THE FACILITATOR'S GUIDE TO

E-TOURISM

Introduction

e-Content

e-Marketing
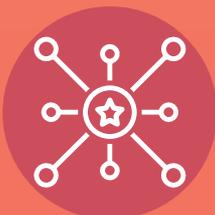
e-Distribution

e-Operations

e-Reputation

SKILLS FOR INCLUSIVE GROWTH

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Message from Skills for Inclusive Growth Team Leader

I am very happy that this fantastic e-Tourism learning facilitators' instruction manual is now in your hands. Designed as a practical 'how-to' guide, it will support trainers to successfully deliver the course and assess the skills of learners.

The e-Tourism curriculum provides a solid foundation. Learners who move thoughtfully through the curriculum modules, from e-Content to e-Marketing, e-Distribution, e-Operations and e-Reputation, will have developed a solid action plan on which to base a successful business. The curriculum content is delivered digitally in its complete form.

It has been a pleasure to work with SLITHM, NAITA, North Central Provincial Ministry of Tourism, Eastern Tourism Bureau, industry influencers, tourism-related associations and smaller tourism business representatives as they reviewed and shared their feedback and recommendations to validate this facilitation guide.

My special thanks to S4IG consultant Dominique le Roux for her technical advice and guidance to develop this facilitation guide, and to the Growth Foster service provider team of Dr Madura Thivanka Pathirana, Mr. Malinda Ekanayake, Mr. Lalith Mapatuna and Ms. Nishanthi Kulathunga for their hard work on this assignment.

– David Ablett
Team Leader

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INTRODUCTION

About the course

The e-Tourism training course has a very clear goal: to help tourism entrepreneurs generate more revenue by understanding their tourism businesses and directly engaging with visitors.
Meeting customer requirements more and more closely is the way to improve the revenue a business can generate. But to meet customers' requirements, that business needs to attract them first, so understanding how to access and attract visitors forms the basis of this course. It's all about linking a service or a product in tourism provided by a business with the visitor that would pay for that service or product.

The process of generating revenue from those visitors requires a thorough understanding of the industry as a whole, and the specific tourism business's potential in it. The e-Tourism curriculum provides a solid foundation for that understanding. Learners who move thoughtfully through the e-Tourism curriculum modules, from e-Content, to e-Marketing, e-Distribution, e-Operations and e-Reputation, will have developed a solid action plan on which to base a successful business.

The curriculum content is delivered digitally in its complete form. The onus is on each learner to do exactly that: to drive their own learning and to put it into practice through a case study business. The role of the trainer/lecturer/teacher is to facilitate the learning. This is highlighted by calling them 'learning facilitators' or 'facilitators' in this book. All activities in the 'classroom' are suggestions on how to enhance the course material, which is complete in its own right.

About this facilitation manual

The facilitation manual is divided into 9 sections. Section 2 is about the course planning and background support information for you as a trainer to get prepared to face the learners. Sections 3 to 8 are the module content. The module titles are: Introduction to e-Tourism, e-Content, e-Marketing, e-Distribution, e-Operations and e-Reputation. Section 9 is a glossary of key terms. The assignment worksheets referenced in earlier sections are available in Section 10.
Sections 3 to 8 each have nine subsections:

- Subsection 1: Objectives of the Chapter
- Subsection 2: Methodology
- Subsection 3: Training Materials/Equipment Required
- Subsection 4: Preparation Required
- Subsection 5: Key Insights
- Subsection 6: Session Plan
- Subsection 7: Assessment Tools
- Subsection 8: Learning Outcomes
- Subsection 9: Facilitator Notes

THE ABILITIES REQUIRED OF THE LEARNING FACILITATORS

- Drive the programme toward the training objectives.
- Meet programme objectives by delivering the programme.
- Link learning objectives of this programme to accompanying resources and objectives.
- Organise and create an effective learning environment for learners.
- Understand the mindset of the participating learners.
- Create participatory, active, and cooperative learning environment for learners.

ROLES AND RESPONSIBILITIES OF THE LEARNING FACILITATORS

- Be familiar and comfortable with all sections of this facilitation guide, paying special attention to the training objectives, activities, resources, assessment and evaluation, references, and learning facilitator notes.
- Have local examples to illustrate the module content close at hand.
- Effectively demonstrate all training methods and strategies.

COURSE PLANNING

Preparing for the Training

The best trainings don't happen by chance; they're the consequence of the learning facilitator (LF) investing hours getting to know the content. Here are some recommendations to help you determine if you are prepared enough to provide an effective training:

1. **Please take your time.** For every hour of training, the normal preparation time is three hours. It may appear to be a lot, but it will be well worth it in the end.
2. **Get to know the material.** Know the topic inside out, and use the notes and prompts provided in this facilitation guide as a resource to accurately answer questions. Learning will be enhanced if you personalise the session. Do not read out loud from this manual while providing the training unless it is really required.
3. **Go over the suggested readings for your module.** This will help you have a better understanding of the material and increase your chances of being prepared to answer unexpected questions.
4. **Use your own words.** Participants will find the training more engaging, and you will feel more secure if you understand the key ideas well enough to communicate them in your own unique way.
5. **Use your personal experiences to demonstrate your perspective.** The effect of the training will be enhanced if you personalise the information with your own tales or other strategies.

Establishing Confidence

A learning facilitator who is confident in both their words and their body language is more likely to persuade learners to trust the material.

Establishing your credibility as a facilitator is important. There are seven typical procedures to ensure that the learners regard you as a reputable facilitator. The steps are as follows:

1. Always be open and honest with the audience. If you don't know the answer to a question, don't make one up. Instead, say you will look into it and get back to them.
2. Make your presentations as impartial and unbiased as feasible.
3. Ascertain that the audience understands you are the expert.
4. Pose your own questions on the facts.
5. Use your own facts and experiences to back up the material.
6. Cite authorities who are well-known among your target audience.
7. Invite questions from the audience.
8. It's important to remember that it's not just what you say, but also how you say it that matters. Stand up straight, speak loudly, and avoid crossing your arms across your chest.

GETTING RID OF STAGE FRIGHT

1. **Remember, you're an expert on the subject.** Assuming that you are well prepared, boost your confidence with that knowledge. Also, don't be afraid to ask questions and seek advice from your colleagues and trusted advisers – in teaching, there are always new things to learn and new ideas to embrace.

2. **Release tension.** Taking deep breaths is one of the most effective strategies to accomplish this. Remember to breathe from your diaphragm and expel completely. Regular exercise is also beneficial, as unused energy can manifest as anxiety.

3. **Rehearse.** After you've learned the topic, run through the presentation until you're comfortable with it. Visualise yourself being successful before delivering the presentation. You are more likely to achieve success if you visualise it.

4. **Familiarise.** Make sure you're familiar with the space and your equipment. By the time the attendees arrive, you should have finished testing your audio-visual equipment and be set up ready to start.

5. **Know the people who will be taking part.** Talk to them as soon as they arrive — speaking in front of someone you know is easier than speaking in front of a group of strangers.

6. **Relax and take a deep breath.** The audience isn't watching you act; they've come to understand the material. People aren't watching you or waiting for you to make a blunder. They most likely want you to succeed because it will provide them with an interesting learning opportunity.

7. **Re-frame.** The sensations of being nervous and excited are extremely similar. Turn your worried energy into enthusiasm by harnessing it.

8. **Be yourself.** Imitating someone else's style is not a good idea. Keep it simple and uncomplicated. Only employ other people's techniques if you can do it instinctively. Giving a presentation in the style of someone else can divert your attention away from the topic, causing worry.

9. **Begin strong.** Know your first line and how to move from it to the major point. Memorising the introduction to the training might help you relax and get started with confidence.

10. **Focus on the message rather than on yourself.** Attempt to focus your attention outward as much as possible. Concentrate on the task at hand: involving the learners in the material so that they can learn.

Setting the Tone

You have the power to establish the lesson tone.

GREETING

The first impressions a person has of a facilitator can affect the rest of their experience. As a result, it's critical to finish setting up a few minutes ahead of time and be ready to meet attendees as they enter the room. Introduce yourself to the group.

BREAKING THE ICE

Icebreakers are brief games that energise learners and make them feel at ease with one another. They can also assist in setting an upbeat tone for the training and ensuring that learners are fully engaged. When deciding which form of icebreaker to utilise, bear the following in mind:

1. **Know who you're talking to.** Consider your physical ability and the abilities of your learners before deciding which activities to use.
2. **Be willing to change your mind.** Make sure you're employing an icebreaker that you can tailor to the group's needs if necessary.
3. **Participate wholeheartedly.** Only participate in icebreakers that you are comfortable with. Sharing a personal story helps to enhance your trustworthiness.
4. **Everyone must take part.** If an icebreaker makes a person uncomfortable, come up with another approach for them to share something with the group. One suggestion is to have the learner finish the line, "If you truly knew me, you would know…" This is a straightforward and secure method of introducing oneself. Latecomers are the sole exceptions to the participation criterion. Take a minute with them as soon as possible when they arrive late to announce their names and any other information you believe they need to provide so that everyone feels comfortable and equal.

THE RULES OF ENGAGEMENT

Set some ground rules before you start the training. How learners engage with one another during the course is established by ground rules. You can also utilise them to defuse or refocus tense situations by saying something like, "Please reframe your comment in light of our ground rules."

The ground rules don't have to be complicated. Here are some examples of ground rules:

- Keep an open mind and value diversity.
- Everyone takes part; give those who haven't talked yet first consideration.
- Return to work on time after breaks.
- Silence denotes agreement.
- Be forthright and truthful.
- We are all experts as well as learners.
- Listen to what others are saying and digest it.
- There will be no side talks.
- It's fine to differ, but don't be a jerk about it.
- There are no correct or incorrect responses; all responses are valued.
- Respect each other.

Allow learners to come up with their own ground rules or develop a list of ground rules ahead of time, which takes less time. If you create the ground rules ahead of time, make sure to ask learners if they have any suggestions. This gives learners the impression that their voices are being heard. In any event, have the ground rules visible in the room during the training in case you need to refer to them.

Facilitating Discussion: Leading vs. Directing

Interactive trainings are more effective than lectures because the learners' participation and experiences are incorporated into the learning process. Learners who are actively engaged are more likely to remember and apply the information outside of the session. Leading an active training, on the other hand, is difficult and necessitates strong facilitation abilities. As a result, the next four subsections go through some fundamental facilitation abilities that you'll need to lead an active and productive training efficiently.

The key to effective facilitation is to remember that your role is to lead the audience, not to direct anyone. Instead of dominating with your thoughts and experiences, as a leader, you should focus on pulling ideas from the learners. Here are some ways to facilitate rather than direct:

1. **Be considerate of the other participants.** Show your respect by addressing them by their first names and listening carefully.

2. **Be delighted by the subject and the training programme.** When learners are speaking, use non-verbal signs, such as leaning in, to show your interest.

3. **Ask questions and encourage people to share their ideas.** When reacting, avoid the use of damaging language such as "That's wrong."

4. **Be succinct and to-the-point.** This entails giving examples and avoiding the passive form.

5. **During group discussions, keep your individual contributions to a minimum.** Allow for first-person responses to questions and to one another. You, the learning facilitator, do not need to offer any extra information if they answer a question fully.

6. **Encourage those who have been quiet to participate.** One approach to do this is to say the learner's name first and then ask an open-ended inquiry about their opinion. By asking a question you know the learner can readily answer, you can avoid putting them in an uncomfortable position.

7. **Break up into smaller groups for discussion.** This allows quieter people to share their thoughts and ask questions that they might be afraid to ask in front of the entire group.

Facilitating Discussion: Stimulating Dialogue

ASKING QUESTIONS

The facilitators are responsible for offering engaging and interesting questions or subjects for debate. Here are some pointers on how to ask questions that elicit powerful responses:

1. **Use open-ended questions to elicit responses other than yes or no.** For example, is there anything else you'd like to say about the training? What aspects of the training did you enjoy the most? Ask open-ended, pertinent questions. Begin by asking learners questions about what they already know.

2. **Use "reflective" inquiries.** Instead of creating a hypothetical circumstance, encourage learners to recall their past experiences while trying to engage them in a discussion about their experiences. Ensure that your queries are clear and straightforward. Make sure you only ask questions on one topic at a time.

3. **Use questions that aren't biased.** Ask questions in a way that does not reveal your bias and does not compel learners to respond in a certain way.

4. **Asking "why" should be avoided.** People might become defensive when asked why they believe something or feel a certain way for a variety of reasons: they may not have a response, they may not want to offer their answer, or they may believe they do not need to justify their beliefs. Instead of asking "why" someone believes something, consider asking them what experiences led them to that conclusion, asking them to give instances, or using other tactics to elicit more information.

ANSWERING QUESTIONS

One of the most common inquiries you'll ask as a learning facilitator is, "Does anyone have any questions?" If someone asks you a question that you believe the group can answer, direct them to the group to foster active learning. If you're the only one who can answer the question, follow these guidelines:

1. **You're asked a question that you don't know how to respond to.** Don't be defensive or act surprised; simply state you don't know or ask to speak with the person again later.

2. **A lengthy question is posed to you.** Break the question down into smaller parts and keep your response as brief as possible without leaving out important details.

3. **A question is posed to you that you have already answered.** Try again, and if the questioner still doesn't get it but the rest of the group appears bored, suggest discussing it more after the session.

4. **You're posed a question that you believe is ridiculous.** Remember that not everyone knows the material as well as you do. Respond patiently.

1. **A question is posed to you that you don't want to answer.** Say so, and if it's acceptable, invite the person to meet with you later to discuss your reaction. If everyone at the training wants you to reply, think about why they want you to respond and how it might help or hurt the training.

2. **A two-sided inquiry is posed to you.** A dichotomous question is one that may be answered simply with "yes" or "no." Instead of offering a one-word response, try to provide some context to show the questioner that you aren't dismissing the question.

CORRECTING INCORRECT ANSWERS

Do not dismiss someone who has given an inaccurate response. This may cause the conversation to halt since others will be afraid of being shut down if they react. Recognise the effort it took to give an answer and then refocus the question to the entire group to reduce the risk of embarrassment. You might say, for example. "Interesting, I can see how you came up with that suggestion. Does anyone else have an idea?"

Facilitating Discussion: Active Listening

Effective discussion facilitation requires active listening skills. Active listening abilities include not only listening to content and feelings, but also responding in a way that increases mutual understanding, which helps to establish understanding and consensus in a group.

ENCOURAGING

Creating an open place for everyone to contribute without putting anyone on the spot is what encouraging is all about. Encouragement is especially useful in the early phases of a discussion, when people are still becoming used to each other. As people become more engaged, they require less incentives to join. However, some learners will be uninterested in the topic at times. As the facilitator, it is your job to pique their interest and assist them in determining which aspects of the discussion are meaningful to them. You can achieve this by encouraging others. Once a learner has begun to speak, you can encourage them to continue.

PARAPHRASING

One crucial listening skill is paraphrasing. Paraphrasing has a calming impact because it removes the original speakers' concern about not being heard or understood, and it reminds them that their thoughts are worth listening to. Additionally, it allows the speaker to hear how their thoughts are being received, allowing them to guarantee that they are being interpreted correctly.

MIRRORING

When the facilitator uses mirroring, they repeat the speaker's statements verbatim, capturing their exact words. Paraphrasing is often favoured because most individuals do not require such precision in order to feel fully heard. However, there are times when mirroring is beneficial. For example, a facilitator might employ mirroring at the start of a course since it has a trust-building effect on the group. When a facilitator feels the need to establish their neutrality, they can employ mirroring. Finally, mirroring quickens the pace of a slow-moving conversation.

REFLECTING

The process of reflecting entails informing a learner of your impression of the basic feelings they expressed while speaking. When a facilitator says to a learner, "You seem disturbed," or "You sound really thrilled about all the possibilities," they are reflecting. Reflecting allows you to demonstrate to the participants that you are aware of their feelings. It also helps individuals to assess their own feelings after hearing someone else express them. It's crucial to keep a pleasant and accommodating tone of voice rather than copying the speaker, just as it is while mirroring.

VALIDATING

Validation is a simple process that has a big impact. When a facilitator acknowledges another person's merit by stating something like, "I genuinely appreciate your participation," they are validating. This comment suggests that you value the participant's thoughts, opinions, and feelings, which increases the likelihood that the participant will stay involved in the training.

STACKING

When numerous people wish to talk at the same time, stacking is a method of assisting them in taking turns. Learners may become distracted during a discussion as they compete for broadcast time. Stacking allows learners to know when it is their turn to talk, allowing the facilitator to focus on listening rather than trying to recall who has spoken and who is still waiting to speak. Stacking is not considered an active listening method, but it is included here since it assists both the facilitator and the learners in maintaining active listening.

Facilitating Discussion: Difficult Situations

You will inevitably meet some challenging situations, regardless of your facilitation skills or the amount of preparation you put into the training. This subsection includes common challenges and suggestions for how to overcome them.

DISCUSSION DOMINATORS

If one person does most of the talking, others may be unable to contribute their opinions, which limits their active learning. Although it may appear difficult, limiting the quantity of information shared by one individual is rather simple.

1. Wait for a lull in their speech, such as when they take a breath, and respectfully acknowledge and thank them for their contribution. You may add something along the lines of, "I genuinely appreciate your feedback."

2. Then establish direct eye contact with other participants and say something along the lines of, "I'm very interested in hearing how other people are feeling about this subject" or "It's interesting to receive a range of opinions, and I'd like to hear from other people as well."

NO RESPONSE

Every facilitator has stood in front of a group of people who stare at her blankly when she asks a seemingly straightforward question. Even subjects that elicited the liveliest debates in one group may be uninteresting in another. In this circumstance, it's beneficial to try to figure out why people aren't reacting. Consider the following questions:

- Did you ask a question that the learners struggled to understand? If this is the case, modify or rework the question to ensure that important topics are addressed.

- Do you think you asked a sensitive question (i.e., one that people are hesitant to answer truthfully because it might make others angry)?

- Are individuals sick of talking about a subject or do they have nothing else to say about it? In this instance, it's probably best to just say, "Is there anything else you'd like to share? [pause] If not, we can go on." Instead of forcing the subject, if you, as the facilitator, believe you haven't acquired all the information you need on that topic, be aware that there may be a chance to elicit the remaining important information through probing when discussing related topics.

- Are learners becoming tired with conversations and in need of more interesting activities to stimulate their thinking? Even with fun activities, it may not be enough. For example, you might be giving a training after a particularly long week for many of your learners, and they are dragging. Rather than attempting to force the training to go as planned, reinvigorate the group by switching activity, for example, moving to a discussion.

DISCUSSIONS THAT AREN'T ABOUT THE TOPIC

When the group starts talking about things that aren't related to the training, take a breath and remark, "Thank you for that interesting suggestion. Maybe we can talk about it separately. With your permission, I'd like to move on to further explore the precise subjects that are the focus of this debate."

GETTING AHEAD

You can use probes to gently redirect a learner to the issue at hand when they skip ahead and provide information related to topics you haven't yet covered. Allow the individual to finish their thought and stay an active listener rather than interrupting them. Acknowledge what they said, comment that it was a good point and that you'd like to hear more from them when the group gets to the topic. Once you've arrived at that point, acknowledge that pertinent information has already been presented by paraphrasing what the participant said. Ask the participant if she has anything additional to say about the topic, and then get a response from the group on her point.

INTERPERSONAL DISPUTES

If two or more members in the group start arguing with each other in an unproductive manner, you must intervene before things get out of hand. You can use comedy to try to defuse the situation, or you can provide the learners with an easy way out of the dispute by rephrasing what they're saying and moving on. If that doesn't work, remind everyone of the ground rules. If a group member continues to attack one person in particular, ask that person to follow the ground rules. If the conflict persists, confront the issue head-on, inquiring about any underlying causes that may be fuelling the conflict. Finally, if that doesn't work, speak with the individual or individuals involved alone.

