planning and Techniques</i> (PR-9), read pages 83-84. Complete Project 3 on pages 97-98.	SA-29
In <i>Retail Marketing</i> (PR-5), read pages 353-356. Answer questions 1 & 2, p 362.	SA-30
In <i>Sales Promotions</i> (PR-6), read pages 65-66. Complete Assignment 5, p 362.	SA-31
In <i>Tourism Principles, Practices, Philosophies</i> (PR-4), read pages 382-385.	SA-32

- Read *Advertising LAP 16* (PR-3). SA-33
- In *Retail Marketing* (PR-5), read pages 358-362. Answer questions 4, 7, 8, & 9 on page 362. SA-34
- Read *Advertising LAP 39* (PR-3). SA-35
- In *Advertising Planning and Techniques* (PR-9), read pages 155-160. Complete Project 29 on pages 157-160. Develop a sample direct mail advertisement for a tourist-related business in your area. SA-36
- In *Sales Promotion* (PR-6), read pages 36-38. Complete Project Activities 10 & 11. SA-37
- In *Advertising Planning and Techniques* (PR-9), read pages 171-172. Develop a checklist for evaluating tourism ads using the suggestions on page 171. SA-38
- If your school has a video camera, assign a group project in which students will develop a television ad using a local tourist attraction. SA-39
- Interview a local Chamber of Commerce official to determine if your local Chamber makes an effort to advertise in travel magazines. Prepare a list of commonly-used travel magazines. SA-40
- Prepare a collage of tourism-related magazine advertisements. Determine the target market. SA-4
- In *Advertising Planning and Techniques* (PR-9), read pages 73-77. SA-42
- Interview a person from a local radio station to determine what radio format (page 75 in PR-9) is being used. Determine whether travel/tourism ads are used in your area. SA-43
- In *Sales Promotion* (PR-6), read pages 30-31. Complete assignments 10 & 11 and Projects Activities 8 & 9. SA-44
- In *Advertising Planning and Techniques* (PR-9), read pages 64-70. SA-45
- In *Sales Promotion* (PR-6), read pages 16-18. Complete Project Activity 5 on page 22. SA-46
- In *N. C. Division of Travel and Tourism Resource Manual* (PR-1), read pages 67-68. SA-47
- Interview a local city/county official to determine what signage laws are in effect in your local area. SA-48
- In *Tourism Principles, Practices, Philosophies* (PR-4), read pages 385-386. SA-49

Read <i>Advertising LAP 18</i> (PR-3).	SA-50
In <i>Advertising Planning and Techniques</i> (PR-9), read pages 30-32.	SA-51
In <i>Retail Marketing</i> (PR-5), read pages 336-337.	SA-52
In <i>Tourism Principles, Practices, Philosophies</i> (PR-4), read pages 386-387.	SA-53
In <i>Creative Marketing Research Project—Roanoke Rapids High School DECA Chapter</i> (PR-2), read section III.	SA-54
In <i>Advertising Planning and Techniques</i> (PR-9), read pages 25-34. Complete Projects 11, 12, and 13.	SA-55
In <i>Sales Promotion</i> (PR-6), read pages 56-64. Complete Projects 16, 17, 18, 19 and 20.	SA-56
Interview a local Chamber of Commerce official to determine what percentage of their budget is used for promotion purposes. Also, ask how these expenditures are divided among the various media.	SA-57
In <i>Advertising Planning and Techniques</i> (PR-9), read pages 11-24. Complete Project Activity 8.	SA-58
In <i>Retail Research Reports</i> (PR-7), complete Report 3—pages 9-12.	SA-59
In <i>N. C. Division of Travel and Tourism Resource Manual</i> (PR-1), read pages 69-70.	SA-60
In <i>N. C. Division of Travel and Tourism Resource Manual</i> (PR-1), read pages 56-64.	SA-61
Working in small groups, develop a timetable for an upcoming event in your area using the guidelines found in the previous activity. Discuss aspects of responsibility such as legal considerations, insurance, etc.	SA-62
In <i>Retail Marketing</i> (PR-5), read pages 343-346.	SA-63
Prepare a report on special promotional tools used by local businesses to attract customers.	SA-64
In <i>Sales Promotion</i> (PR-6), read pages 65-66. Complete Assignments 15 and 16.	SA-65
Complete the "Evaluation Puzzle" found in <i>Display LAP 39</i> (PR-3) on pages 14-15.	SA-66

- In *Tourism Principles, Practices, Philosophies* (PR-4), read "Reading 12-1" on pages 394-397. Discuss what elements were used in this successful promotional campaign. SA-67
- In *Advertising Planning and Techniques* (PR-9), read pages 83-84. SA-68
- In *Retail Merchandising* (PR-10), read page 318. Complete Problem Solving 1, 2, and 3 on page 321. SA-69

EVALUATION MEASURES

TOURISM PROMOTION

COMPETENCY GOAL 4: The learner will identify the role of promotion as an integral part of tourism marketing.

COMPETENCY OBJECTIVE 4.01: Identify the role of promotion to tourism.

TEST ITEM 004-4.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Long-term promotional planning in a tourism-related business is normally not a factor in developing a profitable business.
- _____ 2. Tourism-related businesses practice the marketing concept by finding out what the consumer wants.
- _____ 3. Marketing mix may be defined as the right combination of elements which will produce a profit.
- _____ 4. Product planning must be approached from the consumer's point of view.
- _____ 5. Wholesale tour operators are not an example of a channel of distribution.

TEST ITEM 004-4.01-02

INSTRUCTIONS TO STUDENTS: Fill in the missing terms in the following statements about tourism promotion.

1. An important tool for attracting customers and for competing with other tourism businesses is _____ services and terms.
2. The growing tourism industry sells _____.
3. Tourism businesses offer services _____ customers to a particular area.
4. The tourism industry depends upon services as a primary _____.
5. A function of the tourism industry is to make travel as _____ as possible for customers.

COMPETENCY OBJECTIVE 4.02: Identify effective types of media used in a tourism promotional mix.

TEST ITEM 004-4.02-01

INSTRUCTIONS TO STUDENTS: Read the following statements about tourism media. Select the best answer from those provided concerning characteristics of tourism media. Record your answer in the blank to the left of each statement.

- _____ 1. The medium is used more in the tourism industry than other categories of advertising media.
- a. Television
 - b. Printed advertising
 - c. Billboards
 - d. Radio
- _____ 2. One of the main users of direct mail is _____.
- a. Restaurant
 - b. Airlines
 - c. Motel
 - d. Travel agency
- _____ 3. This medium is not one of the three general categories of advertising media.
- a. Brochure
 - b. Specialty
 - c. Print
 - d. Broadcast
- _____ 4. Many national and local tourism businesses use this medium because it allows prospective customers to see the business name.
- a. Yellow Pages
 - b. Television
 - c. Radio
 - d. Newspaper
- _____ 5. This magazine is not considered to be an example of a trade journal.
- a. Carte Blanche
 - b. Travel Weekly
 - c. Newsweek
 - d. Travel Agent

TEST ITEM 004-4.02-02

INSTRUCTIONS TO STUDENTS: Match the statement in Column A with the terms in Column B. Write the letter of the term from Column B in the blank beside the matching statement in Column A.

Column A

Column B

- | | |
|---|------------------------|
| _____ 1. Convincing medium because it combines sight, sound, and motion | a. Brochures/pamphlets |
| _____ 2. Relies on sound effects and listener's imagination | b. Banners and posters |
| _____ 3. Needs to be informative, attractive, and interesting | c. Specialty media |
| _____ 4. Examples are matchbooks, flight bags, and luggage tags | d. Direct mail |
| _____ 5. May be considered as point-of-purchase materials | e. Television |
| | f. Magazines |
| | g. Radio |

COMPETENCY OBJECTIVE 4.03: Identify the importance of tourism publicity in the development of an area/county/business.