INTRODUCTION TO E-TOURISM
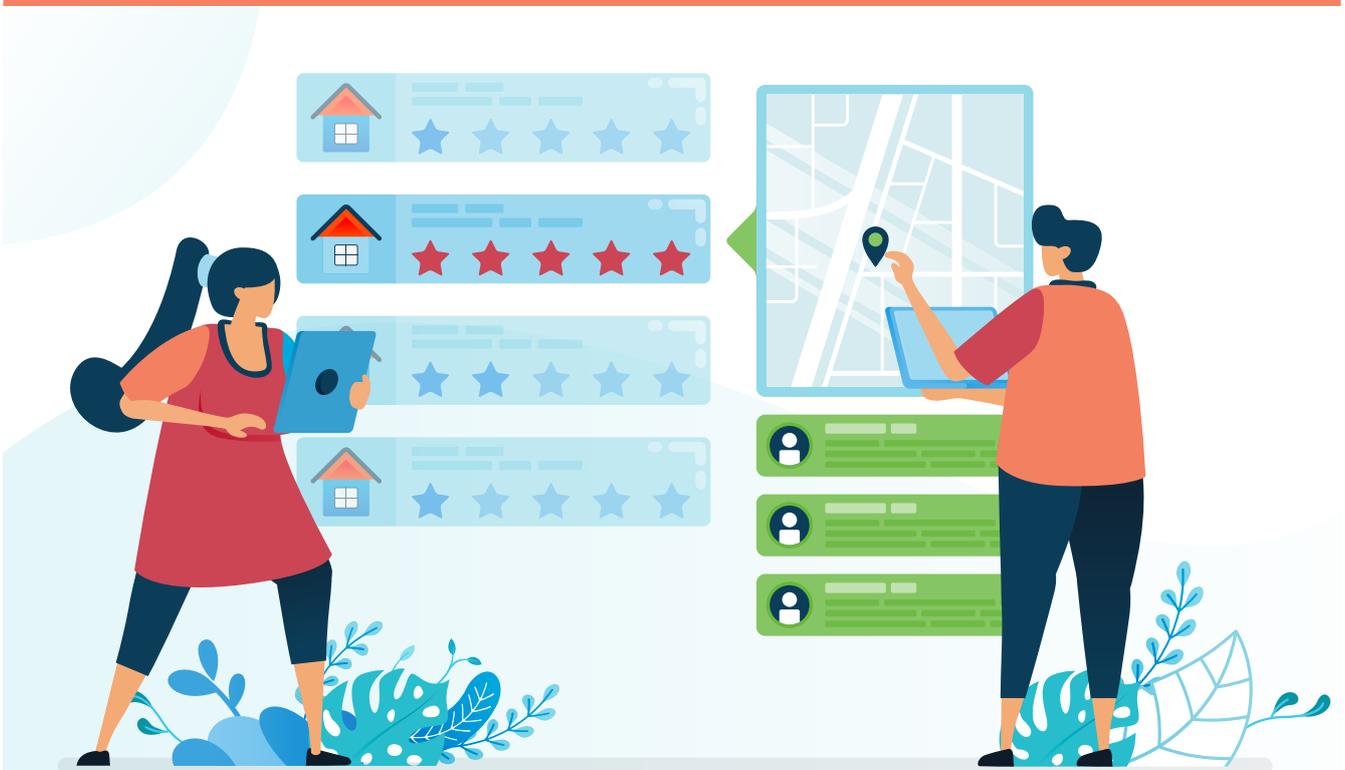
This introduction should not be rushed. It's an important time to ensure the learner really understands the process and can visualise future scenarios in which they might use the knowledge they will learn.

Many learners might never have been tourists themselves. This means the groundwork where they are encouraged to imagine themselves in various scenarios is particularly important.

Chapter One: **Introduction**

OBJECTIVE

The learning facilitator should be able to create a positive beginning to the course and register the learners for the course and establish them in the course.

METHODOLOGY

- Individual participation by the facilitator and explaining the key definition of the e-tourism to the learners with a detailed discussion.

- Group activity to engage with each other and to understand some local examples that will highlight the key message of the course.
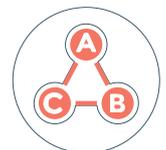
TRAINING MATERIALS/EQUIPMENT REQUIRED

1. Profile to introduce yourself to the learners.
2. Example newspaper materials/webpages to demonstrate real life e-tourism related activities.

PREPARATION REQUIRED

Get ready with example newspaper materials/webpages to demonstrate real life e-tourism related activities with clear understanding about e-tourism. Prepare to ask learners questions and reiterate the points being made, increase engagement and hear the learners' perspectives.

KEY INSIGHTS

You will want your learners to understand that this is a very specific course for a very specific purpose. It is NOT a general introduction to tourism. Instead, it is a unique course that provides digital solutions and options to enable learners to find employment and careers in tourism in the real physical world.

- The 'e' in e-tourism stands for 'electronic'. Just as it does in e-book or email.
- That 'e' part brings modern solutions for the tourism industry of today and the future.
- Tourism is an industry, so this is about business. It is about earning money and making a living by selling products and services.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1	Introduce yourself. Introduce participants to the session.	**40 minutes**
STEP 2	Before explaining the definition of the e-tourism, ask learners what they think this topic will be about. Define what is considered as e-tourism. Discuss the definition with the learners.	**20 minutes**
STEP 3	Divide the class into 3-4 groups of learners. Ask them to list some of the local small-scale businesses they know who are involved in e-tourism. Get their responses and discuss the outcomes.	**40 minutes**
STEP 4	Locate the learners who are not comfortable with the definition and introduce the key objective of the course.	**10 minutes**
STEP 5: Reflection activity	Demonstrate the example e-tourism activities. Stop the demonstration at certain times to explain and discuss the points being made with learners, increase engagement and hear the learners' perspectives.	**20 minutes**
STEP 6: Assessment	Guide the learners through the assignment by guiding them with the structure and key points needed.	**1 hour**

ASSESSMENT TOOLS

▼ ESB test

As each learner lists local small businesses, get them to identify both existing and future e-tourism potential using the ESB test. ESB stands for:

- **E: What aspects of the business are ELECTRONIC? Possible answers could include:**
  - Marketing through Facebook.
  - A guesthouse or homestay uses an online booking system like Booking.com or Agoda or AirBnB.
  - A restaurant buys groceries online through a store like Meemam and these are delivered to the restaurant.

- **S: What modern SOLUTIONS do these electronic aspects bring? What could they bring in the future, if they were applied? Possible answers could include:**
  - Marketing online is much cheaper than using printed material or travelling to expos and fairs.
  - Online booking systems are easy to manage and mean that no booking staff are needed for the guesthouse or homestay.
  - If products are ordered online and delivered to the restaurant, the cook can stay in the kitchen and cook and sell more food, rather than taking time to go shopping for ingredients.

- **B: What makes this a BUSINESS? How does it generate revenue? Possible answers could include:**
  - A marketing person could sell their time. For example, they get paid by a hotel to spend 5 hours per week on the hotel's Facebook page, posting new information on behalf of the hotel.
  - The guesthouse sells time in a specific place, e.g., one night in room 3. The customer is called a 'guest' but they pay to stay there for a limited time.
  - The restaurant sells food. The customer pays for a specific dish.
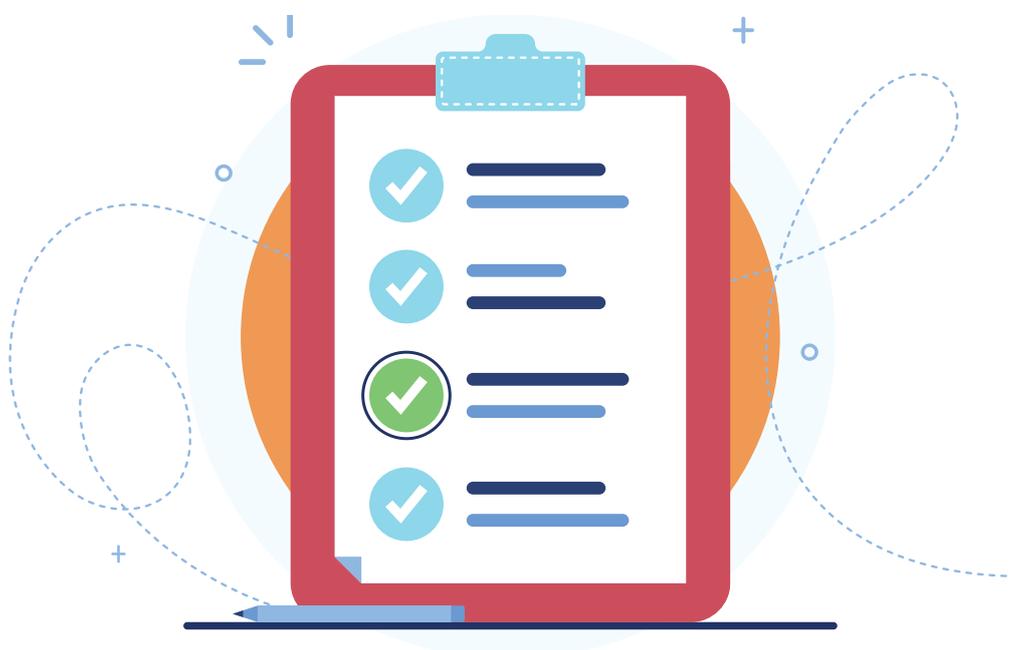
LEARNING OUTCOMES

By the end of this chapter, each learner should:
*   Be excited about this tailor-made, modern approach to tourism training in Sri Lanka.
*   Feel a sense of hope and optimism for the potential it can play in their individual lives and in their communities.

FACILITATOR NOTES

▼ In-lesson videos

In-course introduction video

▼ Additional resources

Local small-scale businesses are largely practiced in many e-tourism related activities. Here are two examples:

Example 1
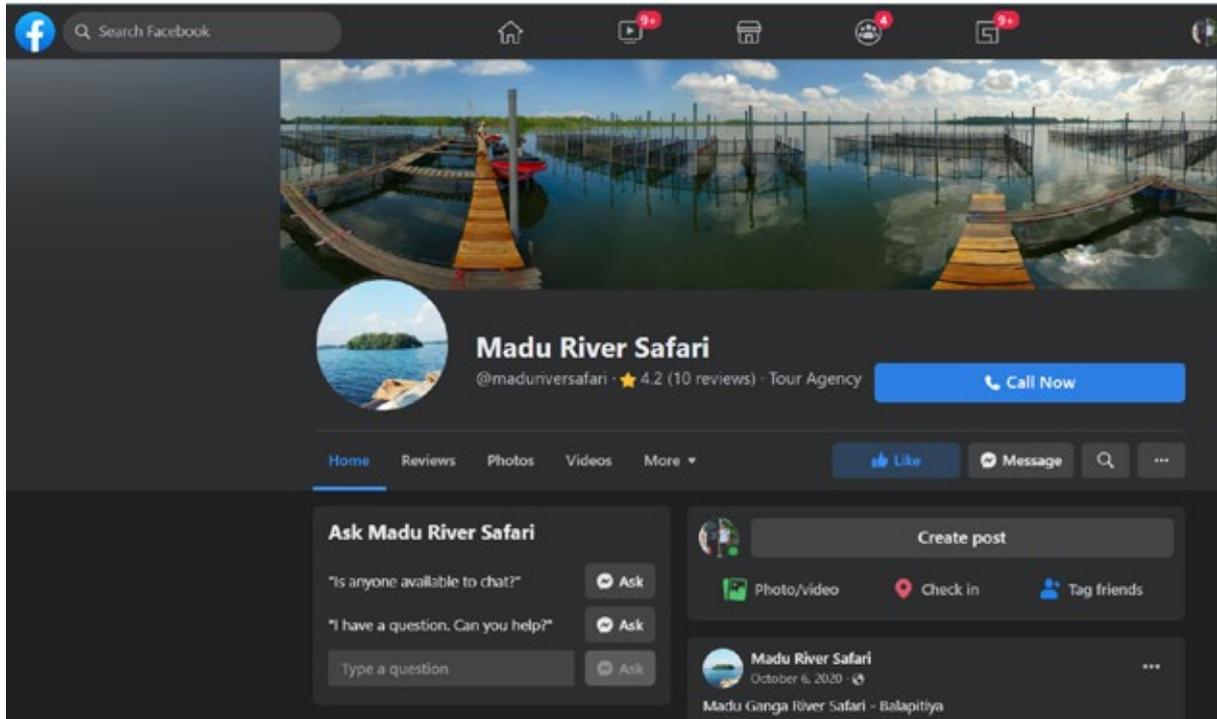
Example 2
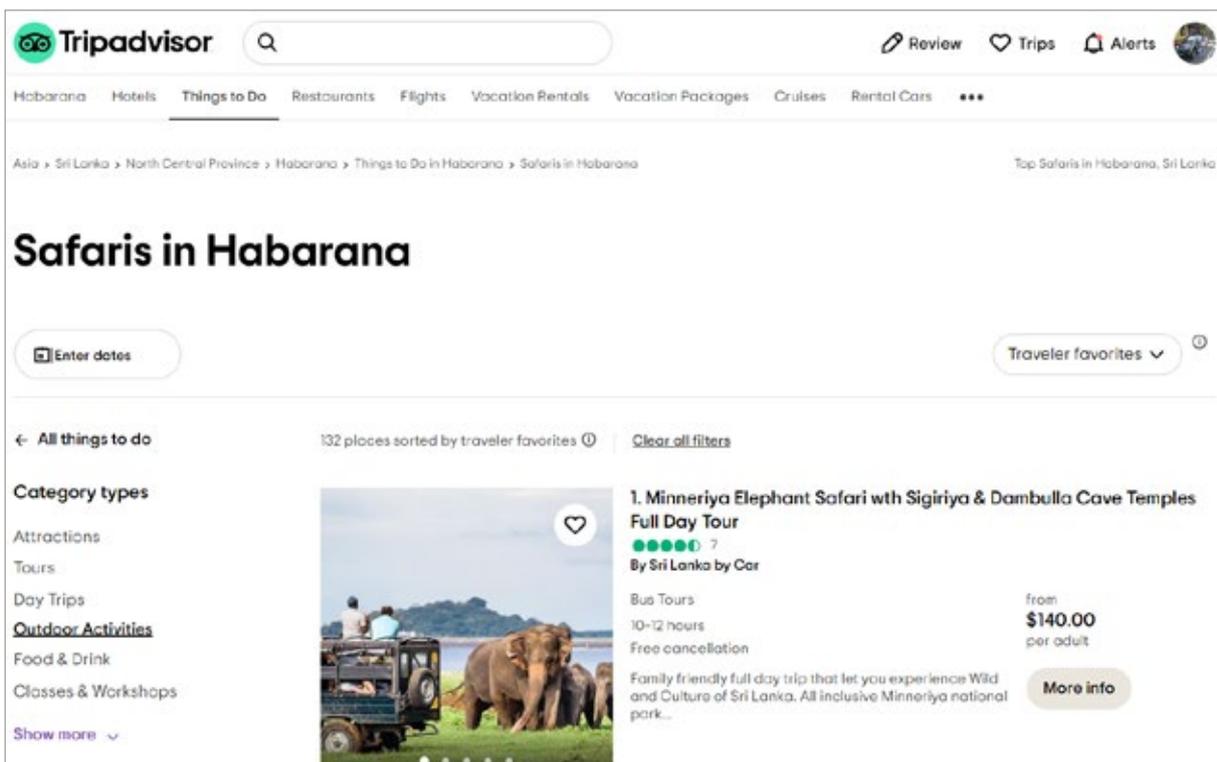
Chapter Two: **Introduction to Tourism**

As many of your learners will not have extensive tourism experience themselves, we begin with a brief history and overview of the role, characteristics, impacts and categories of tourism around the globe, as well as specific requirements in Sri Lanka.

OBJECTIVE

The learning facilitator should be able to give a clear picture about the tourism business to the learner and develop their awareness about the impacts while explaining the tourism components, categories, guiding principles and glossary terms.

METHODOLOGY

- Individual participation by the facilitator, explaining the key terms of the introduction to tourism to the learners with a detailed discussion.
- Group activity for learners to engage with each other and to understand some local examples.
- Discussing the terms in the SLTDA reports to elaborate the message more in detail.
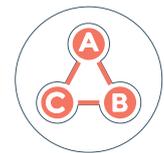
TRAINING MATERIALS/EQUIPMENT REQUIRED

1. Sri Lankan Tourism Strategic Plan 2017-2020
2. Annual Statistical Report
3. Documents to demonstrate the tourism components in Galle, Ella, Arugam Bay, and Kandy

PREPARATION REQUIRED

Get ready with example newspaper materials/webpages to demonstrate real life e-tourism related activities with clear understanding about e-tourism. Prepare to ask learners questions and reiterate the points being made, increase engagement and hear the learners' perspectives.

KEY INSIGHTS

▼ Components of Tourism (aka the 5 As)

1. **Attractions:** Everything that, like a magnet, pulls a tourist towards it. In Sri Lanka, it could be beaches, historic monuments, religious sites, highland scenery, unique train journeys etc.
2. **Accessibility:** How to reach that place of attraction. No matter how spectacular or unique a place is, if the traveller can't get there, it's not a tourist site.
3. **Accommodation:** Places to stay while en route or at the tourist attraction.
4. **Amenities:** All the other services which we require while travelling – those many things that make the travel more comfortable, such as food, drinking water, toilets, etc.
5. **Activities:** All those things to do at the place of attraction. They could be active, such as surfing and hiking in nature, or passive, such as sunbathing and game drives in nature parks.

Why is this important for your learners to understand? Because it will enable them to develop their careers or grow their businesses. A career path for the learners might be as a consultant that helps tourism businesses grow, or they could be working within a tourism business, or they might own their own business. In all cases, the route to growth is through these 5As. Every time they consider growing a business, they should think about each of these 5As and how they could be applied to the existing business.

▼ Types, purposes and forms of tourism

There are 3 types of tourism:
- Domestic (residents of a given country travelling only within that country)
- Inbound (non-residents travelling in a given country)
- Outbound (residents of a given country travelling in another country).

There are 9 purposes of tourism:
- Pleasure
- Visiting friends and relatives
- Business
- MICE (Meetings, Incentives, Conventions, Exhibitions)
- Sports
- Health
- Official
- Educational.

There are many different forms of tourism. Some of the most popular in Sri Lanka are:
- Beach
- Adventure
- Well-being
- Cultural
- Religious
- Wildlife.

As many of the learners might not have been international tourists themselves (though do point out that most of them will surely have been a domestic tourist who visited a different town or province for the purpose of visiting friends and relatives), or even have been in contact with many tourists, it's important that they not only understand these types, purposes and forms, but that they are able to imagine what it's like to be that type of tourist.

Try to get them to imagine what it's like to be each of these types of tourists, or to have the purposes listed: how does that change the person's needs and wishes as a tourist?

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: **Origins of tourism**	Introduce the origin of tourism with a highlight to the historical incidents.	**20 minutes**
STEP 2: **Tourism as business**	Explain what is considered tourism as business. Ask learners what they think this topic will be about. Ask learners "how tourism becomes a business?" Discuss tourism as business with the learners based on their answers. Take the learners to information on regional tourism in Sri Lanka using the below link: www.srilanka.travel/ provincial-tourism	**20 minutes**
STEP 3: **Components of tourism**	Introduce the 5 major components of tourism. Divide the learners into 3-4 groups. Ask them to list the components in a local tourist destination they know, or give Galle, Ella, Arugam Bay, Kandy as destinations and let them select. Get the outcome as a group demonstration to the class and discuss the outcome with the tourism characteristics. Pin the key characteristics of the tourism to the learners' examples. We recommend working out where to stop the demonstration and ask the questions prior to class.	**45 minutes**
STEP 4: **Tourism impacts**	Explain the 3 major impacts of tourism. Discuss the 3 impacts with the learners: What did they think? Would businesses act like this in Sri Lanka? Why/ Why not?	**45 minutes**
STEP 5: **Sri Lankan Tourism guiding principles**	Bring up the Sri Lankan Tourism Strategic Plan 2017-2020 at https://sltda.gov.lk/en. Introduce the plan to the learners. Display the plan and stop at certain pages to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the document and ask the questions prior to class.	**1 hour**

STEP 6: Tourism categories	Explain the types of tourism. Now share some examples and discuss. The key points are: • domestic tourism on its own • inbound tourism as a type of tourism [this type is probably the best to start with if the domestic tourism has limited aspects in this area]. Bring up the Annual Statistical Report, from https://sltda.gov.lk/en and discuss the purpose of visits using Sri Lankan examples. Explain the forms of tourism. Get learners to think about what the forms of tourism are when getting involved in Sri Lanka tourism. Are there any differences? Use forms of tourism based in Arugam Bay, Galle Fort, Kandy and Ella. Prepare to demonstrate these with examples.	**1 hour**
STEP 7: Glossary of tourism terms	Discuss the glossary terms with the learners: What did they think? Would these terms be applicable to Sri Lanka? Why/Why not?	**30 minutes**
STEP 8: Reflection activity	Trainer should demonstrate the Sri Lankan example for tourism categories and stop the demonstration at certain times to explain and discuss with learners the points being made and increase engagement and hear the learners' perspectives	**45 minutes**
STEP 9: Assessment	Guide the learners through the assignment by guiding them with the structure and key points needed.	**1 hour**

ASSESSMENT TOOLS

▼ **Get specific with the 5As**

Identify a local tourism business and ask learners to identify:

1. Which of the 5As does it already offer? And in what way does it do so? For example, if a guesthouse is close to a historic site, does the guesthouse offer tours, or is there a brochure at reception? Does it provide info on how to get there and what the prices are?

2. Which of the 5As could it potentially offer? Learners should name some specific examples. For example, could the guesthouse team up with a local guide to offer walking tours that start and finish at the guesthouse? Or could the cook at the restaurant also offer cooking classes for tourists?

▼ Task: Assess the impact of a tourism business

If learners have already identified their tourism case study business, these descriptions should focus on that business. Otherwise, identify a local business to use as a case study just for these activities:

- Describe one positive and one negative economic impact of your tourism business.
- Describe one positive and one negative social impact of your tourism business.
- Describe one positive and one negative environmental impact of your tourism business.

▼ Task: Test knowledge

- List five of the minimum requirements for a form of accommodation to be registered as a 'hotel' in Sri Lanka. These are specific legal requirements.
- What is the definition of a 'guest house'? This is not stipulated specifically in Sri Lanka, so it is worth doing an online search with the learners to see what it means around the world.
- What is the definition of a 'homestay'? As above, this is not stipulated specifically in Sri Lanka, so it is worth doing an online search with the learners to see what it means around the world.

▼ Mix and match

Ask learners to provide examples that combine a type of tourism with a purpose and a form of tourism. Examples:

- A domestic tourist (type) travelling for pleasure (purpose) might do so by wildlife viewing (form).
- Or an inbound tourist (type) travelling for health (purpose) might want to relax and de-stress at the beach (form).Learning Outcomes

LEARNING OUTCOMES

By the end of this chapter, learners should be able to:

- Make more strategic decisions in their businesses in the future.
- Have insight into their immediate employment and career options.
- Avoid risks and negative impacts of tourism.
- Clearly understand tourism terms, particularly those that are very different in Sri Lanka to the rest of the world, e.g., 'hotel'.

FACILITATOR NOTES

▼ **In-lesson videos & links**

• Sri Lankan Tourism Development Authority has links to many resources, including gazette on classification of hotels, Sri Lankan Tourism Authority's Annual Statistical Report: https://sltda.gov.lk/en

• Wikipedia list of types of tourism: https://en.wikipedia.org/wiki/Outline_of_tourism

▼ **Additional resources**

Prepare to discuss the provincial tourism in Sri Lanka using this link: https://www.srilanka.travel/provincial-tourism

Chapter Three: **Introduction to ICT for Tourism**

In later parts of the e-tourism course, the learners will need to be active on social media, as well as creating Word documents and sending them via email, so it's important that we confirm right now that they have these competencies.

OBJECTIVE

The learning facilitator should explain the potential role(s) of ICT in tourism businesses, as well as the existing and potential ICT security risks for your tourism business in this chapter to the learners.

METHODOLOGY

Individual participation by the facilitator, explaining the key terms of the introduction to tourism to the learners with a detailed discussion. Group activity for learners to engage with each other and to understand some local examples. Discussion of the terms with the support of video examples.
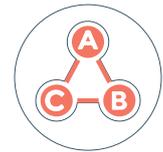
TRAINING MATERIALS/EQUIPMENT REQUIRED

1. Screen sharing to demonstrate live ICT examples
2. Videos that are enabled through YouTube

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-tourism related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- Name and save files immediately on creation.
- Cloud-based backup solutions are an effective way to automatically back up your data and have it stored offsite.

Learners need to imagine working in a business. If the receptionist at a hotel is ill, for example, the tourists will still be arriving and somebody else will need to be able to quickly find where files are stored. Or, if a tour guide loses their phone, do they know what bookings they have for the rest of the month?

File naming and folder structures are key to ensuring others can find important documents. And back-ups are important to ensure no business is lost, even if a phone or computer goes missing.

Learners might be very worried about security. Reassure them that, if they act responsibly online, they can have confidence in their personal and professional security.

- Hackers can't access your bank account without your banking username and password.
- Computers and networks can be safeguarded against viruses and malware by using protective software.
- Strong, unique passwords for all online accounts are the best security.

Information that customers provide in order to make a booking, such as names, contact details including email, banking details and any other personal information, must be kept confidential.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: **Introduction to ICT**	Introduce the origin of the internet. Ask learners if they know key terminologies in ICT? Get them to explain their understanding. Take learners through the terminologies in the manual. Share the live screen with the learners. Bring up this video: https://www.youtube.com/watch?v=tpLLgAtTYfg Play the video and stop the video at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. Discuss the potential role(s) of ICT in the tourism business, with examples.	**30 Minutes**
STEP 2: **Basic tech tools for information storage and retrieval**	Show file creation, naming and folder structure best practice using screen sharing. Discuss the common file formats and uses. Ask learners how they have found working with different file formats. Introduce the basic file hierarchy. Get learners to think about the benefits of backup. Are there any benefits? Ask learners to save an attachment with a new name in the hierarchy. Introduce 3-2-1 backup principles.	**45 Minutes**
STEP 3: **Tech tools for communica-tion**	Ask learners what they think this topic will be about. Ask about their existing email practice. Demonstrate the professional email practice by screen sharing. Share the live screen and show how to send and reply to emails, including attachments, and set up an email signature.	

STEP 3: **Tech tools for communica-tion**	Discuss the professional use of messaging apps, including WhatsApp and Facebook. Show some examples of unprofessional use of messaging apps. Refer to Facilitator Note 1. Take learners through how to create messaging groups.	
STEP 4: **ICT & security**	Get learners to think about the risks associated with ICT involved in e-tourism. Are there any disadvantages? Next, share the content on screen for this step and discuss the key points on real versus imagined ICT security risks and how to mitigate them, including the manipulation of credit card information. Bring up this video: www.youtube.com/watch?v=-GIYd5Lri6k Play the video and stop the video at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. Identify existing and potential ICT security risks for future tourism businesses.	**45 Minutes**
STEP 5: **ICT & privacy**	Ask learners if they could see privacy issues occurring in Sri Lanka? Get them to explain their point of view. Give an overview of privacy concerns and debates. Summarise real versus imagined ICT privacy risks and how to mitigate them using an example. Bring up this video: www.youtube.com/watch?v=PuhifEL5VsU Play the video and stop the video at certain times to ask learners questions, reiterate the identification of existing and potential ICT privacy risks for their tourism business. Discuss the privacy settings and limitations, using Facebook personal profile as an example. Share the live screen to develop an interaction with learners. Share recommendations for best practice principles when storing and sharing customer data.	**45 Minutes**

STEP 5: **ICT & privacy**	Discuss the international privacy best practices for the tourism industry including ethical responsibilities of collecting and saving guest information, both online and offline. Take a Sri Lankan example and point out changes required in that tourism business.	
STEP 6: **Assessment**	Guide learners through the assignment by guiding them with the structure and key points needed.	**1 hour**

ASSESSMENT TOOLS

▼ Quiz: ICT tools for tourism

Question1:

- Q: What kind of applications are Gmail, Dropbox, iCloud and Google Drive?
- A: Both 'online' and 'cloud based' are correct answers: Gmail, Dropbox, iCloud and Google Drive are examples of online applications that use cloud-based storage.

Question 2:

- Q: To send an email to a group of people who don't know each other, you should put their email addresses in which field?
- A: 'Bcc' is the correct answer. To keep people's email addresses private when sending a mail to a group, use the Bcc field. The result is that all email addresses will receive the mail, but without seeing who else the mail is addressed to. Additionally, if they reply, the reply will not be sent to everybody.

Question 3:

- Q: What information do hackers need to be able to access your bank account?
- A: 'Login' and 'password' are the correct answers. Without your login and password, hackers can't access your bank account - even if they know all your other details - even your bank account number.

LEARNING OUTCOMES

By the end of this lesson, the learner should be able to:

- Understand the basic internet structure.
- Identify the potential role(s) of ICT in a tourism business.
- Understand the principles of electronic file storage and retrieval.
- Set up a basic file hierarchy.
- Save an attachment with a new name in the hierarchy.
- Understand international messaging best practice.
- Send and reply to emails, including attachments.
- Set up an email signature.
- Create messaging groups.
- Identify existing and potential ICT security risks for a specific tourism business.
- Understand international privacy best practice for the tourism industry including ethical responsibilities of collecting and saving guest information, both online and offline.

FACILITATOR NOTES

▼ **In-lesson videos and links**

- What is the Internet?
  https://s4ig.thinkific.com/manage/courses/500583/contents/8689607
- How to send an email to undisclosed recipients:
  www.lifewire.com/how-to-send-email-to-undisclosed-recipients-1171154
- Dropbox: www.dropbox.com
- Email signatures for hotels:
  https://blog.gimm.io/email-signatures-for-hotels/Additionalresources
- Examples of password protection apps: www.lastpass.com and https://1password.com
- Examples of sites to check for security breaches: https://haveibeenpwned.com

Further background information:
- www.altitudeintegrations.com/7-tips-on-how-to-prevent-computer-viruses/
- https://whatismyipaddress.com/avoid-viruses
- www.techforme.com/5-easy-ways-to-keep-your-pc-virus-free/
- Facebook's privacy settings and tools:
  www.facebook.com/help/325807937506242?ref=tos

▼ **Additional resources**

Note 1: Unprofessional use of messaging apps
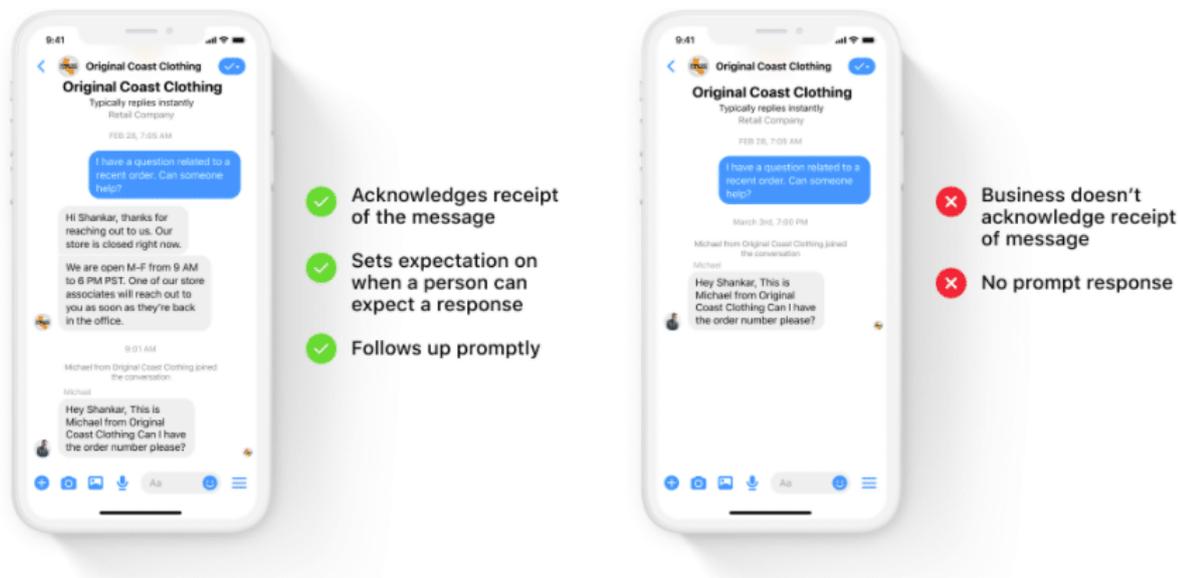
Source: Hootsuite Inc (2022).
Read more: https://blog.hootsuite.com/facebook-messenger-etiquette/

Chapter Four: Developing Your E-tourism Action Plan
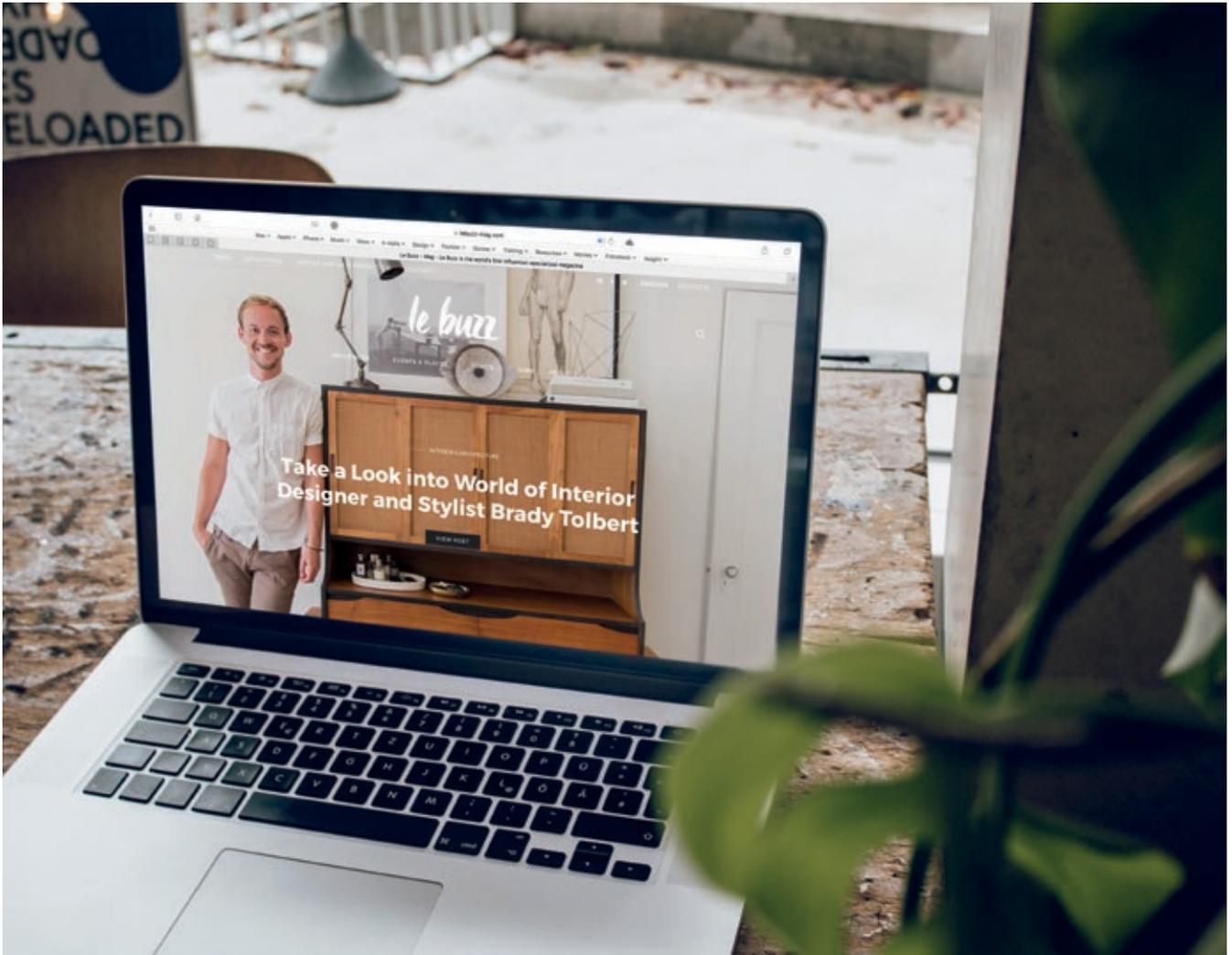
OBJECTIVE

The learning facilitator should be able to give a picture of the steps and cyclical process within an e-tourism plan, content and the online reputation management to the learners.

METHODOLOGY

- Knowledge sharing session with the learners to introduce the action plan and the next agenda of the other modules.
- Live screen sharing with the learners.
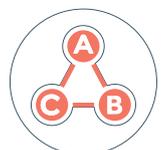
TRAINING MATERIALS/EQUIPMENT REQUIRED

Refer to the manual and given YouTube video links.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-tourism related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

The e-Tourism curriculum is made up of 6 modules. This cyclical, iterative process makes up the e-Tourism Action Plan. It is important for the learners to understand that building or expanding a tourism business needs to follow each of these topics repeatedly. As we cycle through these modules in our training, it reflects the real-world process of building a tourism business.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: e-Tourism	This will be a recap of what you have discussed so far. Get learners to share what they currently know about e-tourism. Discuss the topic with the learners: What do they think? Get them to think about why e-tourism is important. Have learners think about the impact on tourism of having e-tourism. Is there an example from Sri Lanka? If there is, what is it?	**30 Minutes**
STEP 2: e-Content	Get learners to share what they currently know about e-Content. Discuss the topic with the learners: What do they think? Get them to think about why e-Content is important. Have learners think about the impact on tourism of having e-Content. Is there an example from Sri Lanka? If there is, what is it?	**45 minutes**
STEP 3: e-Marketing	Get learners to share what they currently know about e-Marketing. Discuss the topic with the learners What do they think? Get them to think about why e-Marketing is important. Have learners think about the impact on tourism of having e-Marketing. Is there an example from Sri Lanka? If there is, what is it?	**45 minutes**
STEP 4: e-Distribution	Get learners to share what they currently know about e-Distribution Discuss the topic with the learners What do they think? Get them to think about why e-Distribution is important. Have learners think about the impact on tourism of having e-Distribution. Is there an example from Sri Lanka? If there is, what is it?	**45 minutes**

STEP 5: e-Operations	Get learners to share what they currently know about e-Operations. Discuss the topic with the learners What do they think? Get them to think about why e-Operations are important. Have learners think about the impact on tourism of having e-Operations. Is there an example from Sri Lanka? If there is, what is it?	**30 minutes**
STEP 6: e-Reputation	Get learners to share what they currently know about e-Reputation. Discuss the topic with the learners What do they think? Get them to think about why e-Reputation is important. Have learners think about the impact on tourism of having e-Reputation. Is there an example from Sri Lanka? If there is, what is it?	**45 minutes**
STEP 7: Assessment	Guide the learners through the assignment by guiding them with the structure and key points needed.	**1 hour**

ASSESSMENT TOOLS

▼ **Appropriate case study business selection**

This bundle of courses that make up the e-tourism curriculum includes a series of assignments in which each learner will apply their knowledge to a case study tourism business and, in so doing, build up an evidence portfolio that they can show to prospective clients or employers. Specifically, it needs to be a tourism business that includes a hospitality component – it must offer some form of accommodation.

Now is the time to select and define that business. There are two potential scenarios:

1. **An existing, real-world business** to which the learner can immediately apply each piece of knowledge they learn as the course develops.
2. **A business that is being planned** either by the learner or by somebody that they know, e.g., their family, a friend, or possibly a client that they will give consulting advice to.

We cannot emphasise enough how important it is that the right choice is made at this time.

	PROS	CONS
A real business	Provides a very realistic picture of what is possible in the real world. Provides excellent examples to learn from. For example, when planning or imagining a business, most learners say their business will deliver top quality at low prices; when working with a real business, the learner will understand the difficult practicalities behind that.	Some things will already exist, so the learner will not be able to practice putting their new knowledge into place. E.g., it is difficult to change the name and logo of an existing business. The business might already have some content developed, in which case it will be difficult to assess what has been created by your learner and what was there previously. They may already have Facebook and other social media pages, as well as websites and distribution accounts, so the learner does not get to practice setting these up.
A planned business	This is a good opportunity for the learner to put their knowledge into practice, to make some mistakes along the way, and yet make a very positive impact on a future real-world business.	No existing facilities such as rooms or food to write about or photograph.
An imaginary business	This is the easiest option: any mistakes the learner makes along the way will not have negative impacts in the real world.	This option provides the lowest level of practical application and learning, so it is not a recommended scenario. No facilities such as rooms or food to write about or photograph.

LEARNING OUTCOMES

By the end of this lesson each learner should:

- Clearly understand how the various modules of our course all follow on and build on each other in a cyclical way.
- Identify a good tourism business case study from which to build an evidence portfolio throughout the rest of the course.

FACILITATOR NOTES

▼ In-lesson videos and links

Distribution channel examples: www.booking.com and www.airbnb.com

Module 2
E-CONTENT

Now begins the process of bringing the e-Tourism Action Plan to life. This module takes the learners through the thought processes of gathering their best possible ingredients for the business they will develop.

Chapter One: **Introduction to E-Content**

OBJECTIVE

The learning facilitator should introduce e-content to the learners with a detailed view.

METHODOLOGY

- Individual participation by the facilitator, explaining the key terms of e-content in tourism to the learners through a detailed discussion.
- Group activity to engage with each other and to understand some local examples.
- Discussing the terms with the support of video examples.
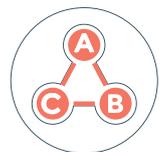
TRAINING MATERIALS/EQUIPMENT REQUIRED

Screen sharing to demonstrate live e-content examples.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-content related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- The description varies in length according to purpose, so it might be only a few words on roadside signage, a sentence or two on Facebook, and a paragraph or two on the business's website.
- The various descriptions are used in multiple places. They should always remain consistent in their message, e.g., does a guesthouse describe itself as a 'romantic retreat' on its Facebook page, but on a brochure as 'the perfect business venue'?
- Imagery includes all the photographs, videos and illustrations used to promote the business, from those on outdoor signage to those on Facebook and in newspaper advertisements and websites, etc.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Introduction to the e-Content	Introduce the e-Content. Get learners to find local examples of Name, Logo, Description, Imagery. Discuss the e-content with the learners based on their answers. Share the screen with the international example.	**45 minutes**
STEP 2: Assessment	Guide the learners through the assessment tasks by guiding them with the structure and key points needed.	**1 hour**

ASSESSMENT TOOLS

Identify the individual e-content ingredients in a local tourism business

Consider the following:

- Are they consistent?
- Which ingredients are missing?

LEARNING OUTCOMES

By the end of this lesson, learners should be able to:

- Identify the individual e-content ingredients in several local tourism businesses

FACILITATOR NOTES

▼ **In-lesson videos and links**

▼ **Additional resources**

Learn about the Walkabout cultural adventures and explain to the learners.
www.walkaboutadventures.com.au/

Chapter Two: **Target Markets**

OBJECTIVE

The learning facilitator should talk and demonstrate their knowledge on how to identify and select target markets, including the SLTDA Strategic Action Plan for Target Markets. This should be further facilitated with concepts of differentiation, (Unique Selling Points) USPs and traveller typologies.