TEST ITEM 004-4.03-01

INSTRUCTIONS TO STUDENTS: Read the following news release and identify the five W's contained in it.

NEWS
For Immediate Release

**CHILDREN'S PLACE TO CELEBRATE SCOUT
FAMILY DAYS IN OCTOBER**

Anywhere, N. C., September 12, 1989—Children's Place, the action-oriented children's play park, will offer scouts and their families a discount and a variety of family-oriented activities during two "Scout Family Days" weekend, October 1-2, and October 8-9.

During "Scout Family Days," scouts who bring membership identification to Children's Place (and all members of their party) will receive a discounted admission of \$6.25. Regular Children's Place admission prices are \$10.50 per child and \$9.25 per adult (tax included). There is no minimum number for a group discount. In addition, for every 10 children in a group, one adult receives free admission (excluding tax).

As part of the festivities, scouts who bring a "leaf" decorated with a family photo, a drawing or other family identification will take home a special gift. The "family leaf" can be hand-made, a tree leaf or other variation of a leaf.

Children's Place is located off N. C. Interstate 71 at the Route 2/Anywhere exit and is a 20-minute drive south of Wilmington, 20 minutes east of Clarkton, N. C., and half-an-hour from Whiteville, N. C.

The Five W's:

- 1.
- 2.
- 3.
- 4.
- 5.

TEST ITEM 004-4.03-02

INSTRUCTIONS TO STUDENTS: Place the letter (P) to the left of the following statements which classify as a form of publicity.

- _____ 1. Sporting goods store brings in an expert fisherman to promote boating safety.
- _____ 2. Store helps to sponsor a local parade.
- _____ 3. Department store holds a drawing to promote a new line of merchandise.
- _____ 4. Bank distributes a booklet to new residents that describes the community.
- _____ 5. Grocery store creates a special display to promote nutritious value of seafood.

COMPETENCY OBJECTIVE 4.04: Evaluate the effectiveness of various tourism media.

TEST ITEM 004-4.04-01

INSTRUCTIONS TO STUDENTS: The concept of AIDCA should be related to promotional strategy. List the five mental stages of AIDCA.

- 1.
- 2.
- 3.
- 4.
- 5.

TEST ITEM 004-4.04-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. For cooperative advertising to be successful, effective leadership and management are required.
- _____ 2. Cooperative advertising increases the cost incurred by individual advertisers.
- _____ 3. There is no real need to coordinate activities between the two parties involved.
- _____ 4. Cooperative advertising can sometimes arouse the interest of sales personnel.
- _____ 5. Specific and well-defined objectives should be stated and agreed upon.

COMPETENCY OBJECTIVE 4.05: Develop a comprehensive area/community/business tourism promotional campaign.

TEST ITEM 004-4.05-01

INSTRUCTIONS TO STUDENTS: Match the statements related to promotional budgeting in Column A with the terms in Column B. Write the letter of the term from Column B in the blank beside the matching statement in Column A.

Column A

Column B

- | | |
|---|---------------------------|
| _____ 1. Method that uses a percentage of expected sales | a. Uses last year's sales |
| _____ 2. Method that uses a hit-or-miss basis | b. No plan at all |
| _____ 3. Method that plans budget using previous figures | c. Uses anticipated sales |
| _____ 4. Method that plans advertising around a time | d. By shopping events |
| _____ 5. Most common method of determining advertising budget | |

TEST ITEM 004-4.05-02

INSTRUCTIONS TO STUDENTS: Fill in the missing terms in the following statements concerning tourism promotion evaluation.

1. The tourism industry must respond to _____ in the economy and in the society.
2. The main purpose of displaying tourism literature is to help generate more _____.
3. Determining the number and types of people who use a tourism product/service is a form of _____.
4. Power to attract _____ should be an evaluative criteria when planning tourism promotional strategies.
5. Adventure, relaxation, and awareness are _____ why people travel.

**KEY TO TEST ITEMS
TOURISM PROMOTION**

TEST ITEM 004-4.01-01

1. False
2. True
3. True
4. True
5. False

TEST ITEM 004-4.01-02

1. Advertising
2. Service
3. Attract (lure)
4. Selling point
5. Convenient

TEST ITEM 004-4.02-01

1. b
2. d
3. a
4. a
5. c

TEST ITEM 004-4.02-02

1. c
2. g
3. a
4. c
5. b

TEST ITEM 004-4.03-01

1. Who—Children's Play
2. What—"Scout Family Days"
activities—special rates
3. When—October 1-2, October 8-9
4. Where—Anywhere, NC
5. Why—To promote family weekends by using
discounted admissions

TEST ITEM 004-4.03-02

1. P
2. P
- 3.
4. P
5. P

TEST ITEM 004-4.04-01

1. Attention
2. Interest
3. Desire
4. Conviction
5. Action

TEST ITEM 004-4.04-02

1. True
2. False
3. False
4. True
5. True

TEST ITEM 004-4.05-01

1. c
2. b
3. a
4. d
5. c

TEST ITEM 004-4.05-02

1. Trends
2. Sales
3. Market research
4. Customers
5. Reasons

REFERENCES

TOURISM PROMOTION

- ~~North Carolina Division of Travel and Tourism Resource Manual~~ PR-1
Attn. Judy Geyer N. Salisbury St., Raleigh, NC 27603, (919-733-4171)
- Creative Marketing Research Project—Roanoke Rapids High School DECA Chapter.* Roanoke Rapids High School, PO Box 340, Roanoke Rapids, NC 27870 (Attention—Roma Taylor). PR-2
- MarkED Resource Center, 1375 King Avenue, Columbus, OH 43212-0226. PR-3
- McIntosh, Robert W., and Charles R. Goeldner, *Tourism Principles, Practices, Philosophies.* New York: John Wiley and Sons, Inc., 5th edition, 1986. PR-4
- Meyer, Warren G., Harris, E., Kohns, Donald P., and Stone, James R. *Retail Marketing.* New York: McGraw-Hill Book Co., 8th ed., 1988. PR-5
- Perry, Charles F., *Sales Promotion.* Conrad Publishing Company, Minneapolis, Minnesota, 55429. PR-6
- Tedder, Herbert H., *Retail Research Report.* Cincinnati: South-Western Publishing Co., 1981. PR-7
- Meyer, Warren G., Harris, E., Kohns, Donald P., and Stone, James R. *Problems and Projects for Retail Marketing.* New York: McGraw-Hill Book Co., 8th ed., 1988. PR-8
- Samson, Harland E. *Advertising Planning and Techniques.* Cincinnati: South-Western Publishing Co., 1979. PR-9
- Samson, Harland E., and Wayne G. Little, *Retail Merchandising.* Cincinnati: South-Western Publishing Co., 10th ed., 1988. PR-10

Note to Teacher: The N. C. Division of Travel and Tourism has numerous video and film available for classroom use. See PR-1 for complete address.

**TABLE OF CONTENTS
FOR
ECONOMICS & TOURISM**

	PAGE
I. Competencies	E-2
II. Content/Teaching Outline	E-3
III. Student Activities	E-10
IV. Evaluation Measures (Competency Test Item Bank)	E-14
V. Key to Test Items	E-19
VI. References	E-20

COMPETENCIES ECONOMICS & TOURISM

COMPETENCY GOAL 5: The student will identify the major economic forces that determine the development of tourism marketing.

COMPETENCY OBJECTIVES

- 5.01 Explain the concept of economic activities.
- 5.02 Explain the concept of economic supply and demand.
- 5.03 Summarize the roles of public and private sectors in tourism.
- 5.04 Analyze the cycle of economic development for a tourist resort destination.
- 5.05 Identify business risk associated with tourism.

CONTENT/TEACHING OUTLINE ECONOMICS & TOURISM

PLANNING NOTES

- | | |
|---|-------------------------|
| I. Economic Activities | |
| A. Define economics | |
| B. Define economic activities | SA-1 |
| C. Tourism areas of economic activities | |
| 1. Retail | |
| 2. Restaurant | |
| 3. Lodging | |
| 4. Entertainment | |
| 5. Recreation | |
| 6. Transportation | |
| 7. Miscellaneous | |
| D. Goals of tourism activities | SA-2 |
| 1. Maximize profits for businesses | |
| 2. Maximize effects of tourist spending on locality | |
| 3. Insure positive experiences for tourists | |
| E. Economic tourism activities in North Carolina | |
| 1. Tourist expenditures for 1988: \$6.2 billion | |
| a. \$4.45 billion spent by out-of-state tourists
(\$1.75 billion--NC residents) | |
| b. Each visitor spent an average of \$596 per trip | |
| 2. Provided 252,500 jobs statewide | |
| F. Multiplier | SA-3; SA-4 |
| 1. Used to evaluate the impact of tourism in an area/
community. | |
| 2. Total amount of tourist related spending is
represented in one summary number. | |
| 3. Includes amounts for both primary and secondary
effects of tourism spending. | |
| 4. Used in North Carolina to reflect total jobs and
total business volume relating to tourism. | |
| G. Leakage: A term used in describing monies earned
from tourism that "leak" out of the local economy.
The area/community does not receive any
economic benefit from these leakages. | SA-5
CTIB 005-5.1-01 |
| H. Effects of Tourism on Economic Activities | SA-6; SA-7; SA-8 |
| 1. Supports existing businesses. | |

2. Creates opportunities for entrepreneurial activities
3. Adds employment
4. Increases personal income
5. Provides tax revenue
 - a. State
 - (1) Sales tax
 - (2) NC Room tax
 - (3) Income tax
 - (4) Gasoline tax
 - (5) Business fees/licenses
 - b. Local
 - (1) Property tax
 - (2) Utility fees
 - (3) Building fees/licenses
 - (4) Other service related fees

SA-9; SA-10; SA-11
SA-12

CTIB 005-5.1-02

II. Supply and Demand As Related to Tourism

SA-13

- A. Five components of supply
 1. Natural Resources
 2. Infrastructure Support Systems
 - a. Utility Systems
 - (1) Water
 - (2) Waste Disposal
 - (3) Street
 - (4) Electricity
 - b. Other Support Systems
 - (1) Police
 - (2) Fire
 - (3) Communications
 - (4) Public Parking
 - (5) Public Access Areas
 - (6) Other
 3. Superstructure
 - a. Accommodations
 - (1) Hotel
 - (2) Motel
 - (3) Bed and Breakfast Inns
 - (4) Condominium Apartments
 - b. Resorts
 - c. Restaurants
 - d. Shopping Centers
 - e. Theme Parks
 - f. Museums
 - g. Other
 4. Transportation
 - a. Cars
 - b. Planes
 - c. Buses
 - d. Trains
 - e. Ships/Boats
 - f. Railroads
 - g. Taxis

5. Local/Area Resources
 - a. Hospitality
 - (1) Attitudes of residents
 - (2) Concern for tourists during their visit
 - b. Cultural

B. Objectives of Supply in planning for Tourism.

1. Environment
2. Facilities
3. Services

CTIB 005-5.2-01

C. Components of Demand

1. Number of visitors
2. Type of Transportation
3. Distance traveled
4. Length of stay
5. Quality of Service
6. Cost as related to an area
7. Seasonal characteristics of a destination
 - a. Weather
 - b. Attractions
 - c. Other

D. Measuring Demand

1. Computation of tourist demand in a destination

$DEMAND = \text{No. of Tourist} \times \text{Average No. of days/nights spent at a destination}$

2. Amount of estimated tourist spending

$DEMAND \text{ (in dollars)} = \text{Tourist days/nights} \times \text{Average Expenditure per day/night}$

SA-14; SA-15

3. Importance of measuring demand

- a. How successful a destination has been in attracting tourism to its area
- b. Forecast the future success of tourism in a destination

CTIB 005-5.2-02

III. Roles of Public and Private Sectors

A. Private Sector

1. Offer businesses that will provide goods and services for tourists
2. Attract investment opportunities for businesses to earn a profit
3. Develop strategies to have tourist return to an area year after year
 - a. Products/services offered
 - b. Marketing strategies
 - c. Support of all aspects of an area that will influence the growth of tourism

SA-16

SA-17

4. Participate in the political process of maintaining the policies that are of benefit to all aspects of supporting tourism
5. Participate in the planning of tourism development in their area

SA-18
CTIB 005-5.3-01

B. Public Sector

1. Tourism Development

- a. State level
 - (1) Establish Travel and Tourism Division
 - (2) Promote programs for state and local areas
 - (3) Identify trends in tourism development
 - (4) Establish visitor centers
- b. Local Level
 - (1) Chambers of Commerce support
 - (2) Convention and Visitor Bureau support

SA-19

2. Capital Outlay

- a. Offer incentives for tourism development
- b. Coordinate the providing Infrastructure Support Systems
- c. Provide monies for feasibility studies for both/ local and state tourism development
- d. Direct the use of tax monies for tourism related projects

SA-20

3. Regulator

- a. Legislate laws to establish policy
- b. Enforce regulations
 - (1) Land use
 - (2) Health standards
 - (3) Protection of environment
 - (4) Safety
 - (5) Crime prevention
 - (6) Labor Laws
 - (7) Building codes

SA-21

SA-22

C. Issues

1. Protection of the Environment
2. Tourism development in general
3. Land use
4. Use of taxes
 - a. Use of dollars for tourism advertising
 - b. Maintenance of tourism impacted areas

SA-23
CTIB 005-5.3-02

IV. Economic Development of Tourist Resort Destination

SA-24; SA-25

A. Inception--Discovery Phase

1. Natural Resources
 - a. Little known outside area
 - b. Still natural
2. Infrastructure Support Systems
 - a. Utilities for residents only
 - b. Other services established on normal needs of the community/area

3. Superstructure
 - a. Businesses related only to local economic conditions (family-owned and operated)
 - b. No large scale accommodations
 - c. Few restaurants
 4. Transportation
 - a. Roads for local traffic demands
 - b. Limited taxi service
 - c. Area may still be remote (off-the beaten track)
 5. Local/Area Resources
 - a. Residents friendly--welcome visitors
 - b. Prices are reasonable
 - c. No organized plan to promote the area
- B. Growth--Local Response and Initiative**
1. Natural Resources
 - a. Tourism visits increase through word of mouth
 - b. Area begins to see impact of tourism
 2. Infrastructure Support Systems
 - a. Need for planning of utilities due to increased load on existing systems
 - b. Other services must increase to support demand
 3. Superstructure
 - a. Most businesses are still family-owned
 - b. Entrepreneurs are attracted to the area in search of investment and business opportunities
 - c. Employment demands increase to meet the needs of the business community
 - d. Tourist related services and needs become a factor in business outlook
 - e. Increases in restaurants and shopping areas
 - f. Entertainment and recreational areas develop on tourism growth
 4. Transportation
 - a. Traffic congested on roads
 - b. Needs for new roads
 - c. Development of other means of transportation
 5. Local/Area Resources
 - a. Residents and tourist contacts become more impersonal and formal
 - (1) Some residents may object to loss of quality of life in the area
 - (2) Move to keep things as they are
 - (3) Resentment of "visitors," both tourist and new residents, moving in to open new businesses
 - b. Need to plan the direction of the area/community to control the growth and development of tourism
 - (1) Some residents want to use tourism to improve quality of life
 - (2) Bring additional services and cultural activities into an area/community
 - (3) Attract new businesses related to tourism