METHODOLOGY

- Knowledge sharing session with the learners to introduce the target market and differentiation.
- Delivering the content and live screen sharing with the learners.
- Interaction with the learners with random questions related to the topic to keep the engagement and to direct to the assessment tasks.

TRAINING MATERIALS/EQUIPMENT REQUIRED

Refer to the manual and given YouTube video links. Assignment to be discussed at the end.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-content related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- It is vital that learners can empathise; to imagine themselves in the bodies and circumstances of their future potential customers. The module starts with two online quizzes to establish what kind of traveller each learner is. The intent is to give them a fun, imaginative way into the material.

- Only once they have fully understood how different each traveller's interests and needs are, can they flip things around and start imagining how to focus a business on specific types of tourists. Every business owner needs to identify and market to the people whose needs and wants are the best match for what their business is offering,

- Within the Sri Lankan context, where the general tendency is a desire to fit in rather than to stand out, the value of differentiation is not immediately understood. This concept is foundational to the later e-Marketing module so it is important to ensure each learner truly grasps the advantages of differentiation. This includes how it:

  - **Creates value:** Product differentiation gives customers a reason to choose your business and brand over others.
  - **Helps in defending high prices:** Your brand's USP gives customers a reason why they should be willing to pay more.
  - **Creates brand loyalty:** A successful differentiation strategy creates brand loyalty among customers – your domestic tourists are likely to return more often, and your international inbound tourists are more likely to tell others about you and provide great reviews.
  - **Creates a perception of no close substitutes:** A successful product differentiation strategy creates a perception among the customers that there isn't a substitute available in the market. In other words, they view your business as unique.

"You can't be all things to all men", goes the saying. That is utterly true of any tourism business. The most common mistake among smaller Sri Lankan tourism businesses is that they try to appeal to all mindsets or 'typologies', and so are not truly successful at any. Learners need to identify:

- which type of travellers would be likely to be attracted to which kind of tourism businesses
- how to market to those tourists, and
- how to develop the actual business around them.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP1: **What kind of a traveller are you?**	Ask learners, what kind of a traveller are you? Play the video to make sure learners have a good understanding of the different kinds of travellers in the market. www.youtube.com/watch?v=AVhIRPhUj0M Facilitator should play the video and stop the video at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the video and ask the questions prior to class.	**30 minutes**
STEP 2: **Overview of target marketing**	Take learners through the module content. Ask questions of the learners as you progress through the contents to increase engagement and hear their perspectives. We recommend preparing some questions prior to the session Play the "How To Identify Target Market | Target Market Examples" video. www.youtube.com/watch?v=LeIePgFDAQI Discuss the video and get learners to share their thoughts about the meaning of 'target market'.	**1 hour**
STEP 3: **Understanding differentiation**	Have learners think about a local tourism example they have recently paid to visit. a) Explore why they purchased it? b) Would they only ever buy this item for that reason? Why? c) Do they buy most of their products for this reason? Take learners through the module content. Ask questions of the learners as you progress through the contents to increase engagement and hear their perspectives. We recommend preparing some questions prior to the session Introduce the Unique Selling Point (USP). Play the "Best marketing strategy ever! Steve Jobs Think different" video. www.youtube.com/watch?v=keCwRdbwNQY&t=1s Discuss the video about Unique Selling Point (USP) and get learners to share their thoughts about the meaning of 'target market'.	**1 hour**

STEP 4: Traveller typologies	Get learners to think about the different types of traveller typology. Facilitator should take learners through the module content and stop at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives regarding the relationship between the type of product or service and traveller typology, and the key traveller typologies to target for your travel business. We recommend working out where to stop the session and ask the questions prior to class. Depending on time, you may wish to skip along sections and focus on the main points.	1 hour
STEP 5: Define your target audience	Assignment 1. Guide the learners through the assignment by guiding them with the structure and key points needed.	30 minutes
STEP 6: Assessment	Guide the learners through the assignment by guiding them with the structure and key points needed.	1 hour

ASSESSMENT TOOLS

▼ The 3-Step USP finder

This is best done as a group discussion in which each learner answers the following questions about their specific case study business in order to identify and to explain to the group the Unique Selling Points of the business. Invite the group to ask questions and to challenge statements.

1. **What?** Define the offering's unique position in the market.
2. **How?** Explain the unique benefit it provides.
3. **To whom?** To the specific target group.

▼ Assignment 1: Define your target market

See the Assignment 1 Worksheet in Section 10 of this book. This assignment has two tasks for a total value of 100 points:

Task 1: Define a business's best existing customers.
Task 2: Define a business's future audience.

For learners whose case study businesses are planned or imaginary, task 1 is unfortunately only an act of imagination – they might find the task easier but will learn less from it than learners who are focused on an existing, real-world business.

Important: This assignment is the first of four in which the marketing strategy of the case study business will be built. As it is foundational, it is important that learners revise the assignment as many times as necessary until they have clearly understood the concepts behind it, and have clear evidence of thinking through the thought processes.

Notes for assessing the learners' assignments:

Q1: Who are your best customers? (10 points)

Look for clarity. Has the learner really thought about this? An answer might be something like 'families from Colombo' or 'business people' or ''backpackers'.

Q2: What qualities do these customers share? (What traits, characteristics, preferences, faults do they have in common.) (20 points)

This is where learners should be digging a bit deeper and think about what their best customers need. These qualities are what they will base all the future marketing for their case study business on, so they should be clear and detailed. For example:

- The families from Colombo likely prefer large rooms with many beds, eat local food or even bring their own, make a lot of noise, understand Sinhalese signboards and information brochures, and are probably looking for cheaper prices because of the size of their groups.
- The business people like a good sized desk and chair in their very clean room, which should be in a quiet place; they might be in a hurry in the mornings and need food served quickly, or might be staying for many days and would value meeting each other in the evenings; are likely to need services such as laundry and are less likely to be interested in local tours or activities.
- Backpackers have lots of time but very little money, so they will be happy with very basic facilities as long as these are cheap; they like free wi-fi and cheap coffee and beer; they do not understand any information in local languages but will be keen to meet local people and to be offered affordable activities.

Q3: What do they like about your business's products or services? What meets their needs so they are willing to pay for it? (10 points)

Based on Q1-Q3, the learner should now focus on what their business is doing well. For example:
- Families like that we offer large rooms and communal eating tables, with a playground for children.
- Business people like our clean rooms with big desks and comfortable chairs, quick-access breakfast buffet and same-day laundry service.
- Backpackers love our free wi-fi, budget rates and our facilities to cook their own food, as well as the free shuttle to the beach every day.

Q4: What do these customers get from your business that they don't get from your competitors? (10 points)

This is where it gets difficult. The answer might be that this business offers nothing different to other similar businesses. Do not easily accept the learners' responses. If they suggest products or services that are likely to be offered by other businesses too, challenge them on this.
Task 2 appears very simple at first glance. Reject answers to this four-question audience statement that are not:

- Focused and to-the-point
- Based on the information provided in Task 1
- Directly answering the four questions

Important: Because this target audience statement is foundational to the forthcoming assignments in the e-Marketing module, ensure each learner reworks and refines this audience statement until they have something that is clear and simple.
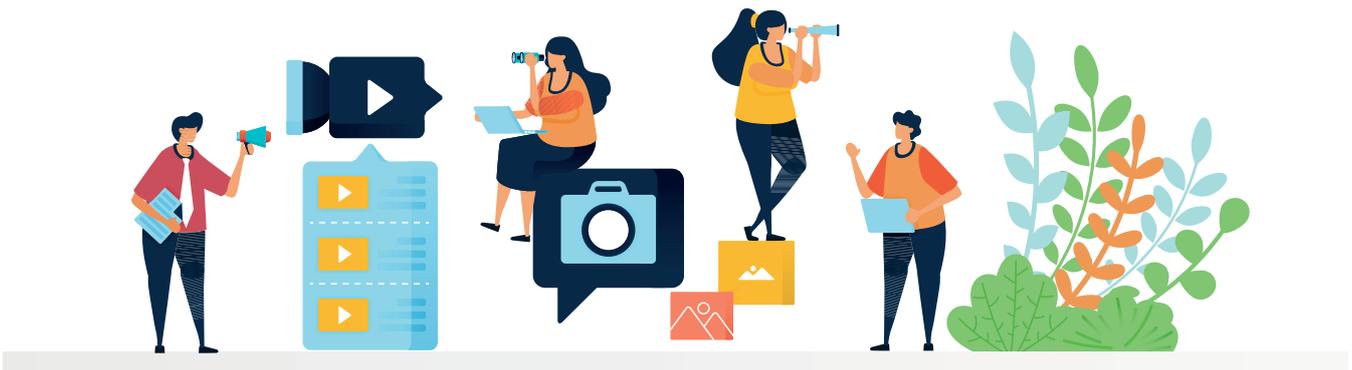
LEARNING OUTCOMES

By the end of this chapter, the learner should:
- Understand how to identify and select target markets.
- Identify the key target markets for their own tourism business case study.
- Understand the value of differentiation in the Sri Lankan tourism industry, particularly in the East.
- Identify types of differentiation within their tourism business's competitor set.
- Understand the different types of traveller typology.
- Understand the relationship between type of product or service and traveller typology.
- Identify the key traveller typologies to target for their specific travel business case study.

FACILITATOR NOTES

▼ In-lesson videos and links

- What is a target market? www.shopify.com/encyclopedia/target-market
- Seth Godin's marketing blog https://seths.blog
- Short video to explain the concept of the purple cow https://youtu.be/pu7qY4y1GpE

▼ Additional resources

Read more about the segmentation, target market and differentiation from this link:
http://faculty.marshall.usc.edu/davide-proserpio/BUAD307-fall19/lectures/BUAD-307-Chap09.pdf
Learn about below examples to add more value to your explanations.
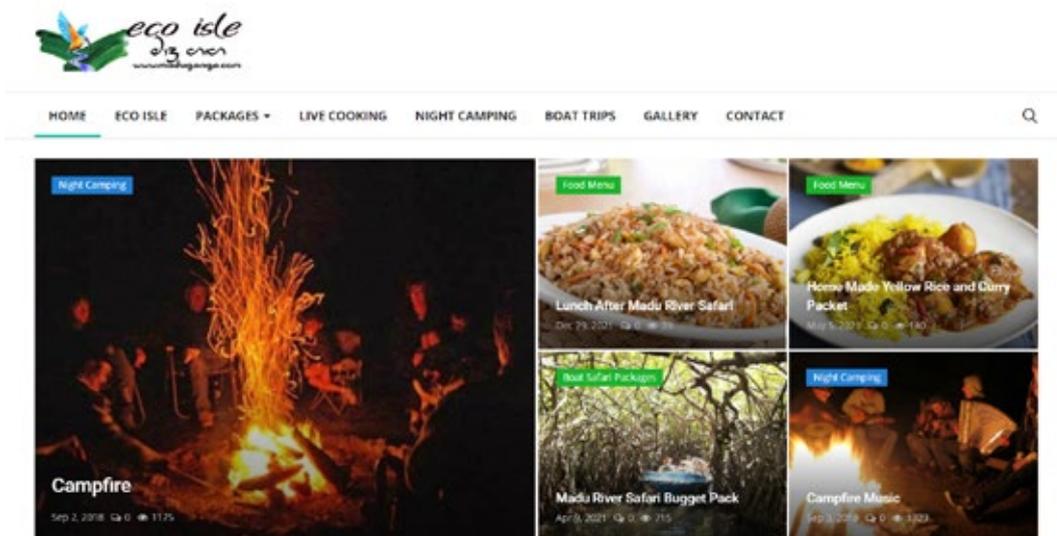
www.maduganga.com/
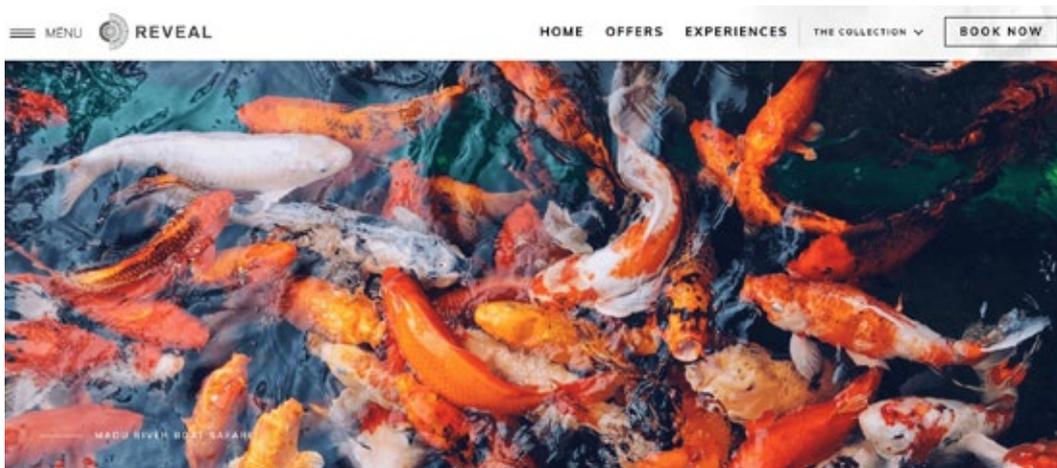
www.revealthecollection.com/experiences/river-safari-balapitiya.html

www.asialeisure.lk/habitat/things-to-do/excursions/madu-ganga-river-safari.html

Chapter Three: Introduction to Branding Theory

OBJECTIVE

The learning facilitator should demonstrate the key message of brand development, the importance of brand identify, and how to apply it to tourism businesses through interactive sessions with the learners.

METHODOLOGY

Knowledge sharing session with the learners to introduce the branding theory. Delivering the content and live screen sharing with the learners. Interaction with the learners with random questions related to the topic to keep the engagement and to direct to the assessment tasks.
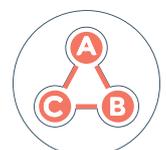
TRAINING MATERIALS/EQUIPMENT REQUIRED

Survey document to share with the class to get the learner's perspectives. Refer to the manual and given YouTube video links. Assignment to be discussed at the end.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-content related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- A brand is not just a logo, website, letterhead or a piece of packaging. Those aren't the brand, they are just the visual identifiers or badges associated with the product or service.
- Brands are more like ideas: they live in peoples' hearts and minds. Branding is the activities engaged in by the brand owners – in our case, tourism business owners – to help people feel a desired way about those products or services, all of which gives them a compelling reason to buy, repeatedly.
- A brand has three components:
  1. Feeling: gut-level reaction.
  2. Promise: the vow a brand makes to its audience.
  3. Relationship: the quality of ongoing interactions between a brand and its audience.

- In order to build a strong business, you need to bring these three components together in a simple and energising way to craft a brand strategy that appeals to the right people.
- Brand essence is the heart and soul of a business. If a business brand were a person, you'd think of it as the person's character.
- Brand essence should be able to be summed up in three words. (Later in this chapter, these words will be used for the selection of the appropriate font/typeface.)
- Brand personality refers to the human characteristics, emotions, and attributes embodied by a brand. A brand's personality is how it shows up and acts in front of people: not just what it says, but how it says it.
- It's important to consider the role the business name plays in it being noticed and remembered. The public name is a vital part of marketing. It should be:
  - distinctive and memorable
  - easy to pronounce and spell
  - include local sights or landmarks
  - short
  - specific, but not too much so
  - avoid existing brand names.

- The colours and shapes within a logo can carry subconscious meanings. Ideally you want to match that meaning with the essence or personality defined for the brand.
- Fonts really do matter. The perfect brand fonts should:
  - be unique & memorable
  - work on every platform
  - communicate the brand personality.
- Successful descriptions, whether for a business as a whole, or individual properties or products, should be:
  - audience focussed – this will be the most difficult for learners to understand. Encourage them to think from the point of view of the potential customer: what does that person want and need?
  - easy to read
  - meaningful
  - honest.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: **What is a brand?**	Discuss the benefits of brand value. Get learners to identify prominent international tourism brands. Encourage them to use their mobile devices for this activity. Discuss the findings with the learners. a. What do they think about the brand? Get them to think about why brand is important. b. Have learners think about the impact on the business of having such a brand. c. Are there similar brands in Sri Lanka? If there is, what is the level of brand value to the business? Identify and understand the brand value of prominent international tourism brands. Have learners identify outstanding requirements for their tourism brand. Use the Heritance brand from Sri Lanka to elaborate more about this.	**1 hour**
STEP 2: **Your tourism business brand audit**	Take the learners through the survey. Guide them with the questions and clarify the meaning of the questions.	**45 minutes**
STEP 3: **Developing your brand strategy**	Get learners to share what they currently know about brand strategy. Now share the manual content for this step. Discuss the key points: A brand has three components. Development of a brand strategy step by step. Facilitator should use the given link and stop the screen sharing at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the video and ask the questions prior to class.	**1 hour**

STEP 4: Brand essence	Take learners through the module contents to understand the value of brand essence and personality and how to apply these across all touch points in the tourist experience. Use the Heritance brand name once again to continue the discussion further.	1 hour
	Get the learners to summarise their tourism business's brand essence using short, everyday words.	
	Get learners to think about the archetypes that represent their business brand's personality.	
	Share the video: https://www.youtube.com/watch?v=jtj5_OAAPkI.	
	Ask questions of the learners as you progress through the video to increase engagement and hear their perspectives.	
	Now share the module content for this step and discuss. The key point is: What are the archetypes?	
STEP 5: Assessment	Guide the learners through the assessment tasks by guiding them with the structure and key points needed.	1 hour

ASSESSMENT TOOLS

▼ Tourism brand audit

Learners should answer the following questions about their specific tourism case study business:

1. **What does your brand stand for?**

   This is a general question about the present reality. The answer might be that it stands for nothing. Or for affordability. Or for hospitality. Try to get the learner to answer in a way that describes the impression that others have of the business, or what comes to mind when the business name is mentioned. For example, what does Coca-Cola stand for? We might instantly respond 'Coke adds life'.

2. **What do you want to be seen as in the world?**

   This builds on the previous answer. As the business and therefore brand-builder, how would you ideally like the business to be perceived? Do not let learners rush this answer. It is foundational to the marketing that will follow and to business decisions that need to be made. At the same time, ensure they keep the answer short. It could be just one or two words, such as 'hospitable', or 'business-like', or 'environmentally friendly'.

3. **What do you want to say or show to express your brand's mission and purpose?**

   This again builds on the previous answer as it is the potential practical application of the previous answers. An answer might be something like 'we welcome each customer as if they were a guest in our own family home', or 'we offer discrete efficiency', or 'we care about the earth and ensure sustainability in everything we do, from using eco-friendly ingredients to re-using and re-cycling'.

4. **What do you want your style of interaction to be?**

   The learner should think about what the target audience needs: what is the first impression for all interactions (face-to-face, online, and aesthetically in the business venue) should convey? For example, 'friendly', or 'professional and efficient', or 'kind and gentle'.

5. **What's your positioning? (i.e., where in the market are you compared to others like you?)**

   Again, this is best answered by focussing on a real business. Answers could be something like 'we would like to be more welcoming, but we don't have enough staff to always have somebody at the front desk', or 'we try to be efficient but our equipment is quite old, and our booking system is slower than other business hotels'.

6. **How do you want people to feel about you?**

   Here the focus is on feelings rather than logical thoughts. For example, 'we want them to feel like they are part of our family,' or 'we want them to feel like kings and queens', or 'we want them to feel like we are invisible, and they are in absolute privacy'.

7. **What do you want people to tell other people about you?**

   This is the summary of all the above thinking. What the learner wants people to tell other people about the case study business is exactly what they will use as a marketing message in the next steps. Ensure their answer is focussed. For example, 'that hotel feels like home', or 'there is no wasting time – it's a great place to focus on your work productivity' or 'it's the best value for money'.

LEARNING OUTCOMES

By the end of this chapter, the learner should be able to:

- Identify and understand the value of the brand of prominent international tourism brands.
- Identify outstanding requirements for their tourism case study's brand.
- Understand the value of brand essence and personality and how to apply these across all touchpoints in the tourist experience.
- Compare and contrast some well-known brand names.