CTIB 005-5.4-01

C. Maturity Phase

1. Natural Resources
 - a. Pollution increases
 - b. Some natural resources are destroyed
2. Infrastructure Support Systems
 - a. Utilities become limited due to usage
 - (1) Money must be spent to update and modernize all facilities
 - b. Role of local government is critical in this phase
 - c. Support systems are now based on the demand of visitors to the area (could be seasonal in nature)
 - d. Benefits to area now are related to the economic growth and development due to tourism
3. Superstructure
 - a. Corporate chains are established to standardize services offered to tourists and other visitors
 - b. Local family-owned businesses must adjust to benefit from change
 - (1) Weeding out of unprofitable businesses due to competition
 - (2) Established businesses expand business interest into other areas due to economic demand
 - c. Area commercializes--local crafts are mass produced
 - d. Increase in job opportunities
 - e. Many services are based on the demands generated from tourism activities
 - f. Land is at a premium--inflated real estate prices
4. Transportation
 - a. All types of transportation are available
 - b. Local roads and major highways are needed to support increased traffic
 - c. Buses and airlines may increase service to area
5. Local/Area Resources
 - a. Area has developed plans to attract tourists
 - b. Many local decisions are now influenced by outside interests
 - c. Tourism is a major economic factor in the area/ community
 - d. Demand for better employees
 - e. Changes in work patterns
 - f. Tourist may not have direct contact with local residents
 - g. Tourism will generate growth in local economy
 - h. Long-range planning is critical to growth

D. Decline

1. Natural Resources
 - a. Must be protected
 - b. Planning is most important
 - c. Natural environment shows impact of tourism

2. Infrastructure Support systems
 - a. Usage can be predicted
 - b. Some systems in need of repair
 - c. Money must be budgeted to maintain all systems in order to meet demand
 3. Superstructure
 - a. Area may be saturated and many businesses are not profitable
 - b. New businesses appear each year
 - c. Area/community is not as attractive for new investments
 - d. Original local characteristics of area may become commercialized
 4. Transportation
 - a. Area is very accessible
 - b. Highways congested
 - c. Air pollution
 - d. Some forms of transportation may be restricted due to demand
 5. Local/Area Resource
 - a. Local residents may become unhappy with tourism development
 - b. Tourists began to search other areas because of loss of appeal
 - c. Area will need to plan new ways to promote its assets
- V. Business Risks Associated with Tourism
- A. Definitions
 - B. Types of business risks
 1. Insurable
 2. Uninsurable
 - C. How businesses deal with various types of business risks

SA-26; SA-27

CTIB 005-5.4-02

SA-28; SA-29

CTIB 005-5.5-01

SA-30

CTIB 005-5.5-02

STUDENT ACTIVITIES ECONOMICS & TOURISM

- Read and review LAP-1, "Economics--Economics and You," page 6, PR-1. SA-1
- Tourism: Principles, Practices, Philosophies*, page 260 (PR-1) SA-2
 Adds some detail to the goals on economic activities. Students may add additional goals and related areas associated with economic activities during class discussions.
- PR-3, "1987 North Carolina Travel Study (Technical Report)," page 25. SA-3
- The following multipliers are listed in PR-3, page 27: SA-4
- 1.66 X Primary Jobs = Total Jobs
 1.79 X Initial Travel Spending = Total Business Volume
- Research your area/community for information that would demonstrate the use of these multipliers as related to Economics and Tourism.
- Read PR-3, page 29--Students are to list types of leakages that occur in a local economy. SA-5
- Read PR-4, *Tourism Planning*, pages 3-4. SA-6
- Read PR-3, "1987 North Carolina Travel Study," pages 22-26. Students are to research the economic impact of tourism in their local (or nearest) area/community. Contact an organization such as the Chamber of Commerce for impact studies. Examples of questions they may ask: SA-7
- In your community/area, how does tourism support local businesses?
 Does tourism offer opportunities for entrepreneurial activities?
 How does tourism impact employment?
 What are the economic benefits to your part of the state?
- Invite a representative from a professional organization to speak to your class on the economic influences of tourism in your area. SA-8
- Write a report on the amount of revenue state and local governments collect directly from tourism. Reflect this information in a graph noting the changes for one, five, and ten years. SA-9
- Prepare a brochure showing the economic benefits of tourism to your area/community. SA-10
- Read "The North Carolina Room Tax: Why It Works,"--a pamphlet prepared by the North Carolina Association of Conventions and Visitor Bureaus. SA-11
- Read PR-3, "1987 North Carolina Travel Study," page 26. Complete an analysis of secondary economic effects of tourism on your area. SA-12

Divide the class into five groups. Assign a supply component to each group. They are to complete the following:

SA-13

1. Identify a local example of the group's component found in the area/community.
2. Create a poster with the group's component highlighted.
3. Be sure to include the three supply objectives as part of the group's component.

Each group will give a 10 minute report to the rest of the class.

Resources may include:

Chamber of Commerce
Travel Councils
Trade Associations
Convention & Visitor Bureaus
North Carolina Division of Travel & Tourism

For background material, the instructor may wish to read Chapter 7, "Tourism Components and Supply," pages 199-219, *Tourism: Principles, Practices, Philosophies*, PR-2.

Using the formula, compute the following:

SA-14

(PR-2, pages 247-248, *Tourism: Principles, Practices, Philosophies*)

Number of visitors X average number of days/nights at destination = Demand
Number of visitor-days/nights X average expenditure per day/night = Demand
(in dollars)

100 visitors will stay in your area 4 days and 3 nights, compute the demand
100 visitors will spend an average of \$150.00, compute the amount spent/
Demand in dollars

For background material, the instructor may wish to read Chapter 8, "Measuring and Forecasting Demand," pages 243-248, PR-2, *Tourism: Principles, Practices, Philosophies*.

Review SA-11, have a representative from the local government talk to the class on how the room tax is computed.

SA-15

Students are to report on how their area/community attracts tourist related businesses and business investments.

SA-16

The class is to become a committee that is involved in attracting these businesses and business investments. They are to develop strategies related to each of the areas listed in 3a-3c.

SA-17

You are an owner of a small business in a tourist related area. From your viewpoint, answer the following question--

SA-18

Why should I participate in helping to plan for the growth of tourism in my area?

What are the policies that I would support for the development of tourism in my area?

Will other business people support a plan for tourist development?

- Invite guest speakers from local government to discuss the role of the public sector in tourism. SA-19
- Using newspapers, magazines and other media, show how the public sector is creating a positive image for tourism in North Carolina. SA-20
- The students are to conduct a feasibility study on an issue relating to tourism in your area. SA-21
- An example would be spending of tax dollars to control erosion at a beach.
- Find examples of how the government is involved as a regulator in an area impacted by tourism. SA-22
- Using various articles, identify different kinds of issues relating to tourism in your area that both the private and public sectors are involved in or would be involved in. SA-23
- Have the students make a poster showing each phase of economic development of a resort. SA-24

Or

Divide the class up by each phase and let each group create a poster reflecting the phase that they have.

Using class discussion, see if the students can add to each phase
Read PR-5, *The Travel Industry*, pages 100-103. SA-25

The students are to use each of the four phases of economic development and relate each phase to an actual resort destination in the local area. Answer the following questions/statements relating to what they have found. SA-26

1. What phase is the resort in?
2. Do an analysis of the resort and create a short and long range plan that would prove continued growth.
3. In #2 above, how would the following be involved:

a. Tourist	d. Small business person
b. City/Town Manager	e. Chain Store manager
c. Hotel/Motel Manager	f. Governor
d. Town Board	

NOTE:

1. Each phase would tend to take a long period of time.
2. View this as a general outline.

The students are to research this resort life cycle and see if it could be applied to all travel destinations. The students are to then tell why it could be applied or why it could not be applied. SA-27

Economics & Tourism
E-12

Read *Economics and Marketing*, LAP 8, "Business Risks," FR-1, pages 1-12. SA-28

Students are to list the types of risks that would be associated with businesses involved with tourism. SA-29

How would the following examples affect a travel destination? SA-30

Legionnaires Disease

Medical Waste

Acid Rain

The movie "Jaws"

Run-down condition of business

Street Gangs

Insurance Coverage

Air pollution

Unethical Business Practice

False Advertising

Poor Service

Recession

Hurricanes

Fire

Food Poisoning

Water pollution

EVALUATION MEASURES ECONOMICS & TOURISM

COMPETENCY GOAL 5: The student will identify the major economic forces that determine the development of tourism marketing.

COMPETENCY OBJECTIVE 5.01: Explain the concept of economic activities.

TEST ITEM 005-5.1-01

INSTRUCTIONS TO STUDENTS: Complete the statements below by filling in the missing words.

1. _____ are activities that involve the exchange of something having monetary value for something else that has monetary value.
2. Three areas involved in economic activities related to tourism are:
 - a. _____
 - b. _____
 - c. _____
3. Goals of economic activities are:
 - a. _____
 - b. _____
 - c. _____
4. The multiplier for total jobs is 1.66. There are a total of 10 primary jobs created from tourism activities. The total jobs created by tourism are _____.
5. The multiplier for total business spending is 1.79. The initial travel spending is \$150.00. _____ is the total business volume as a result of tourism.

TEST ITEM 005-5.1-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. One primary effect of tourism is to support existing businesses.
- _____ 2. Only private employment benefits from tourism.
- _____ 3. Sales Tax, North Carolina Room Tax and Gasoline Tax are the only source of funds used by state governments.
- _____ 4. Secondary benefits of tourism occur when tourist spending cycles through the local economy.
- _____ 5. Secondary effects of economic activities are of no real benefit to an area or community.

COMPETENCY OBJECTIVE 5.02: Explain the concept of economic supply and demand.

TEST ITEM 005-5.2-01

INSTRUCTIONS TO STUDENTS: Identify the five components of supply and give two examples from your area/community.

1.

a.

b.

2.

a.

b.

3.

a.

b.

4.

a.

b.

5.

a.

b.

TEST ITEM 005-5.2-02

INSTRUCTIONS TO STUDENTS: Write an essay explaining demand--include the components of demand, how demand is measured and the importance of measuring demand.

COMPETENCY OBJECTIVE 5.03: Summarize the roles of public and private sectors of tourism.

TEST ITEM 005-5.3-01

INSTRUCTIONS TO STUDENTS: Read each statement carefully, then select the choice that best completes each statement. Circle the correct letter identifying your answer.

1. The role of the private sector in tourism includes:
 - a. Business opportunities in offering goods and services to tourists
 - b. Attract investment opportunities for business development
 - c. Develop strategies to attract tourists year after year
 - d. An active voice in planning tourism development
 - e. All of the above answers are correct.

2. Which of the following would not be part of the private sector?
 - a. Support an advertising program to attract tourism to an area
 - b. Offer specific goods/services related to the needs and wants of tourists
 - c. Raise taxes
 - d. Be part of the political process in developing long-range programs for an area

3. Business investment will come to an area in the hopes to
 - a. create goodwill
 - b. keep a positive community image
 - c. help unemployment
 - d. earn a profit

4. Business must be part of
 - a. planning process for tourism development
 - b. becoming involved in the political process
 - c. developing marketing strategies to attract tourism to the area
 - d. All of the above answers are correct.

5. The growth of a tourism destination depends on the private sector
 - a. increasing taxes
 - b. regulating policies
 - c. legislating laws
 - d. None of the above answers is correct.

TEST ITEM 005-5.3-02

INSTRUCTIONS TO STUDENTS: Give two examples of the public sector's roles listed below:

1. Tourism development
 - a. _____
 - b. _____

2. Capital Outlay
 - a. _____
 - b. _____

3. Regulator
 - a. _____
 - b. _____

4. Federal Level
 - a. _____
 - b. _____

5. Two local issues involving the public sector in your area/community
 - a. _____
 - b. _____

COMPETENCY OBJECTIVE 5.4: Analyze the cycle of economic development for a tourist resort destination.

TEST ITEM 005-5.4-01

INSTRUCTIONS TO STUDENTS: Identify the following statements as being associated with the **INCEPTION-DISCOVERY PHASE** or the **GROWTH PHASE** of economic development for a resort destination.

- _____ 1. Businesses are family owned.
- _____ 2. Tourist visits increase due to word-of-mouth.
- _____ 3. Additional services and cultural activities are brought into the area/community.
- _____ 4. Residents are friendly to the new visitors.
- _____ 5. Utilities and other services must increase due to demands.

TEST ITEM 005-5.4-02

INSTRUCTIONS TO STUDENTS: Identify the following statements as being part of the **MATURITY PHASE** or **DECLINE PHASE**.

- _____ 1. Natural environment shows effects of tourism.
- _____ 2. Tourists begin to search for other areas due to loss-of-appeal.
- _____ 3. Outside interests influence direction of the area's growth.
- _____ 4. Role of local government becomes critical.
- _____ 5. Family businesses must adjust to increases in competition.

COMPETENCY OBJECTIVE 5.05: Identify business risks associated with tourism.

TEST ITEM 005-5.5-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. "Potential losses" that a business may be exposed to are called business risks.
- _____ 2. Businesses are always successful; therefore, they do not need to be concerned with losses.
- _____ 3. The two types of business risks are insured and uninsured.
- _____ 4. Businesses will not need insurance because they are working with tourism.
- _____ 5. Each business will face the same type of risks.

TEST ITEM 005-5.5-02

INSTRUCTIONS TO STUDENTS: Summarize five examples of business risks related to businesses in your area/community involved with tourism.

- 1.
- 2.
- 3.
- 4.
- 5.

**KEY TO TEST ITEMS
ECONOMICS & TOURISM**

TEST ITEM 005-5.1-01

1. Economic Activities
2. See I. 3a. - 3g. (E-3)
3. a. Maximize profits for businesses providing goods and services to tourists
- b. Maximize the primary & secondary effects of tourist spending
- c. Insure the tourists receive positive experiences from their visit.
4. 16.6
5. \$268.50

TEST ITEM 005-5.1-02

1. T
2. F
3. F
4. T
5. F

TEST ITEM 005-5.2-01

Examples for the following would come from the individual area.

1. Natural Resources
2. Infrastructure Support Systems
3. Superstructure
4. Transportation
5. Local/Area Resources

TEST ITEM 005-5.2-02

Essays will vary. Information should include the basic material covered in class. (II. B. 1. - 3. E-6)

TEST ITEM 005-5.3-01

1. c
2. c
3. d
4. d
5. d

TEST ITEM 005-5.3-02

1. Tourism Development
 - a. Establish Travel & Tourism Division
 - b. Promotional program
 - c. Insure a positive image for tourism
2. Capital Outlay
 - a. Incentives for tourism development
 - b. Conduct feasibility studies
 - c. Tax monies for tourism related projects
3. Regulator
See II. B. 3. a., b. 1-7 (E-8)
4. Federal Level
 - a. Federal Parks
 - b. Monies for state/local projects
5. Answers may vary depending on issues identified for local area.