FACILITATOR NOTES

▼ In-lesson videos and links

- What is branding?
  https://youtu.be/6nzWFbeuoz8 and https://youtu.be/6nzWFbeuoz8

- How to create a brand positioning strategy that will appeal to the right people
  https://coschedule.com/blog/brand-positioning-strategy

▼ Additional resources

Read more about the branding from these links:
- https://s20896.pcdn.co/wp-content/uploads/2016/12/landa_history_rev2.pdf
- https://bear.warrington.ufl.edu/CENTERS/MKS/invited/BRANDS%20AND%20BRANDING.pdf
- https://ec.europa.eu/programmes/erasmus-plus/project-result-content/aada0b7a-192b-4d28-9b37-a59a1e6f2dfe/Branding%20EU%20Handbook%20EN%20(A5).pdf

Chapter Four: **Practical Brand Development**
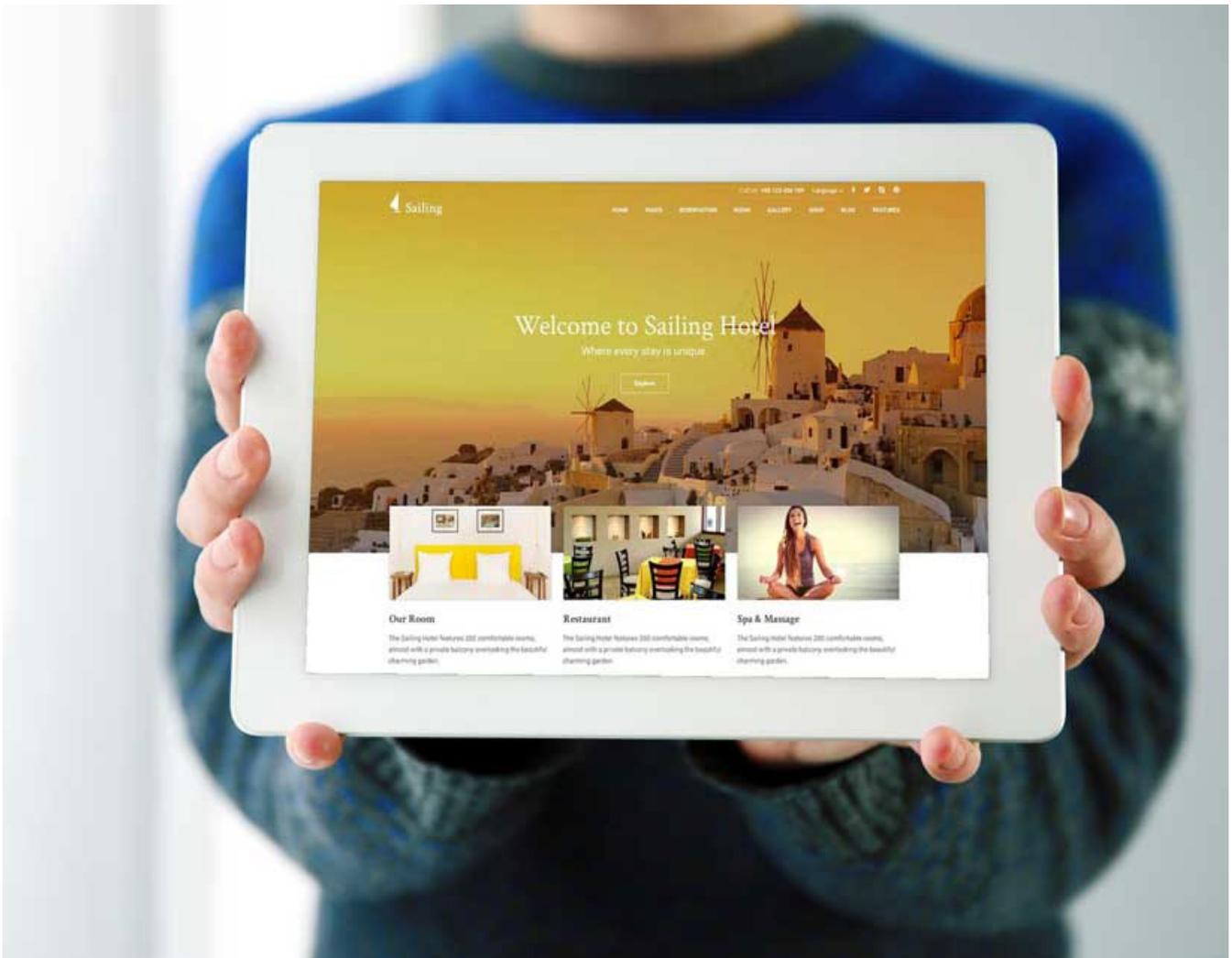
OBJECTIVE

This chapter is about brand development. Therefore, the learning facilitator should be practically involved in brand development aspects with the learners.

METHODOLOGY

- Knowledge sharing session with the learners to introduce the branding theory.
- Delivering the content and live screen sharing with the learners.
- Interaction with the learners through random questions related to the topic to keep their engagement and to direct to the assignment.
- Application of local examples to continue the discussion.
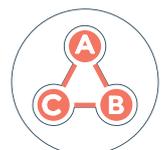
TRAINING MATERIALS/EQUIPMENT REQUIRED

Local examples to share within the class to get the learners' perspectives. Refer to the manual and given links. Assignment to be discussed at the end.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life practical brand development related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

The previous chapter noted that descriptions, whether for a business as a whole or individual properties or products, should be:

- audience focussed – this will be the most difficult for learners to understand. Encourage them to think from the point of view of the potential customer: what does that person want and need?

- easy to read

- meaningful

- honest.

Learners should look at the descriptions they write in their assignments for this chapter and assess whether these four objectives are achieved.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: **Name &** **tagline**	Get learners to share local tourism or hotel names and taglines. Then have a class discussion about the pros and cons of tourism brand name and taglines using those examples. Discuss two local brand examples with the learners: • What do they think? Get them to compare the brands. • Have learners think about the gaps between each. • Is there a gap between them? If there is, what could be done to close this gap? Select your own business or product to work with learners and work simultaneously while live screen sharing. Ask learners to create, identify or adjust the following for your tourism business or product: • name • tagline • domain name for web and email. Get some more local examples to show once learners have completed 1-3. Facilitator should share the screen. Stop the screen at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the video and ask the questions prior to class. Give feedback to learners and discuss their approaches.	**1 hour**
STEP 2: **Logo**	Get learners to share what they currently know about logos. Ask learners, 'why is the logo important for a business?' Now share the manual content for this step and discuss the key points. Select your own business to work through with learners. Work simultaneously while live screen sharing. Ask leaners to identify colours, shapes and types appropriate to their tourism brand's essence and tone. Facilitator should share the screen. Stop the screen at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.	**1 hour**

STEP 2: Logo	We recommend working out where to stop the video and ask the questions prior to class.	
	Give feedback to learners and discuss their approaches.	
STEP 3: Description	Explain the use of short and long descriptions, and their value.	
	Facilitator should share the screen. Stop the screen at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.	
	We recommend working out where to stop the video and ask the questions prior to class.	**1 hour**
	Develop clear, authentic, appealing descriptions of products and services by yourself while screen sharing live. Get learners to comment to increase engagement and hear their perspectives.	
	Ask learners to create 20-word and 100-word narratives for your specific tourism business.	
	Give feedback to learners and discuss their approaches.	
STEP 4: Working with imagery: Photography and visual assets	Learners should be familiar with the basics of good tourism photos and video. Get them to find some good examples of photos and videos from the internet.	
	Prepare yourself with good photos and video to share and discuss with the learners.	
	Get learners to compare and contrast your example and their examples.	
	Point out the differences.	
	Have learners view the example available at:	**1 hour**
	www.jetwinghotels.com/photo-gallery/	
	Then have a class discussion about the local Jetwing Hotels. Discuss how to commission, create, select, improve and share appropriate imagery.	
	Ask learners to create a primary portfolio for their tourism business.	
	Share your live screen and go ahead with a local example.	
	Give feedback to learners and discuss their approaches.	
STEP 5: Practical brand development	Guide the learners through the assignment by guiding them with the structure and key points needed.	**2 hours**

ASSESSMENT TOOLS

▼ Assignment 2: Practical brand development

This assignment includes four tasks, each of which must be passed for the assignment to be scored as a pass. This reflects the reality of brand development; if the images are excellent but the words make no sense, the brand will not be successful. As with all the assignments, this should be focused on the case study tourism business that the learner has selected.

- **Task 1:** Defining the target audience

  Here the learner is requested to provide 5 descriptive words. These should be derived from the answers provided in Assignment 1. Each should be one or two words at most, not phrases or sentences. The learner needs to focus their thinking, rather than rush through this.

- **Task 2:** A 100-word description and a list of 15 key facilities.

  The key here is that learners write for and list what is appropriate to the target audience they identified in Task 1. For example, if their audience is international tourists, the description should be in English and grammatically correct. (Encourage them to use Spell and Grammar check in MS Word.) The description should highlight the Unique Selling Points of the business, rather than just using generic words like 'beautiful' or 'peaceful'.

  Hint: If the learner is writing for a real business, google the name of that business to see whether they simply copied an existing description or wrote one themselves.

- **Task 3:** A 40-word description and a list of 7 key facilities.

  This should be a shortened version of the Task 2, for use when limited space is available. Check that they have listed the 7 facilities that would be most appropriate to the target audience described in Task 1.

- **Task 4:** A portfolio of 5 photographs with captions.

  If no captions are supplied, the assignment should be rejected. It's important that the viewer knows what they are looking at.

  Check that the learner includes images from outside and inside the business premises, and that the images are presented in a logical order (we don't need to see a picture of the toilet first!).

  Hint: As above, if the learner is selecting photos for a real business, google the name of that business to see whether they simply copied existing images or took the photographs themselves, as they were meant to.

LEARNING OUTCOMES

By the end of this chapter, the learner should be able to:

- Summarise their Case Study Businesses' (CSB's) brand essence in short, everyday words.
- Select one to three archetypes that represent their CSB brand's personality.
- Create, identify or adjust their CSB's name and tagline.
- Create, identify or adjust their CSB or product's tagline domain name for web and email.
- Identify colours, shapes and typefaces or fonts appropriate to their CSB brand essence and tone.
- Develop clear, authentic, appealing descriptions of their CSB's products and services.
- Create a primary photo portfolio for their CSB.

FACILITATOR NOTES

▼ In-lesson videos and links

- Psychology of colour in logo design video https://youtu.be/n4CgSFqeHKY
- Psychology of shapes in logo https://youtu.be/gqJrDG6uLF0

- Everything you need to know about picking brand fonts
  https://venngage.com/blog/brand-fonts/?utm_source=Youtube&utm_content=youtube125
- Rule of Thirds in photography https://digital-photography-school.com/rule-of-thirds/
- Use your phone to take better Airbnb photos
  https://optimizemyairbnb.com/better-airbnb-photos/

▼ **Additional resources**

Refer to the below articles:

www.researchgate.net/publication/272184078_Brand_and_Branding
www.bib.irb.hr/752803/download/752803.23L_18-11-2013_1.pdf
www.researchgate.net/publication/301129355_Branding_Strategy_for_Specialist_Tourism_Products

Module 3

E-MARKETING
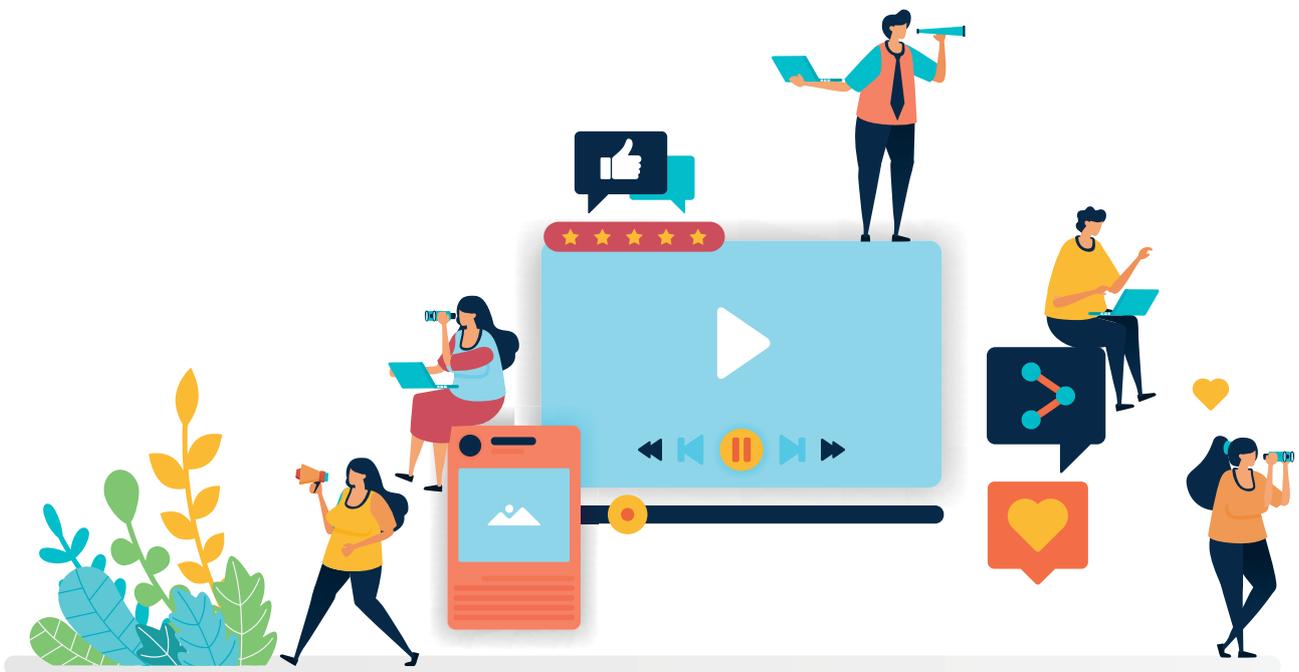
An e-marketing strategy is the process of targeting specific audiences through electronic means (for example, social media, such as Facebook, websites, YouTube), in order to get leads by building a relationship with the audience.

In this module, learners will learn the theory of marketing through social media, websites and other digital platforms. There is also a practical assignment at the end of the module to put this knowledge into practice via real Facebook and Instagram accounts and postings.

Chapter One: Introduction to E-marketing

OBJECTIVE

As the learning facilitator you should be able to introduce e-marketing and common advantages of e-marketing for tourism businesses.

METHODOLOGY

- Facilitator explains the key definition of e-marketing to the learners through a detailed discussion.
- Group activity to discuss how e-marketing differs from internet marketing and to identifying the different types of e-marketing.
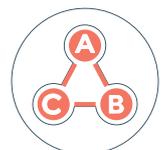
TRAINING MATERIALS/EQUIPMENT REQUIRED

Suitable examples for web pages, YouTube channels, Facebook accounts, and Instagram accounts. If you are using them online, save the relevant addresses or links in advance. If not, get screen shots of the pages.

PREPARATION REQUIRED

Select websites and other necessary social media platforms to be shown as examples. Save the relevant addresses or links and get screenshots where necessary.
Get prepared by reading the manual.
Facilitators should be able to show these pages to the learners and explain why those example sites and accounts are considered as successful.

KEY INSIGHTS

- Good marketing requires good ingredients. The elements that were created in the e-Content module are now shared with an audience of potential customers.
- Good marketing requires relationships; this is not just a one-way communication.
- E-Marketing falls between e-Content and e-Operations in the cycle of the e-Tourism Action Plan. It starts with good content and should ideally lead actual operations, i.e., it should ideally lead to the sale of a product or service, and thus move along to e-Operations on the e-Tourism cycle.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1	Ask the learners what they understand by e-marketing. Get learners to share what they currently know about the topic. The facilitator should play the video included in the course material. Stop the video at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the video and ask the questions prior to class. Write the responses onto the white board. Then have a class discussion about the future of e-marketing and what it means for tourism businesses in Sri Lanka.	30 minutes
STEP 2: Definition of e-marketing	Introduce the definition of e-marketing and compare it with the learners' previous responses. Explain the similarities and differences of their responses with the definition.	30 minutes
STEP 3: e-marketing versus internet marketing	Divide the learners into groups and ask them to list the differences between e-marketing and internet marketing using some local examples. Use local examples from the Hikkaduwa tourist zone (use Facebook and Instagram accounts). You may use this example: www.instagram.com/mambosplace/ Make a list of what e-marketing and internet marketing have in common, using the responses of all the groups.	40 minutes
STEP 5: Types of e-marketing	Show learners suitable examples of different e-marketing tools using the internet and screen shots. Show the newsletter subscription for this local example: https://blue.platedbyjetwing.com/newsletter/ Divide the learners into groups and ask them to discuss the advantages of the e-marketing.	40 minutes
STEP 6: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	45 minutes

ASSESSMENT TOOLS

▼ Show and tell

Learners should identify an example of e-marketing, then:

- Identify the e-content that was used to build it.
- Identify the product or service that is likely to be the outcome.
- Explain how this will lead to e-operations.

LEARNING OUTCOMES

By the end of this chapter, learners should be able to
- Understand where e-marketing fits within the cycle of the e-Tourism Action Plan.

FACILITATOR NOTES

▼ Additional resources

E-marketing tools range from websites to social media, which most people use at a very personal level, just for entertainment purpose. During this module, learners will understand how they can convert their entertainment tools to effective e-marketing tools, for example, Facebook and Instagram.

Read more about the topic from these links:

www.ijera.com/papers/Vol5_issue2/Part%20-%205/L50205116124.pdf
https://booksite.elsevier.com/samplechapters/9780750689458/9780750689458.pdf

Use this local example to introduce the concept: www.santani.lk/
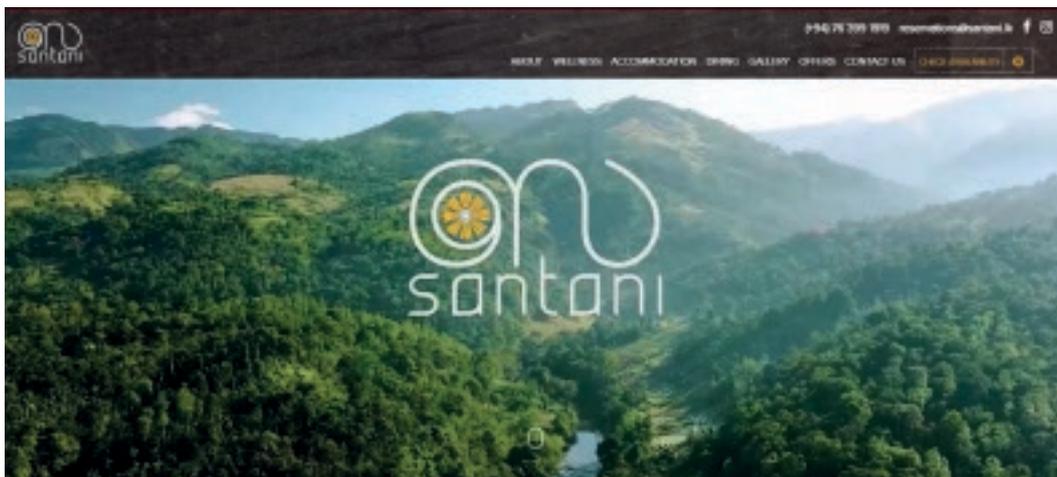
Chapter Two: **Owned Media: Websites**

OBJECTIVE

Introduce the glossary of terms related to websites, types of web hosting, basics of planning a website, and selection of domain names for websites to the learners.

METHODOLOGY

- Individual participation by the learning facilitator to explain the glossary of terms and module content.
- Interactive discussions with learners.
- Group activities to discuss the importance of websites. Individual activities for learners to understand their specific needs and goals which can be achieved by having a planned website.
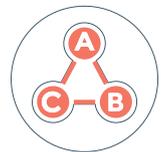
TRAINING MATERIALS/EQUIPMENT REQUIRED

Pre-selected websites as examples, class notes and prepared videos.

PREPARATION REQUIRED

The facilitator needs to learn the module content thoroughly. The facilitator should anticipate questions that learners might ask and prepare answers. Facilitators should identify examples that can explain websites, domains and web hosting in a simple manner and know how to navigate them. It is recommended to be familiar with WordPress and Wix, including knowing how to build a website using them.

KEY INSIGHTS

▼ Websites

- A website is available 24 hours per day. Even when you aren't working, your website is still online and working for you.
- Having a website with your own domain name gives your business credibility. It shows that you are serious about your business or service and that the customer can trust you.
- Websites are cost-effective. Even though creating and hosting a website will cost you money, websites are one of the cheapest forms of advertising.
- Your website can contain far more information than a brochure or other forms of advertising. For example, if you have a guesthouse, you can display a gallery of images so that visitors know what they can expect if they visit you.

Web hosting: Learners do not need to understand this in detail but should grasp the concept enough to be able to understand what service a web hosting company might supply to their business.

- Your website is like a shop that displays your products.
- A website hosting company provides you with storage to store your website files.
- Your website files are delivered to your website's visitors over the internet.

Domains should always be registered into the name of the business owner. If someone else is registering the domain for you, insist that you are listed as the domain registrant. After all, it's your business and you need to 'own' the website name too.

It's very difficult to find .com domain names that are available, but for local businesses in Sri Lanka, using a .lk domain is a great option. These are called 'country level domains'. Search for .lk domains at www.nic.lk.

Your domain name does not need to be the same as your business name. For example, if your business name is Sara's Homestay, you could choose the domain 'sarashomestay.lk' or something totally different that describes your main selling point e.g., 'sunriseview.lk'.