TEST ITEM 005-5.4-01

1. Inception-Discovery Phase
2. Growth Phase
3. Growth Phase
4. Inception-Discovery Phase
5. Growth Phase

TEST ITEM 005-5.4-02

1. Decline Phase
2. Decline Phase
3. Maturity Phase
4. Maturity Phase
5. Maturity Phase

TEST ITEM 005-5.5-01

1. T
2. F
3. T
4. F
5. F

TEST ITEM 005-5.5-02

Answers will vary depending on examples of risks used by the student.

**REFERENCES
ECONOMICS & TOURISM**

- Economics and Marketing LAPS, MarkED Resource Center, Inc., The Ohio State University, 1564 West First Avenue, Columbus, Ohio 43212. PR-1
- McIntosh, Robert W., and Charles R. Goeldner, *Tourism: Principles, Practices, Philosophies*, New York: John Wiley & Sons, Inc., 5th ed., 1986. PR-2
- Rulison, Michael, "1987 North Carolina Travel Study (Technical Report)," Raleigh: DataNomics, 1988. Prepared for Division of Travel and Tourism Department of Commerce. PR-3
- Gunn, Clara, *Tourism Planning*, New York: Crane, Russak & Company, Inc., 2nd ed., 1988. PR-4
- Gee, Chuck, Choy, Dexter J. L. and James C. Makens, *The Travel Industry*, Westport, Connecticut: AVI Publishing, Inc., 1984. PR-5

OTHER RESOURCES MAY BE OBTAINED FROM THE FOLLOWING:

North Carolina Division of Travel and Tourism
Department of Commerce
Raleigh, NC 27611

Travel Council of North Carolina
1100 Raleigh Building
5 West Hargett Street
Raleigh, North Carolina 27601

Travel and Tourism Research Association
Box 8066 Foothill Station
Salt Lake City, UT 84108

Travel Industry 4400 Association of America
1899 L Street, NW
Suite 600
Washington, DC 20036

American Hotel and Motel Association
888 Seven Avenue
New York, NY 10019

American Association for Leisure and Recreation
1900 Association Drive
Reston, VA 22091

**TABLE OF CONTENTS
FOR
TRAVEL/TOURISM RELATED BUSINESSES**

	PAGE
I. Competencies	F-2
II. Content/Teaching Outline	F-3
III. Student Activities	F-7
IV. Evaluation Measures (Competency Test Item Bank)	F-9
V. Key to Test Items	F-15
VI. References	F-16

Travel/Tourism Related Businesses
F-1

COMPETENCIES

TRAVEL/TOURISM RELATED BUSINESSES

COMPETENCY GOAL 6: The learner will understand the diversity and scope of travel/tourism related businesses.

COMPETENCY OBJECTIVES

- 6.01 Identify the functions of the travel agency industry.
- 6.02 Identify the three categories of transportation services.
- 6.03 Identify the structure of the hospitality industry.
- 6.04 Describe other travel/tourism related businesses.
- 6.05 Identify and interpret trends associated with the travel/tourism industry.
- 6.06 Develop an understanding of career opportunities in the travel/tourism industry.

CONTENT/TEACHING OUTLINE TRAVEL/TOURISM RELATED BUSINESSES

PLANNING NOTES

I. Tourism Industry Organization and Outlook

A. Three major components of industry

1. Travel sales
2. Transportation services
3. Hospitality and related services

SA-7

B. Industry will continue to be one of the largest in the world

1. Offers varied career opportunities
2. Is a major employer in U.S.
3. Technology continually changes industry

SA-8

SA-1, SA-2

SA-3, SA-9, SA-10

CTIB 006-6.06-01

CTIB 006-6.06-02

II. Travel Agency Services

A. One of three major components

1. Travel agent is a professional
2. Thomas Cook was first retail travel agent in 1841
3. Procures services from suppliers (ex. hotels, airlines, etc.)
4. Must provide all types of travel information
5. Average agency employs 8.4 people
6. Most common type of arrangement is air transportation

SA-4, SA-7

CTIB 006-6.01-01

B. Industry employs several distribution systems

1. One-stage system sells directly to consumer
2. Two-stage system involves middleman
3. Three-stage system involves two middlemen
4. Four-system involves additional middleman (specialty channeler)

SA-5, SA-6

CTIB 006-6.01-02

C. Additional travel careers

1. Tour operator
 - a. Wholesale agent
 - b. Designs tour packages
 - c. Makes profit in volume
2. Travel clerk
 - a. Plans schedules for military and civilian personnel
 - b. Notifies personnel of all travel orders
 - c. Studies routes for most advantageous one
3. Tourist information assistant
 - a. Works at state information center
 - b. Gives information to tourists
 - c. Answers inquiries
4. Travel guide
 - a. Arranges transportation for groups
 - b. Accompanies tour groups
 - c. Describes points of interest

- 5. Automobile club travel counselor
 - a. Plans trips for members of auto club
 - b. Selects suitable roads and calculates mileage
 - c. Provides members with maps and brochures

- D. Compensation of travel agencies
 - 1. Receive commissions from suppliers and wholesalers
 - 2. May receive overrides (increases as number of bookings increases)
 - 3. Small agency may operate on very small profit
 - 4. Agency may sell travel insurance or traveler's checks

- E. Travel retailing trends
 - 1. Business-related travel showing dramatic increase
 - a. Airline deregulation
 - b. Industry has expanded to new locations
 - 2. Pleasure travel considered important part of people's lives
 - a. People place greater value on vacations
 - b. Most are willing to pay for it
 - 3. Travel reflects changes in society
 - a. Older generation living longer
 - b. Single adults traveling more frequently

- III. Transportation Services
 - A. Water Transportation--cruise ships
 - 1. Industry had to change its marketing strategy in 1960's
 - 2. Availability of air travel caused passenger ships to become extinct
 - 3. Concept of cruising evolved into "cruise vacation"
 - 4. Are now more affordable
 - 5. Market spans all age groups
 - 6. Industry has bright future
 - 7. Key factor will be repeat business

 - B. Land Transportation
 - 1. Motorcoach Industry
 - a. Widely used for sight-seeing
 - b. Second most important carrier in U.S. intercity travel
 - c. Charter and tour segment shows continuous growth
 - 2. Automobile
 - a. Used by two-thirds of families for taking vacations
 - b. Recreational vehicles--important component
 - c. Dependent upon continual maintenance of highway system
 - d. Key feature is convenience

SA-11

SA-12

SA-13

SA-14

SA-15

CTIB 006-6.02-01

SA-16

SA-17

SA-18, SA-19

SA-20

SA-21

- 3. Railroads
 - a. Have faced serious problems for many years in U.S. SA-22
 - b. Government created National Railroad Passenger Corporation (AMTRAK) as an effort to restore transportation
 - c. AMTRAK presently subsidized by government
 - d. Currently operates 24,000 miles of track SA-23
 - e. Its future is questionable

- C. Air transportation
 - 1. Based on private enterprise concept in U.S.
 - 2. WWII promoted growth of industry
 - 3. U.S. airlines dominate top ten in world
 - 4. Regulated by Federal Aviation Administration (FAA)
 - 5. Deregulation by Congress (1978) caused changes in marketing strategies
 - 6. Airlines presently facing increased competition
 - 7. Major advantage of air travel is speed
 - 8. U.S. airlines employ more than 300,000 people
 - 9. "Brand loyalty" among travelers is low
 - 10. Airlines in future will focus on marketing a commodity SA-24
CTIB 006-6.02-02