▼ **Important**

The lessons on building a website using WordPress or a site builder like Wix will enable learners who do want to build their own websites to start. Most learners might never need to actually build a site themselves, but the videos included in the lessons will show them what is involved so that they are less likely to be exploited by unscrupulous website builders.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Glossary of terms	Introduce the glossary of terms to the learners with suitable examples. Learners should be familiar with these. Share the module content on the screen.	**30 minutes**
STEP 2: Introduction to a website	Introduce the website and difference between the website, web page, post and portfolio using the necessary technical terms from the glossary. Have learners read the web page available at: https://happytourtosrilanka.com/water-sports-in-sri-lanka.html Then have a class discussion about the above Step 1 terms and what it means for tourism businesses.	**10 minutes**
STEP 3: Parts of a website	Explain the parts of the website using the same example as Step 2. Use additional, pre-selected website to give other suitable examples.	**40 minutes**
STEP 4: Why do I need a website?	Group activity. Divide the learners into groups (put learners with similar types of businesses together). Ask them to make a list of reasons to have a website for their business After getting their responses, categorise their reasons into the 5 categories of reasons given in the module and have a classroom discussion.	**1 hour**
STEP 5: Planning a website	Individual activity. Ask learners to individually answer the following questions: • What is your website goal? • Who is your target audience? • What do you want visitors to do on your website? Discuss in detail with learners why it is important to consider the above factors when planning a website.	**50 minutes**

STEP 5: Planning a website	Explain to learners about the minimum details that should be included in a website Give some examples using this link: www.bestoflanka.com/adventure-water-sports-in-sri-lanka.php?lId=01	
STEP 6: Domains and websites	Explain why a domain name is essential for a website. Show local examples from different industry sectors that represent the audience. You should be prepared with local examples. Explain the basic factors to consider when selecting a domain name. At the end of the discussion, ask each learner to come up with a suggested domain name for their business. Emphasise the importance of registering the domain name under the name of the business owner and explain the disadvantages of not doing this. Explain about country level domain names. Explain about the importance of using a catchy domain name.	**40 minutes**
STEP 7: Web hosting	Explain in detail what web hosting is and why it is necessary. Explain the most common web hosting platforms and their advantages and disadvantages. Describe the disadvantages and limitations of free web hosting. Guide the learners on how to build a website using WordPress and Wix. Divide the learners into 2 groups. Using the following examples, build a website using WordPress for group 1 and build a website using Wix for group 2. www.amayaresorts.com/amayabeach/things-to-do/watersports.html www.asialeisure.lk/discover/water-sports.html	**1.5 hours**
STEP 8: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	**1 hour**

ASSESSMENT TOOLS

▼ Website target audience test

Ask learners to discuss the following scenarios:

1. You're building a website for the small local restaurant you own. Your customers always rave about your beautifully decorated and delicious treats as well as the cosy atmosphere.
2. What would the website look like?
3. Now imagine you're the owner of a surf shop in a coastal town. Your customers are avid surfers and appreciate that you are a guru at understanding local surf conditions.
4. What would the website look like now?

Learners should be able to imagine the very different interests and needs of each audience in these two scenarios.

The restaurant website could be full of beautiful, large photos of food and décor that allow the viewer to feel as if they were in the restaurant. And because there is such a strong following, the website could include comments and reviews from customers.

The surf website could include frequent blog updates on local surf conditions as well as a list of the equipment that is available for rent for different conditions.

▼ Quiz: Planning a website

Q1: Which of the following should be included as pages of your business website: About us, Products or Services, Contact us?
A: All these answers are correct. There are many things that CAN go on a website, but the three that any potential customer will expect is to learn more about your business, details about your products and services, and a way of contacting you.

Q2: Your target audience for a small business website is both your current customers AND your potential new customers. True or False?
A: True. Your website should attract your current customers as well as attract visitors to create new business.

Q3: Which of the following are possible reasons for people to visit a website: to contact the business, to visit the business, or to buy something on the website?
A: All these answers are correct. Learners must understand that deciding why you want people to visit your site helps you to create a website that meets your visitors' needs.

▼ Quiz: Understanding domains, websites and web hosting

Q1: I don't need a web hosting provider as I can store my website on my own computer. True or False?
A: False. Web hosting providers have special servers with space for storing website files. Visitors to

your website are able to view these web files over the internet and ensure that your website is always online, even when you aren't. Your own computer doesn't have the capability to do this.

Q2: You can have a domain without a website, but NOT a website without a domain. True or False?
A: True. You can register a domain name even though there is no website attached to it yet. Websites need domain names to act as the web address on the internet.

Q3: Using numbers and letters in domain names is a good idea, for example, number1-accommodation-4u.com. True or False?
A: False. Using letters and numbers instead of words in domain names creates confusion and looks unprofessional.

LEARNING OUTCOMES

At the end of this chapter, learners should be able to:

- Understand the difference between a website, page, post and portfolio, and the basics of creating each.
- Understand domain names and how to reserve them.
- Understand the role of a hosting provider.
- List the requirements for improving or creating a tourism business website.
- Set up a free website and register a domain name.

FACILITATOR NOTES

▼ **In-lesson videos and links**

- Starting and planning a website https://youtu.be/VXjzfhuX2RU

- What's the difference between a domain name and a website?
  https://youtu.be/BVoxVX__AdU

- What is web hosting? https://youtu.be/mkILJ1Hs8Wo
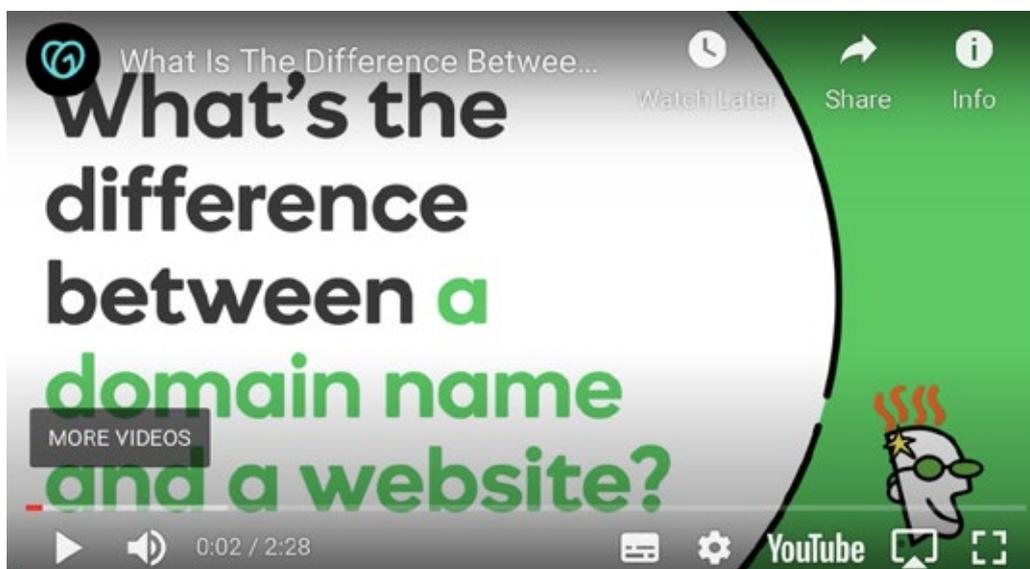
- Search for Sri Lankan country level domains at LK Domain Registry www.domains.lk
- How to choose a great domain name https://youtu.be/JTm0ia0xu-w

- Web hosting providers that offer their own website building software www.wix.com, www.weebly.com and https://godaddy.com
- How to make a website with WordPress https://youtu.be/YWA-xbsJrVg

- Website Learners https://websitelearners.com/video/make-a-website/
- How to make a website with Wix https://youtu.be/K-zI7sC0glo
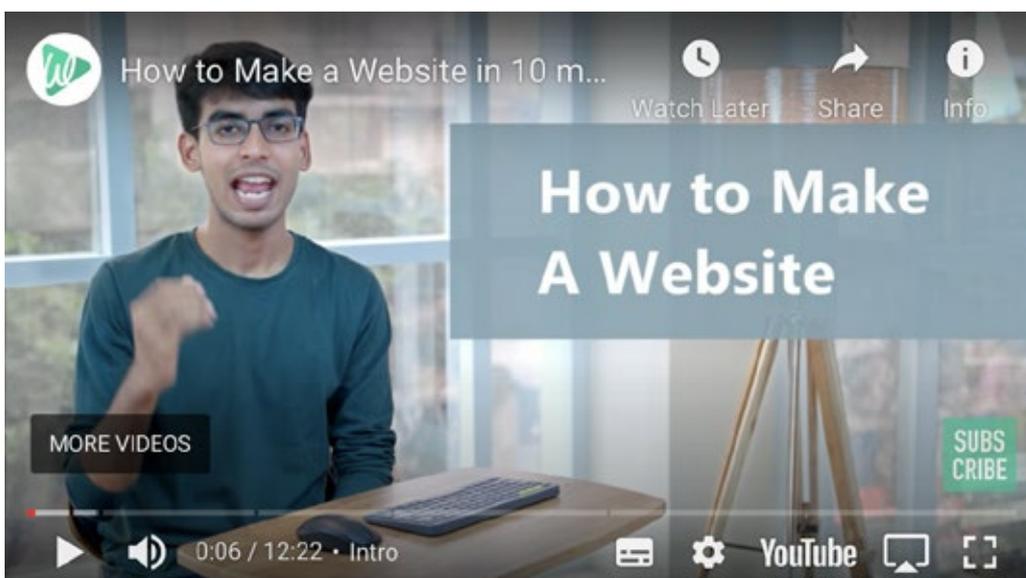
▼ Additional resources

- Sri Lanka Tourism: www.srilanka.travel
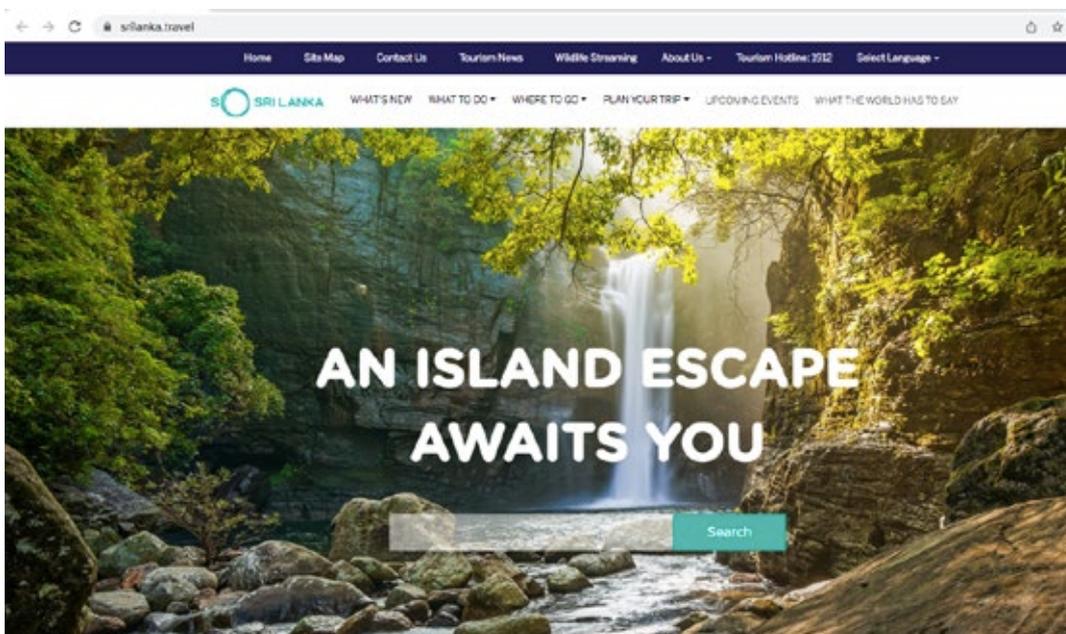
Almost all the tourism facilitators now use websites, ranging from five-star hotels and multimillion rupee tour operators to homestay provides and online tour facilitators.

Chapter Three: **Owned Media: Social Channels**

OBJECTIVE

The learning facilitator should be able to introduce different popular social media channels and explain how to use them with practical demonstrations to the learners.

METHODOLOGY

- Facilitator explains why to use social media and module content.
- Interactive discussions with learners. Group and individual activities to become familiar with and experience some important features of social media.
- Use of suitable online examples.
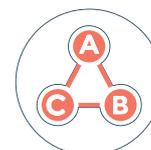
TRAINING MATERIALS/EQUIPMENT REQUIRED

Pre-selected social media examples from local tourism establishments.

PREPARATION REQUIRED

The facilitator must invest sufficient time to get really familiar with Facebook, Instagram, Pinterest and YouTube.

The facilitator should be familiar with the process of creating accounts, signing up, changing the settings and posting on the above-mentioned social media channels, in order to answer the questions from learners, advise and demonstrate the process to them.

KEY INSIGHTS

Sharing makes social media the ultimate, many-to-many marketing tool with the ability to spread content at warp speed. Let's look at five ways that social media can be used to drive business.

Social media can be used to:

1. Connect with customers
2. Build your brand
3. Drive traffic to your website
4. Establish your expertise
5. Increase sales.

It's important that learners understand the difference between personal and business social media accounts.

- On Facebook they are called profiles and pages.
    - A profile is a place on Facebook where a person can share information about themselves, such as their interests, photos, videos, current city and hometown.
    - Pages are places on Facebook where businesses, brands, organisations and public figures can connect with their fans or customers. But a person must have a profile to create a Page or help manage one. When someone else likes or follows a Page on Facebook, they can start seeing updates from that Page in their News Feed.
- On Instagram, they are called profiles and business accounts. An Instagram business account can be linked to a Facebook page.
- On Pinterest they are called personal accounts and business accounts.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1	Introduce commonly used social media to the learners with an interactive discussion. Learners should be familiar with these channels. Show the logos and websites using screen sharing and discuss.	**20 minutes**
STEP 2: Why social media?	Explain the 5 main uses of social media: connect with customers build your brand drive traffic to your website establish your expertise increase sales. Give suitable examples using pre-selected social media sites. Include this example: www.facebook.com YalaSafariJeepTours/	**30 minutes**
STEP 3: Basic guidelines	Explain the basic guidelines of using social media: • pick the right social network • create content • build connections • don't focus on follower count.	**20 minutes**
STEP 4: Facebook	Introduce Facebook to learners through an interactive discussion. Ask learners individually about their objective of having a Facebook account Explain the difference between the Facebook profile and Facebook business page using suitable examples Explain the basic requirements necessary to create a Facebook page: • business name and description • profile photo and cover photo • action you want people to take. Explain the best practices of maintaining a Facebook page: • publish • message • special features • promotion • improvements. Use this example: www.facebook.com/Yalasafarithushara/	**50 minutes**

STEP 5: Instagram	Explain the basics of Instagram and its uses. Emphasise why it is essential to have mobile access to Instagram. Show the comparative advantages by logging in to Instagram via a computer and mobile phone. Explain the process of converting a personal Instagram account to business account. Individual activity: Let learners follow the instructions and convert their Instagram accounts to business accounts. Explain the ways of getting maximum benefits out of an Instagram business account. Explain the usage of hash tags. Use this example: www.instagram.com/safariyala/?hl=en	**60 minutes**
STEP 6: Pinterest	Interactive discussion to find out whether learners are aware of Pinterest. Explain what Pinterest is. Introduce the terminology specific to Pinterest. Explain the five main differences between Pinterest personal and business accounts.	**30 minutes**
STEP 7: YouTube	Interactive discussion with learners to understand their perception on YouTube. Explain the main purpose of YouTube. Explain the methods of managing a successful YouTube channel with suitable examples. Explain how to create a YouTube business channel with a demonstration. Use this example: www.youtube.com/channel/UCgmVjMg-uCtgJdAxkaoMnKw	**60 minutes**
STEP 8: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	**1 hour**

ASSESSMENT TOOLS

▼ Quiz: Using social media

Q1: The most important goal of social media is to get as many 'likes' and followers as possible, no matter how engaged they are. True or False?

A: False. It's all about having valuable, personal connections. Quality over quantity is what the social media platform algorithms prefer. Remember that it's leads you're looking for, not applause. Rather than have somebody like your business online, you want them to actually make a booking, right? Or at least share your post to people who will make those bookings.

Q2: What do we want users to do when they see us on social media: like, share or follow?

A: All are correct. Social media are platforms and apps meant for sharing. We want users (potential customers) to engage with our content by 'liking', sharing and following.

Q3: You should be on all social media channels, not just one or two. True or False?

A: False. High quality content and engagement is most important in your social media strategy. Choose your channels carefully and decide on the best for your business. It is better to use one or two channels well than many channels poorly.

▼ Quiz: Facebook and Instagram

Q1: Which should a business have on Facebook: a profile or a page?

A: A page. Profiles are used for personal use, while pages are used for businesses and organisations.

Q2: When someone likes or follows a page on Facebook, they can start seeing updates from that page in their News Feed. True or False?

A: True. Remember however, that if they have liked a lot of pages and have never responded or 'engaged' with yours since liking it, Facebook will prioritise other pages in their feeds. You need to keep posting the kind of content that they engage with, if you want to keep showing up in their feeds and not get muscled out by other content.

Q3: You need to pay to have a Facebook or Instagram business account. True or False?

A: False. Both personal profiles and business accounts are free in both Facebook and Instagram. It is possible to pay to advertise or "boost" on these channels.

▼ Quiz: Pinterest and YouTube

Q1: Content for Pinterest and YouTube can be your own content, content from others, or both?

A: All answers are correct. Both your own content as well as content belonging to others can be shared on your own account. You share appealing content that is in some way related to your business, or will draw viewers in to see your account and become aware of your business.

Q2: Images published on Pinterest are called posts, pins or pics?

A: Images are called 'pins' and are posted to folders called 'boards'.

LEARNING OUTCOMES

At the end of this chapter, learners should be able to:

- Know the difference between personal and business social media accounts.
- Set up and manage Facebook and Instagram business accounts.

FACILITATOR NOTES

▼ **In-lesson videos and links**

- How social media drives business https://youtu.be/rKtijMCqmvM

- How to start social media marketing https://youtu.be/-tdFvJLw2UQ

- How do I create a Facebook page?
  www.facebook.com/help/104002523024878?helpref=faq_content&_rdc=1&_rdr
- What are the dimensions of my Facebook Page's profile picture and cover photo?
  www.facebook.com/help/125379114252045?ref=fbb_set_up_your_page
- Reach more people with easy-to-do promotions and boosted posts:
  www.facebook.com/business/pages/boost-post:
- Get started with Messenger.
  https://www.facebook.com/business/messenger/get-started
- How do I add, edit or remove my restaurant's menu on my Facebook Page?
  www.facebook.com/help/533179700126832?ref=fbb_set_up_your_page
- How do I add services to my Facebook Page?
  www.facebook.com/help/761929797270214?ref=fbb_set_up_your_page
- Set up a shop on Facebook and Instagram:
  https://www.facebook.com/business/help/268860861184453?id=1077620002609475
- How to boost posts and advertise on Facebook and Instagram:
  www.facebook.com/business/help/169249477193317
- How to manage your Facebook page:
  https://www.facebook.com/business/pages/manage#page_insights
- A beginner's guide to Instagram for Business: https://www.facebook.com/business/learn/lessons/a-beginners-guide-to-instagram-for-business
- How to Use Hashtags on Twitter, Facebook & Instagram:
  https://blog.hubspot.com/marketing/hashtags-twitter-facebook-instagram

- How to optimise business profile settings on Instagram:
  https://blog.hubspot.com/marketing/hashtags-twitter-facebook-instagram

- How to use Pinterest for business: https://youtu.be/qxva6-QKoi4
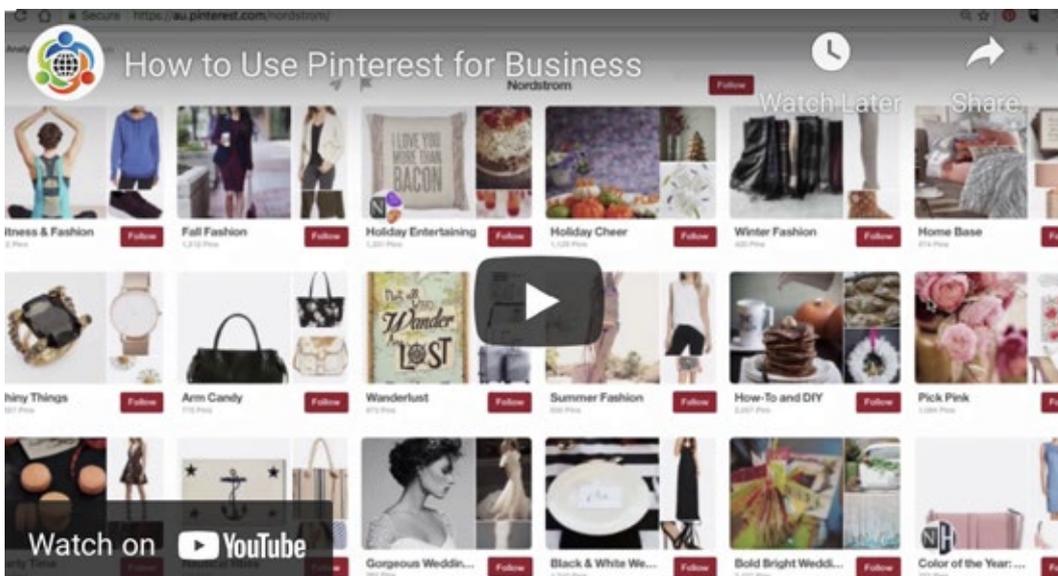
- Create a business Pinterest account: https://business.pinterest.com
- How to create a YouTube channel for business: a step-by-step guide
  https://sproutsocial.com/insights/how-to-create-youtube-account/

▼ Additional resources

Social media marketing can be started with zero cost. It has more reach, and it is more interactive than a website. Even big companies and organisations who have their own professional websites, use social media to expand their marketing range.