- D. Future Trends
 - 1. Modes of transportation (air, water, and land) face uncertainties due to--
 - a. Economic conditions
 - b. Changes in regulations
 - 2. Transition Stage
 - a. Competitive companies will survive
 - b. Results will be better service with better prices

IV. Hospitality and Related Services

- A. Accommodations or lodging industry
 - 1. Company owned and operated system
 - 2. Industry developed out of need as growth occurred
 - 3. America's first hotel chain pioneer was Ellsworth Statler
- B. Three basic systems of operation
 - 1. Company owned and operated system SA-26
CTIB 006-6.03-01
 - a. Owner is independent
 - b. Expansion may be slow
 - 2. Franchise system
 - a. Has right to sue brand name that is well known
 - b. Has to pay franchise rights
 - 3. Management contract system
 - a. Chain places its name on property
 - b. Investor finds management team
 - c. Owner must pay management fee

SA-27
CTIB 006-6.03-02

C. Food and Beverage

1. One out of five weekday meals eaten out
2. Social changes influenced changes in industry
3. Industry has many segments--
 - a. Restaurants
 - b. Travel food service
 - c. Vending machines
4. Fast-food chains experienced greatest growth
5. Trends show increase in demand for ethnic restaurants and health foods

SA-28

CTIB 006-6.05-01-02

D. Amusement, Recreation, and Entertainment

1. Amusement parks
 - a. Have experienced a growth decrease
 - b. Have been replaced by larger theme parks
 - c. Changes in society caused Americans to change entertainment preferences
 - d. Some successful parks still in existence
2. Theme Parks
 - a. Business has shown great expansion
 - b. Disney World is the largest in the world
 - c. Encouraged others to enter the field
 - d. Some offer educational experiences
 - e. Draw an international market
 - f. Planning is key to success
3. Recreation
 - a. Ski resorts--growing industry in N.C.
 - b. Shopping--important part of tourist's activities
 - (1) Gift and Souvenir shops
 - (2) Outlet malls and stores are important segment of industry
 - c. Fishing resorts--usually owned by individuals
4. Entertainment
 - a. Live-entertainment demands careful market segmentation
 - b. Is generally very costly
 - c. Agent may be used
 - d. U.S. copyright laws should be a consideration

SA-29

CTIB 005-6.04-01

SA-30

SA-31

CTIB 006-6.04-02

CTIB 006-6.06-01-02

STUDENT ACTIVITIES

TRAVEL/TOURISM RELATED BUSINESSES

- Prepare a job file by collecting job advertisements from newspapers, etc., of local job opportunities related to tourism. SA-1
- In *Tourism An Exploration*, (PR#3), read pp. 297-315. SA-2
- Develop a job description from one component of the tourism industry. Include specific skills and required tasks. SA-3
- In *Tourism Principles, Practices, Philosophies*, (PR#1), read pp. 95-100. SA-4
- In *Tourism an Exploration*, (PR#3), read pp. 58-59. SA-5
- In *The Travel Industry*, (PR#2), use the chart on p. 143 to discuss how North Carolina ranks in comparison to other states in the number of travel agents. Prepare a list of cities where job opportunities would most likely be available. SA-6
- Develop a list of places where a student could receive training in the travel agency industry. SA-7
- Interview an employee of a local travel agency to determine the various kinds of services available to its customers. SA-8
- In *The Travel Industry*, (PR#2), answer questions 1-5 on p. 89. SA-9
- In *Tourism, Principles, Practices, Philosophies*, (PR#1), read pp. 514-515. SA-10
- In *The Travel Industry*, ((PR#2), answer questions 1-6 on p. 155. SA-11
- Interview a local travel agency owner to determine the types of state and federal laws under which they must operate. SA-12
- Read current issues of travel-related magazines (*National Geographic Traveler, Travel South USA, and Outdoors*). Prepare oral and written reports on current issues related to travel. SA-13
- Have students prepare a collage showing the many career opportunities available in the travel services industry. SA-14
- Conduct a local survey to determine the percentage of people who have chosen to take a "cruise vacation." List reasons for their choices. SA-15
- In *The Travel Industry*, (PR#2), read "Outlook for Cruise Lines" on pp. 74-75. SA-16

In <i>The Travel Industry</i> , (PR#2), read pp. 53-54.	SA-17
In <i>The Travel Industry</i> , (PR#2), read "Outlook for Intercity Bus Transportation" on pp. 76-77.	SA-18
In <i>The Travel Industry</i> , (PR#2), read pp. 178-181.	SA-19
In <i>The Travel Industry</i> , (PR#2), read pp. 170-171.	SA-20
Interview a local dealer for recreational vehicles and write a profile describing characteristics of persons who buy them.	SA-21
In <i>The Travel Industry</i> , (PR#2), read pp. 172-175.	SA-22
In <i>The Travel Industry</i> , (PR#2), read "Outlook for Intercity Rail Transportation" on pp. 71-73.	SA-23
In <i>The Travel Industry</i> , (PR#2), read "Outlook for Airlines" on p. 69.	SA-24
In <i>The Travel Industry</i> , (PR#2), answer questions 1-3 on p. 182.	SA-25
In <i>The Travel Industry</i> , (PR#2), read pp. 208-211.	SA-26
Prepare a list of local motels located in your city/county. Determine which basic system of operation they are using.	SA-27
Interview the manager of the newest fast-food restaurant located in your area. Determine the major reasons this business decided to locate where it did.	SA-28
Prepare a list of names and locations of theme parks in North Carolina. Discuss various marketing strategies they are currently using to attract customers.	SA-29
Prepare a list of the major ski resorts in North Carolina. Discuss issues related to the future development of this industry.	SA-30
In <i>Tourism Principles, Practices, Philosophies</i> , (PR#1), read p. 114. Answer question 12 on p. 119.	SA-31

EVALUATION MEASURES

TRAVEL/TOURISM RELATED BUSINESSES

COMPETENCY GOAL 1: The learner will understand the diversity and scope of travel/tourism related businesses.

COMPETENCY OBJECTIVE 6.01: Identify the functions of the travel agency industry.

TEST ITEM 006-6.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements concerning the travel agency industry. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. A travel agency acts as a middleman helping to make arrangements with suppliers of travel--hotels, tour operators, airlines--and receives a commission from the suppliers.
- _____ 2. The majority of travel agency revenues is derived from making air travel arrangements.
- _____ 3. The retail travel industry is generally not affected by socio-economic changes.
- _____ 4. Travel agencies rely on the business traveler for supplying repeat customers.
- _____ 5. Tourism as a business activity is expected to continue to grow in the future.

TEST ITEM 006-6.01-02

INSTRUCTIONS TO STUDENTS: Match the statements related to the travel industry in Column A with the terms in Column B. Write the letter of the term from Column B in the blank beside the matching statement in Column A.

COLUMN A

- _____ 1. Specializes in putting together tour offerings
- _____ 2. Provides direct sales from suppliers of travel services
- _____ 3. Trade association of travel professionals
- _____ 4. Reflects most dramatic changes in travel retailing
- _____ 5. Senior citizens, religious groups

COLUMN B

- a. ASTA
- b. special markets
- c. business-related bookings
- d. one-stage distribution system
- e. commission
- f. wholesale travel agent

Travel/Tourism Related Businesses

F-9

COMPETENCY OBJECTIVE 6.02: Identify the three categories of transportation services.