Pinterest is not a common social media channel in Sri Lanka and it may be a completely new thing to learners. It will be necessary to explain it in more detail than Facebook, Instagram or YouTube.
Eg: Sri Lanka Tourism Facebook:
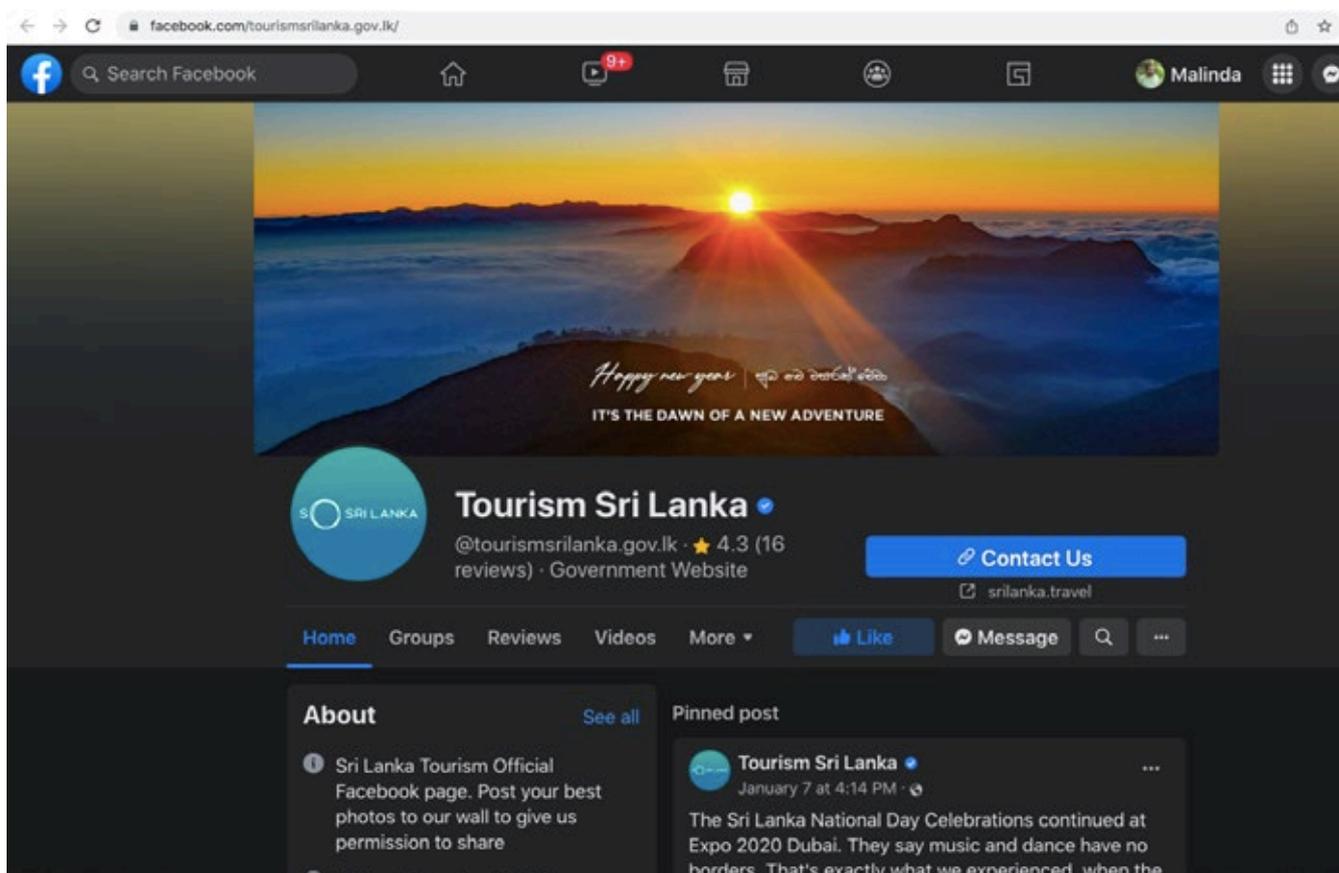
Chapter Four: **Owned Media: Google My Business**

OBJECTIVE

In this chapter, the learning facilitator should be able to introduce Google My Business and how it can be used for the tourism businesses of the learners.

METHODOLOGY

Individual participation by the facilitator to explain Google My Business and module content. Use of Google My Business examples and demonstrations.

TRAINING MATERIALS/EQUIPMENT REQUIRED

YouTube videos demonstrating the process of claiming and verification of My Business.
An already verified My Business account.
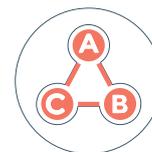
PREPARATION REQUIRED

Google My Business takes 14 days for verification. Therefore, unlike other e-marketing tools, as a facilitator you will need access to an already verified Google My Business account.

If this is not possible, select a few videos which clearly demonstrate the claiming and verification process.

Unlike other e-marketing tools discussed so far this is a somewhat unfamiliar tool for the learners. Therefore, do extra reading and prepare yourself to cover all areas of Google My Business.

KEY INSIGHTS

Since Google Maps has become such a significant location and review tool, it is important for business owners to update their information. Google itself wants its maps to be the most accurate and linked to detailed information about businesses, and therefore provides the tools for business owners to add the information themselves.

Important: Google will verify the business address by sending an actual postcard, so it is important that the business has a mailing address reachable by Sri Lanka Post.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
Step 1: Introducing Google My Business	Introduce Google My Business and explain what learners can do with it.	**10 minutes**
Step 2: Business verification	Discuss the processes of claiming the business and verification with the class. Learners will learn more and be further exposed to these process as they progress through their studies and work in the business market. Also explain the process using the mobile app. Show a suitable pre-selected video to the learners. Facilitator should call out some key points that are highlighted in this video to help progress the discussion and to make sure learners have a better understanding of this step.	**1 hour**

Step 3: Optimisation	Get learners involved in how they can optimise their presence using photos, videos and customer reviews. Then use the facilitator's computer to complete it as a class so learners gain an understanding of the importance of this step for tourism businesses. Then, reflect on this by discussing the following questions with the learners: Did you think it would be important to the business? How does knowing this make you feel? Lastly, what are some of the ways you think you can implement optimisation (if possible)?	**30 minutes**
Step 4: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	**1 hour**

ASSESSMENT TOOLS

▼ **Quiz: About Google My Business**

Q1: My business may already be listed on Google My Business and I just need to claim it. True or False?
A: True. Your business may already be listed with information that Google 'thinks' is correct. If so, you can claim the business, update the contact details and verify that you are the owner.

Q2: Verification happens by Google sending a postcard to my business address. True or False?
A: In most cases, verification happens by mail (postcard) via the postal service. After claiming or adding your business, you will receive a verification code on the postcard, which you then put into the Google My Business app to prove that you are the business owner.

Q3: Is Google My Business free?
A: Yes.

LEARNING OUTCOMES

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

• Create and update a business profile on Google

FACILITATOR NOTES

▼ **In-lesson videos and links**

- What is Google My Business? video https://youtu.be/-19QflV07uU
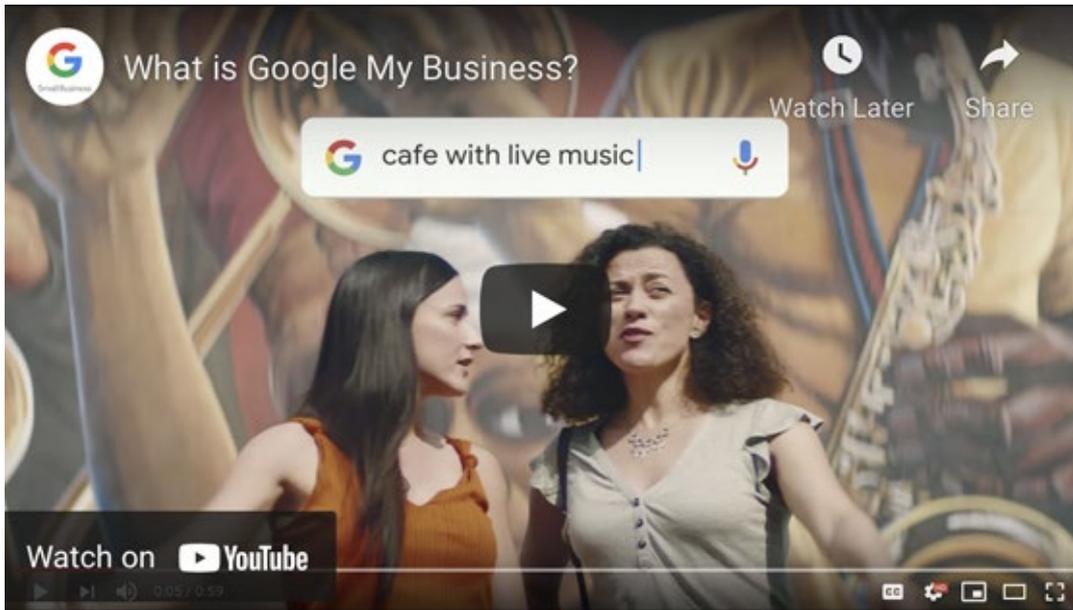
- Google Business Profile – Get listed on Google www.google.com/business/

- How to verify your business on Google https://youtu.be/2sObwsdA1FE

- How to add or edit your business address for your Business Profile
  https://support.google.com/business/answer/2853879
- Verify your business on Google by post https://support.google.com/business/answer/7107242#mail&zippy=%2Cstep-enter-your-verification-code
- Tips for business-specific photos on your Business Profile
  https://support.google.com/business/answer/6123536
- About the Google My Business app
  https://support.google.com/business/answer/4601325
- Manage photos or videos for your Business Profile
  https://support.google.com/business/answer/6103862#types

▼ **Additional resources**

Learners may not be familiar with Google My Business. Use examples and demonstrations to make it more understandable.

Google My Business setup tutorial: www.youtube.com/watch?v=81nhmYRTYZM
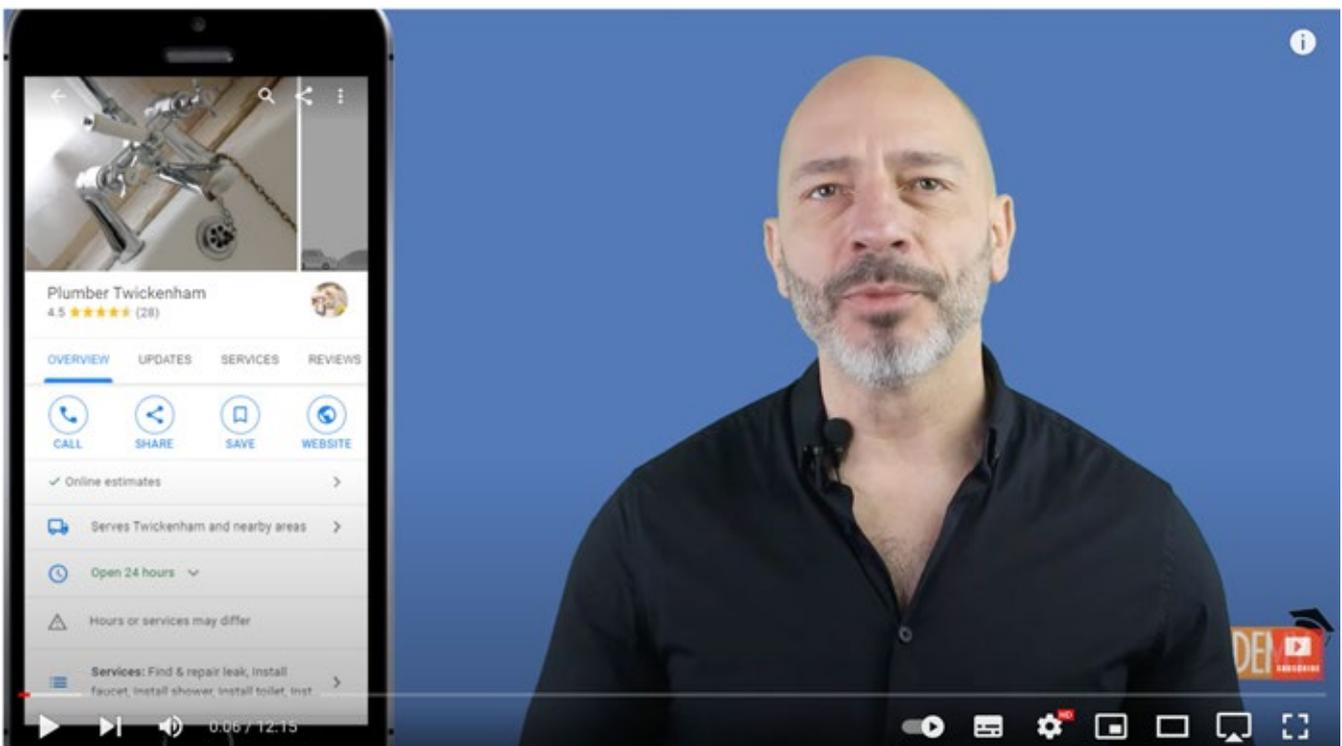
Google My Business frequently asked questions: www.google.com/business/faq/

Chapter Five: **Earned vs Paid Media**

OBJECTIVE

The learning facilitator should be able to clearly define earned and paid media and the importance of applying these to businesses in this chapter.

METHODOLOGY

- Individual participation by the learning facilitator to explain the module content.
- Interactive sessions with learners. Use of YouTube videos.
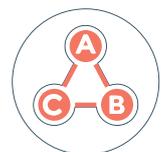
TRAINING MATERIALS/EQUIPMENT REQUIRED

YouTube videos to explain the importance of digital word-of-mouth marketing. Pre-selected successful Facebook, YouTube pages to show the likes, shares and comments.

PREPARATION REQUIRED

Use commonly used folklore to introduce the traditional word-of-mouth marketing. Select suitable example sites to show to the learners. Be familiar with basic marketing tactics which can be applied through digital word of mouth. Find out the comparative advantages of paid marketing through extra reading.

KEY INSIGHTS

- Earned media is the digital equivalent of 'word-of-mouth' advertising. It is free advertising a business gets when one customer tells their friends and relatives about it. People are more likely to trust advice from friends or family than from strangers or marketing ads.

- To harness the power of digital word-of-mouth, you need to create social media and online content such as photos, videos, stories, etc. that appeal enough for people to engage with your content. They do this by liking, sharing, commenting and following you on social media. Traditional word-of-mouth publicity is when information gets shared from one person to another. The beauty of digital word-of-mouth is that information shared by one person can very quickly be shared and seen by many.

- Rather than trying to earn visits, you can also buy visits to a social media presence. Pay per Click (PPC) is a form of advertising/sponsoring/boosting on Google, Facebook, Instagram and other platforms. You place a text advertisement on Google Search, or an image advertisement on Facebook or Instagram, and you pay a set amount each time a visitor clicks on your post.

- A great benefit of PPC is that it allows you to set and manage your budget. You set a maximum amount you want to pay, and you only pay when somebody actually clicks.

- Facebook and Instagram are best for brand awareness and creating leads (contacts), while Google Ads are best for sale of specific products or services.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Word-of-mouth	Discuss word-of-mouth marketing with the learners: What do they think? Get them to think about why word-of-mouth marketing is important. Have learners think about the impact on tourism businesses of having word of mouth marketing. Use some examples which show the strength of word-of-mouth marketing.	25 minutes
STEP 2: Digital word-of-mouth	Ask the learners about some interesting or fun facts they got to know recently about a tourism establishment through social media. Check the source of the information (most probably the source will be digital social media). Discuss this with the learners highlighting the importance of digital word-of-mouth.	25 minutes
STEP 3: Main factors of digital word of mouth	Ask learners the question: what are the main factors of digital word-of-mouth? Get them to explain their perspectives. Discuss the main factors of digital word of mouth. When would using digital word-of-mouth not be a good idea? Learners will probably struggle to answer this. Discuss the main factors that makes digital word-of-mouth so powerful: • people like to share • people seek advise • people trust other people • engagement. Use this example from Mr. Chaminda Jayasekara, the resident naturalist at Jetwing Vil Uyana to understand how he used digital word of mouth to promote his business. www.facebook.com/chaminda.i.jayasekara	40 minutes

STEP 4: E-marketing tools	Explain that free e-marketing tools can be boosted using the paid marketing advertisements. Explain which social media channels they can apply this strategy on: • Google search • Facebook • Instagram. Emphasise the fact that this is paid advertising method and will incur a cost, which is different to the marketing tools learned so far.	15 minutes
STEP 5: Introduction to pay per click advertising	Introduce pay per click (PPC) advertising and explain what it is. Play the video to make sure learners have a good understanding of what Pay Per Click is https://www.youtube.com/watch?v=-GuaADkztuE&t=6s Emphasise the fact that this is paid advertising and will incur a cost, which is different to the marketing tools learned so far. Explain the advantage of paid marketing tools: • They are more target oriented. • They will give you a competitive advantage.	15 minutes
STEP 6: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour

ASSESSMENT TOOLS

▼ Spot the boost

Ask learners to identify advertising in their own personal Facebook feeds. You are likely to find that they were unaware that some of the posts in their feed were actually paid for. Hint: A boosted post – an advertisement, in other words – will have the word 'Sponsored' in grey under the name of the profile.

LEARNING OUTCOMES

At the end of these two chapters, the learner should be able to:
• Understand the difference between earned and paid media.
• Know how to boost posts on Facebook and Instagram.

FACILITATOR NOTES

▼ In-lesson videos and links

- Boost your post on Facebook
  www.facebook.com/business/learn/lessons/boost-your-post
- What are search ads? Video www.youtube.com/watch?v=cOTMWqwUXPU&t=39s
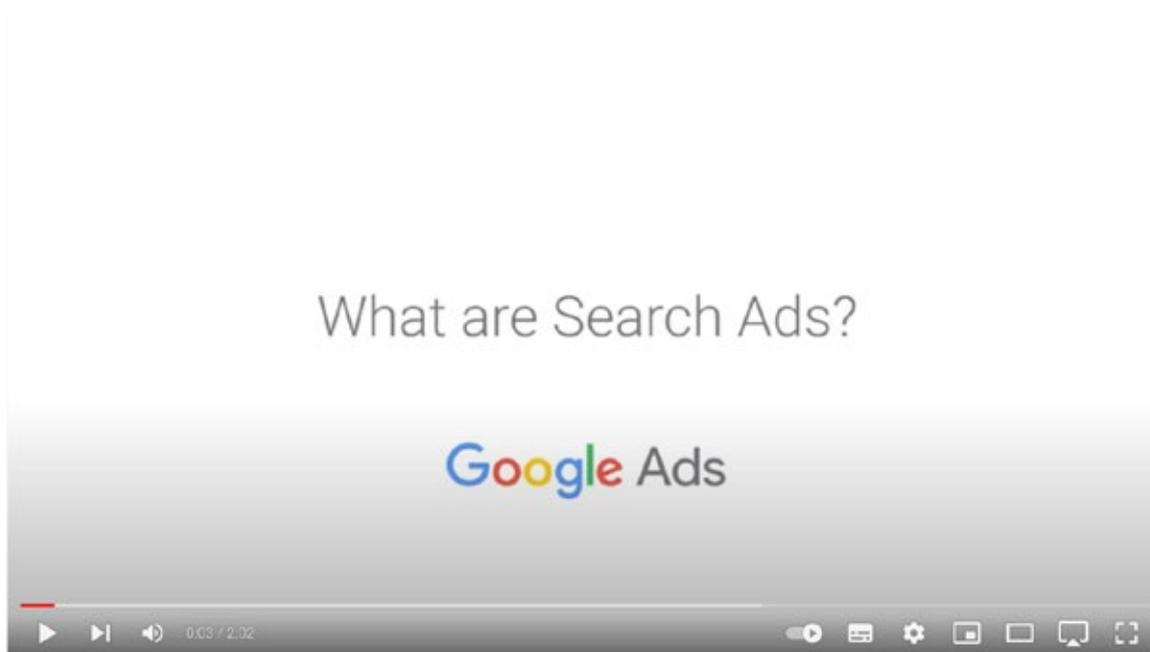
- How Facebook ads work
  https://s4ig.thinkific.com/manage/courses/475151/contents/8131241
- Your guide to Google Ads
  https://support.google.com/google-ads/answer/6146252?hl=en&ref_topic=3119071&visit_id=637012848840417493-745692111&rd=1
- Create a Google Ads account: how to sign up
  https://support.google.com/google-ads/answer/6366720?hl=en&ref_topic=6375057&visit_id=637012848840417493-745692111&rd=1

▼ Additional resources

Before the internet and phones, messengers used to travel from village to village delivering the important messages. People who listened to the message spread it in the society by word-of-mouth. At present social media has taken over the role of the messenger.

www.youtube.com/watch?v=-GuaADkztuE

It is important to use paid media to be competitive in e-marketing. The effort and cost to invest in this will depend on the return expected.