TEST ITEM 006-6.02-01

INSTRUCTIONS TO STUDENTS: Read each of the incomplete sentences. Determine which of the completion choices is most appropriate for each statement. Write the letter of this response in the space provided to the left.

- _____ 1. The evolution of the cruise vacation came about primarily as a result of _____ replacing ocean liners.
- a. automobiles c. charter buses
b. railroads d. airplanes
- _____ 2. _____ is not a factor for cruise lines to consider in segmenting their market.
- a. age of traveler c. where traveler lives
b. sex of traveler d. income of traveler
- _____ 3. AMTRAK has continued to remain in business because of assistance from _____.
- a. the government c. the public
b. customers d. foreign countries
- _____ 4. Automobiles will continue to be used as a means of traveling away from home because of _____.
- a. low gas prices c. good road conditions
b. convenience d. interest rates
- _____ 5. The growth in the recreational vehicle industry has spurred the establishment of _____.
- a. private campgrounds c. road signs
b. motels d. higher taxes

TEST ITEM 006-6.02-02

INSTRUCTIONS TO STUDENTS: In the blank space to the left of each statement, place an X in the ones that are a component of transportation services.

- _____ 1. Passenger ships _____ 6. Fishing resorts
_____ 2. AMTRAK _____ 7. Motorcoach
_____ 3. Private vehicles _____ 8. Entertainment
_____ 4. Hotel/Motel _____ 9. Riverboat travel
_____ 5. Charter air-carriers _____ 10. Time Sharing

Travel/Tourism Related Businesses

F-10

COMPETENCY OBJECTIVE 6.03: Identify the structure of the hospitality industry.

TEST ITEM 006-6.03-01

INSTRUCTIONS TO STUDENTS: Match the statements related to the hospitality industry in Column A with the terms in Column B. Write the letter of the term from Column B in the blank space beside the matching statement in Column A.

COLUMN A

COLUMN B

- | | | | |
|----------|---|----|--------------------|
| _____ 1. | Dividing ownership and use of a property among several people | a. | suite |
| _____ 2. | Type of management control | b. | efficiency unit |
| _____ 3. | Reflects new developments in the future | c. | time sharing |
| _____ 4. | Considered to be the best room in a hotel | d. | double |
| _____ 5. | Describes a room with kitchen facilities | e. | condotel |
| | | f. | management control |

TEST ITEM 006-6.03-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements concerning the hospitality industry. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. Franchising is well known in the lodging industry.
- _____ 2. The American Hotel and Motel Association is the largest accommodation organization in the United States.
- _____ 3. The lodging industry is international in nature.
- _____ 4. A disadvantage of the franchise system of managing a motel is the purchasing of supplies through a central distributor.
- _____ 5. It is uncommon for an airlines to own a hotel.

COMPETENCY OBJECTIVE 6.04: Describe other travel/tourism related businesses.

TEST ITEM 006-6.04-01

INSTRUCTIONS TO STUDENTS: In the blank space to the left of each statement, place an X in the ones that are a part of tourism-related businesses.

- _____ 1. Theme parks
- _____ 2. Outlet malls
- _____ 3. Campgrounds
- _____ 4. Ski resorts
- _____ 5. Amusement parks

TEST ITEM 006-6.04-02

INSTRUCTIONS TO STUDENTS: List five ways in which shopping has been made a convenient part of tourism activities.

- 1.
- 2.
- 3.
- 4.
- 5.

COMPETENCY OBJECTIVE 6.05: Identify and interpret trends associated with the travel/tourism industry.

TEST ITEM 006-6.05-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements concerning trends in the tourism industry. Determine if each statement is **true** or **false**. Record the correct response (**true** or **false**) in the blank to the left of each statement.

- _____ 1. Labor/management clashes have played an integral part in the future development of the airline industry.
- _____ 2. Improving service will be an important consideration in expanding AMTRAK's use in the future.
- _____ 3. Cruising is a popular choice today because it is an all-inclusive vacation.
- _____ 4. It is evident that at least one-third of all people who take a cruise will choose another cruise vacation.
- _____ 5. Automation will probably not be a factor to consider in the growth of travel agencies in the future.

TEST ITEM 006-6.05-02

INSTRUCTIONS TO STUDENTS: List five factors which have contributed to the growth of the tourism industry.

- 1.
- 2.
- 3.
- 4.
- 5.

COMPETENCY OBJECTIVE 6.06: Develop an understanding of career opportunities in the travel/tourism industry.

TEST ITEM 006-6.06-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements concerning career opportunities in the travel industry. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

- _____ 1. United States travel industry employment has continued to grow over the past few years.
- _____ 2. Technological advances will not affect the number of career opportunities in the future.
- _____ 3. It is advisable to keep abreast of current trends and future changes in the travel industry.
- _____ 4. Professional trade journals are an important source of information on travel career opportunities.
- _____ 5. Overall, one can safely predict that career opportunities in the travel industry will continue to grow.

TEST ITEM 006-6.06-02

INSTRUCTIONS TO STUDENTS: In the blank space to the left of each job category, place an X in the ones that are career possibilities in tourism.

- | | |
|-------------------------------|--------------------------|
| _____ 1. Food service | _____ 6. Teaching |
| _____ 2. Travel journalism | _____ 7. Recreation |
| _____ 3. Rental-car companies | _____ 8. Lawyers |
| _____ 4. Meeting planners | _____ 9. Bus companies |
| _____ 5. Health-care careers | _____ 10. Tour companies |

**KEY TO TEST ITEMS
TRAVEL/TOURISM RELATED BUSINESSES**

TEST ITEM 006-6.01-01

1. True
2. True
3. False
4. True
5. True

TEST ITEM 006-6.01-02

1. f
2. d
3. a (American Society of Travel Agents)
4. c
5. b

TEST ITEM 006-6.02-01

1. d
2. c
3. a
4. b
5. a

TEST ITEM 006-6.02-02

- | | |
|------|------|
| 1. X | 6. |
| 2. X | 7. X |
| 3. X | 8. |
| 4. | 9. X |
| 5. X | 10. |

TEST ITEM 006-6.03-01

1. c
2. f
3. e
4. a
5. b

TEST ITEM 006-6.03-02

1. True
2. True
3. True
4. False
5. False

TEST ITEM 006-6.04-01

1. X
2. X
3. X
4. X
5. X

TEST ITEM 006-6.04-02

(Possible answers)

1. Hotels providing gift shops
2. Motels locating near shopping malls
3. Placing coupons in brochures
4. Brochures in welcome centers
5. Providing a variety of souvenir items

TEST ITEM 006-6.05-01

1. True
2. True
3. True
4. True
5. False

TEST ITEM 006-6.05-02

(Answers will vary)

1. Changing lifestyles
2. Automation
3. Airline deregulation
4. Stable economy
5. Tourism promotion by cities/counties

TEST ITEM 006-6.06-01

1. True
2. False
3. True
4. True
5. True

TEST ITEM 006-6.06-02

- | | |
|------|-------|
| 1. X | 6. |
| 2. X | 7. X |
| 3. X | 8. |
| 4. X | 9. X |
| 5. | 10. X |

REFERENCES

TRAVEL/TOURISM RELATED BUSINESSES

- McIntosh, Robert W. and Charles R. Goeldner, *Tourism Principles, Practices, Philosophies*, New York: John Wiley and Sons, Inc., 5th ed., 1986. PR-1
- Gee, Chuck Y., Choy, Dexter J. L., and Makens, James C., *The Travel Industry*. Westport, Connecticut: AVI Publishing Company, 1984. PR-2
- Harsel, Jan van, *Tourism An Exploration*, Elmsford, New York: National Publishers of the Black Hills, Inc., 2nd ed., 1988. PR-3