Read more about this from:
www.diva-portal.org/smash/get/diva2:1435948/FULLTEXT01.pdf

Chapter Six: **Monitoring and Evaluation**

OBJECTIVE

Using Google analytics and Facebook Insights, the learning facilitator should demonstrate how to implement the monitoring and evaluation that apply to the initiatives implemented.

METHODOLOGY

- Individual participation by the facilitator to explain the module content.
- Setting up and use of relevant monitoring and evaluation tools in a practical session.
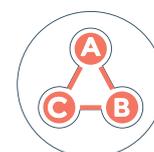
TRAINING MATERIALS/EQUIPMENT REQUIRED

Relevant demonstration videos. Suitable electronic devices for learners to perform the activities individually. Articles that were added to the session plan should be used by the learning facilitator to get prepared prior to the session.

PREPARATION REQUIRED

Be familiar with Google Analytics and Facebook Insights. Select several videos that can be used as demonstrations in the class.

KEY INSIGHTS

- Google Analytics is a free tool used to measure, report and analyse website data.
  - To activate Google Analytics, you need to add a tracking code to your website.
  - The goal of your analysis is to get insight and then to action.
- Facebook Insights provides the data that you need to analyse your Facebook Page.
  - Facebook Audience Insights provides information about two groups of people – people connected to your page and people on Facebook – so you can a) create content that resonates with your audience and b) easily find more people like your current audience.
  - Use metrics such as the best posts, your type of audience and the most popular time of day to craft posts that will attract your target audience.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Introduction	Get learners to think about the benefits of measuring the relationship of e-marketing. Are there any benefits? Explain to the learners how to measure the relationship of e-marketing (which is covered at the beginning of the module) by sharing the screen.	**20 minutes**
STEP 2: Google Analytics	Introduce Google Analytics and the importance of it in assessing the success of a web site. Introduce the three main components of Google Analytics that are used to understand the user behaviour: • measure • report • analyse. Recommend the learners subscribe to the Google Analytics YouTube channel. Learning facilitator can share the screen for selected videos. Use this link: www.youtube.com/c/GoogleAnalytics/videos	**20 minutes**

STEP 2: Google Analytics	Facilitator should play the video and stop the video at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the video and ask the questions prior to class.	
STEP 3: Measure	Explain in detail the types of data that can gathered. Use this report from Google Analytics to facilitate the discussion. Share the screen while explaining. www.google.com/grants/education/Google_Analytics_Training.pdf	**30 minutes**
STEP 4: Report	Explain in detail the types of reports that can be generated. Use this report from Google Analytics to facilitate the discussion. Share the screen while explaining. www.google.com/grants/education/Google_Analytics_Training.pdf	**40 minutes**
STEP 5: Analyse	Explain in detail on how to analyse the reports.	**40 minutes**
STEP 6: Adjust analysis	Explain the ultimate goals of analysis: • to gain insight • to take necessary action base on the insight. Explain the 3 things that can be adjusted: • website • social media • advertising.	**25 minutes**
STEP 7: Evaluate	Discuss the Facebook Insights with the learners: What do they think? Would people use this in Sri Lanka? Why/ why not?	**30 minutes**
STEP 8	Explain in detail how to access Facebook Insights. Explain the 2 main components of Insights: • Data gathering • Analysis.	**30 minutes**

STEP 8	Explain the four important factors to be checked when conducting analysis: 1. Engagement rate - identify the top performing posts 2. Audience demographics - compare to target audience 3. Time - identify time of day the audience is online 4. Next steps - analyse Strengths, Weaknesses, Opportunities and Threats to find where to focus Play the following video to make sure learners have a good understanding: www.youtube.com/watch?v=kDbnYMhbTBY	
STEP 9: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	**1 hour**

ASSESSMENT TOOLS

▼ **Find the Insights**

Learners should locate the Insights page of the Facebook page for their case study business and report how many visits the page has had in the past seven days.

LEARNING OUTCOMES

At the end of this chapter, learners should:

• Understand what type of information can be tracked on websites that they manage.

• Understand where to find this information.

FACILITATOR NOTES

▼ In-lesson videos and links

- What is Google Analytics? https://youtu.be/RL61v47WyHs

- Setting up Google Analytics https://youtu.be/ZM-ZH3m7zSA
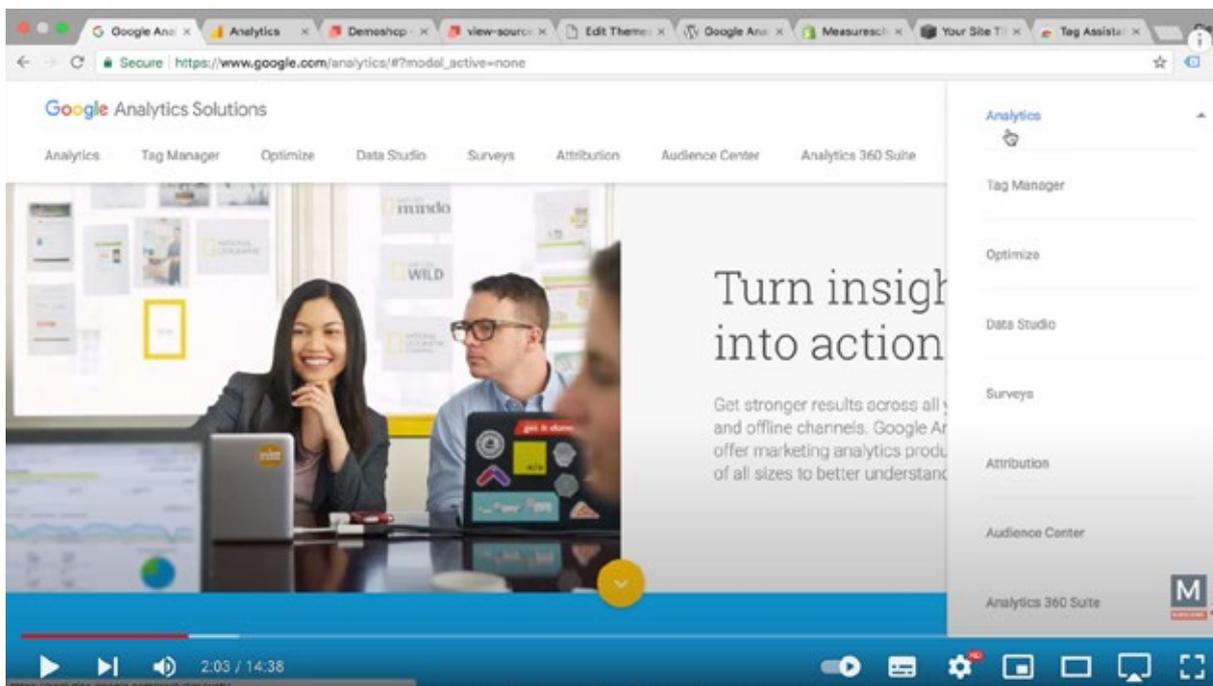
- Analysing your Facebook Insights: https://youtu.be/ZFFGlJ7bWqA

▼ **Additional resources**

- Google Analytics academy for further information on google analytics and how it works https://analytics.google.com/analytics/academy/
- Google Analytics first steps www.youtube.com/watch?v=lZf3YYkIg8w&t=2s
- Facebook Insights www.facebook.com/business/insights/tools/audience-insights

Chapter Seven: **Getting Real**

OBJECTIVE

The learning facilitator should be practically involved with the learners to support them in applying the learnings to their actual Case Study Businesses.

METHODOLOGY

Interactive practical session to put all that the learners have learned into action. Learners will create their own sites and accounts under the supervision and guidance of the learning facilitator. Facilitator can work in parallel with learners by creating a sample website and accounts.
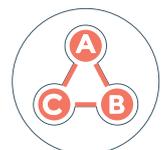
TRAINING MATERIALS/EQUIPMENT REQUIRED

The facilitator must go through the process prior to the class and get familiar with the process and possible issues beforehand.

PREPARATION REQUIRED

The facilitator should go through the site building and account creation process beforehand to get familiar with the process.

KEY INSIGHTS

The e-tourism journey is a cycle. As learners now need to add photographs and descriptions to their various social media accounts and pages, they will need to go back to the material they created in the e-Content module, and perhaps revise this as they see how it will be used in their actual marketing.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: WordPress	Explain the basics of building a website withv WordPress. Play pre-selected video.	**10 minutes**
STEP 2: Developing the web	Do a practical session with learners to build a new website using WordPress (use the free and trial options). Go through the steps of: • Pick a name for your website. (Remind them about what they have already learned on domains). • Get the web hosting. • Install WordPress. • Install a new theme. • Install plugins. • Edit content.	**60 minutes**
STEP 3: Sitebuilder	Explain the process of building a website using Sitebuilder software. Explain the difference between WordPress sites and Site builder sites: • Inability to use a hosting provider of your choice. • Disturbance of advertisements. Explain the steps of building a website using Wix software. Play a video demonstrating the process using the Wix software.	**40 minutes**

STEP 4: Creating a Pinterest business account	Explain the steps necessary to create a Pinterest account. Do an interactive practical session with learners and create a Pinterest business account using above explain steps.	30 minutes
STEP 5: Creating a Facebook Advertisement	Explain the process of creating a pay per click Facebook ad. Do a practical session. Important: do not commit to add the ad. Stop the practical session at that point. Learning facilitator can go up to step five in the module content. Based on the availability of the time, share the screen with this video: www.youtube.com/watch?v=Dymukpfbg4A Facilitator should play the video and stop the video at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the video and ask the questions prior to class.	1 hour
STEP 6: Creating a Google Ad	Explain the process of creating a pay per click Google ad. Do a practical session following the above explained steps. Important: do not commit to add the ad. Stop the practical session at that point. Learning facilitator can go up to step 4 in the module content. Based on the availability of the time share the screen with this video: www.youtube.com/watch?v=BlrkW2iF5Vs Facilitator should play the video and stop the video at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the video and ask the questions prior to class.	1 hour
STEP 7: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour

ASSESSMENT TOOLS

Assignment 3: Practical brand expression through social media

In this assignment, learners will:

1. Create Facebook and Instagram business pages for their case study tourism businesses.
2. Use the ingredients they prepared in the e-Content assignment to make their business profiles as appealing as possible.

Caution: When assessing these assignments, look for indications that the learner has created the pages, groups or accounts themselves, rather than just using existing work that was already in place for their case study business.

Task 1: Create a Facebook page or group

A. If the learner's case study business already has a Facebook page, they should create a specific group linked to their business, as well as an event.
B. If the learner's case study business does not yet have a Facebook page, they should create one. (They are required to do either A or B).

Assess this task by checking how fully the information is filled in:

- Is there a profile and cover photo?
- Are the various information and description fields filled in, including the 'About' section, with address and contact details?

-

Task 2: Create an Instagram profile for a tourism business

Assess this task by checking how fully the information is filled in:

- Is there a profile photo?
- Is the bio description in keeping with the 'description' assignments written in the e-Content module?
- Does the explanation for the hashtags show careful thought? (Ideally these hashtags should represent key words that were used in the description.)

LEARNING OUTCOMES

By the end of this chapter, learners will be able to:

- Create actual social media content.
- Post the social media and monitor the results.

FACILITATOR NOTES

▼ In-lesson videos and links

Learners should re-visit the videos and how-to guides provided in each of the previous lessons as they create their own pages and profiles.

▼ Additional resources

Extra reading on WordPress:
- .https://wordpress.com/website-builder/
- .www.youtube.com/watch?v=7thNFA6vBLY

Wix Tutorial: www.youtube.com/watch?v=nIKbN5pBSXo

Setting up Pinterest business account: www.youtube.com/watch?v=5m-yLCNFUmA
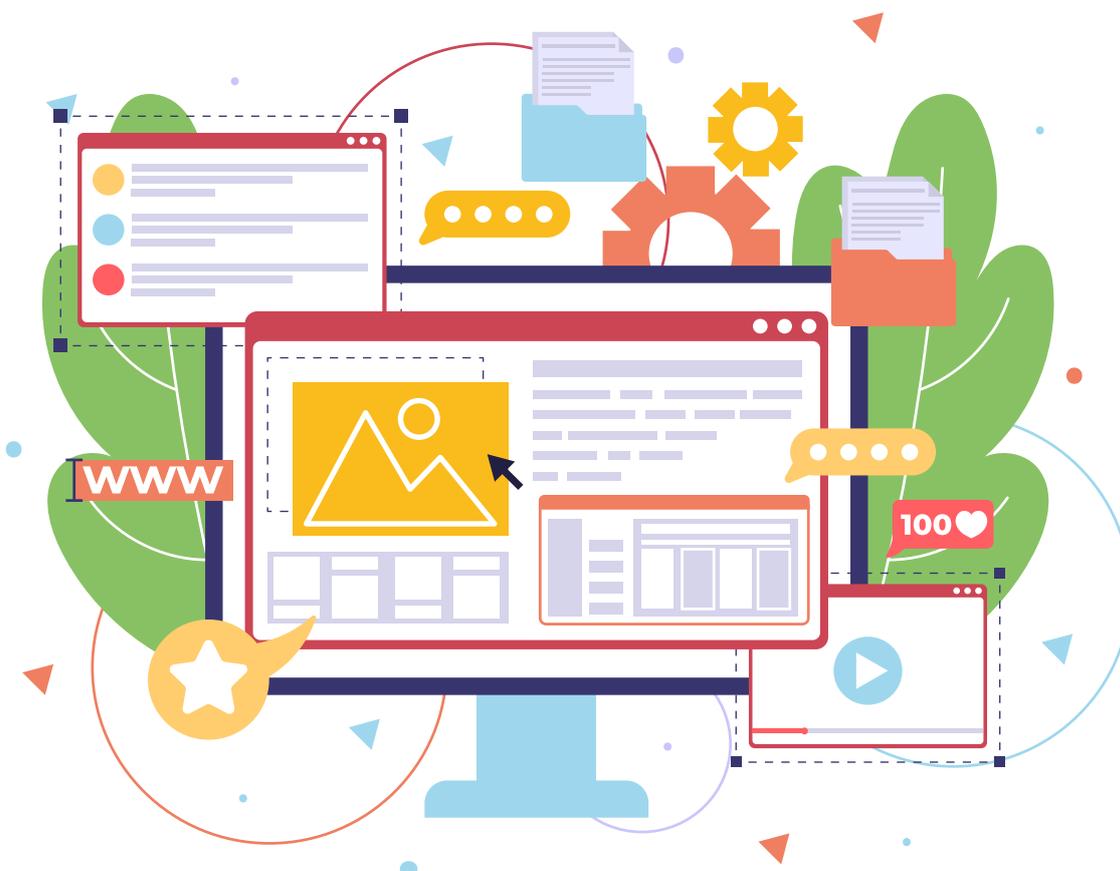
E-DISTRIBUTION

A distribution channel is a way that a business's services get to the customer, and how they pay for these. It can either be a direct transaction (for example, through the business's own website), or involve various third-party resellers.

E-distribution is the catch-all title we use to refer to how you manage these distribution channels as well as the business's inventories and tariffs. For example, how you ensure you're not booking the same room to two different customers through two different bookings channels.

Chapter One: **Introduction**

OBJECTIVE

Introduce what e-distribution is to the learners with practical examples.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key definition of e-distribution to the learners with a detailed discussion.
- Individual and group activity to engage with each other and to understand some examples, through this it is expected to highlight the key message of the course.
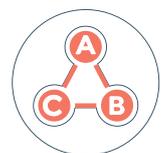
TRAINING MATERIALS/EQUIPMENT REQUIRED

- Example social networks.
- Example online booking engines.
- Example websites.
- Example newspaper materials/webpages to demonstrate real life e-distribution related activities.

PREPARATION REQUIRED

Get ready with example newspaper materials/webpages to demonstrate real life e-distribution related activities with clear understanding about the e-distribution. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.

KEY INSIGHTS

Though the digital world has made distribution easier, there are now so many overlapping channels being used, each needs to be well understood.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Introduction	Before explaining the definition of e-distribution, ask learners what they think this topic will be about. Define what is considered as e-distribution. Discuss the definition with the learners	**30 minutes**
STEP 2: E-distribution involvement	Individual task. Ask learners to list their involvement with e-distribution in their case study business and let them identify where their business is now (i.e., which e-distribution channels they currently use). Obtain the learners' answers and discuss as a group, using a local example. Get the access to the Booking.com, Agoda and Expedia pages for Heritance Kandalama. Share the screen to show the e-distribution channels this hotel uses. • Heritance Kandalama Booking.com page https://bit.ly/3DevGKk • Heritance Kandalama Agoda page https://bit.ly/37UHOEz • Heritance Kandalama Expedia page https://bit.ly/36rHJIp	**1 hour**

STEP 3: Online travel agencies	Introduce the Online Travel Agencies (OTAs). Share the live screen displaying Airbnb, Booking.com, Tripadvisor, Agoda and Expedia using local examples available in Habarana. Get the learners to reflect on what is available on each OTA for the selected local example from Habarana. Use the below links: • Habarana on Airbnb https://bit.ly/3JFJVu1 • Habarana on Expedia https://bit.ly/3tIBLeH • Habarana on Agoda https://bit.ly/3uA6rxX • Habarana on Booking.com https://bit.ly/3iKoI6p Facilitator should start the screen sharing and stop the screen at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the screen and ask the questions prior to class. Let learners create profiles on OTAs for their case study businesses.	**1 hour**
STEP 4: Website booking system	Before starting this content, ask learners what they think this topic (own website booking system) will be about. How do they think the own website booking system works? What benefits has the own website booking system created for work? Take learners through the module slides to introduce own website booking system and WordPress. Share the screen with the following local example: https://bit.ly/3qJcMX0	**45 minutes**
STEP 5: Reflection activity	Facilitator should demonstrate the example e-distribution and stop the demonstration at certain times to explain, discuss with learners the points being made, increase engagement and hear the learners' perspectives.	**15 minutes**
STEP 6: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	**1 hour**

ASSESSMENT TOOLS

▼ **List the channels**

- Ask learners to list all the channels they have heard about.
- Ask learners which channel they would most likely use to book a holiday in a different province of Sri Lanka.

LEARNING OUTCOMES

At the end of this chapter, learners should be able to:

- Identify the channels being used by businesses in their region.

FACILITATOR NOTES

▼ **Additional resources**

THE TRAVEL DISTRIBUTION SYSTEM

www.tourism.australia.com/content/dam/assets/document/1/6/w/u/c/2002116.pdf

Chapter Two: **Distribution Channels**

OBJECTIVE

As the learning facilitator you should be able to introduce the e-distribution channels and explain how to manage those to the learners using given local examples.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key definition of e-distribution channels to the learners with a detailed discussion.
- Group activity to engage with each other to educate learners on the importance of different e-distribution channels, their importance to their business and how to manage them usefully.
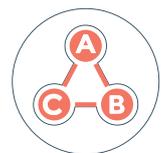
TRAINING MATERIALS/EQUIPMENT REQUIRED

- Example OTA (online travel agency) websites.
- Example hotel websites.
- Examples to demonstrate the channel manager.

PREPARATION REQUIRED

Get ready with example websites/hotel webpages on e-distribution channels to demonstrate real life e-distribution related activities. Let learners think about the benefits they can gain from different e-distribution channels. Get ready to ask learners questions, repeat the points being made, increase engagement and hear the learners' perspectives to enhance their understanding.

KEY INSIGHTS

Online Travel Agencies (OTAs) are online companies whose websites allow consumers to book various travel-related services such as accommodation and tours directly via the internet.

Travellers find these websites useful as they can compare many accommodation options at one glance, and book them quickly and easily using the online reservation system.

Your business can usually be listed on these sites for free, and you pay a commission per booking received.

- Agoda is one of the most popular OTAs in Asia, but it is only for accommodation and flights, not for other tourism services. No commission is charged to hosts.
- Airbnb is an online marketplace for people to rent spare rooms and properties to guests. It has a very low booking fee for hosts of 3%. Both guest and hosts review each other.
- Booking.com offers a wide range of accommodation but charges very high commission compared to other channels. It does attract a huge audience with its low prices.
- Expedia offers a full range of services, from accommodation to 'things to do' mostly targeted to the corporate and luxury market. They charge a low commission for basic hotels and accommodation.
- Tripadvisor is better known for its user-generated reviews, but does offer booking for flights, hotels, vacation rentals, restaurants, and things to do.

Online booking systems via a businesses' own website enable potential guests to check availability dates and then make a booking right away. The process can be automated through software built directly into the website.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: E distribution channels	Before explaining the topic, ask learners, what e-distribution channels are you familiar with? Discuss the following topics with the learners: • OTAs (Online travel agencies) • Own website(s) • Review networks • Social media	**30 minutes**
STEP 2: OTA channels	Discuss the key points about OTAs: • How customers book accommodations and tours directly • Why they select OTAs • How it helps your hotel to get business Let learners ask questions.	**1 hour**
STEP 3: Explain about Agoda website	Ask the question, what is Agoda? Try to get the answer from the learners. Then, explain: • How to access the Agoda website. • What services are available for the tourist. • How Agoda is different from other OTAs and distribution channels. • How learners can register their properties on this site. • What the pros and cons of using this OTA are. Teach learners how to sign up. Let them ask questions.	**30 minutes**
STEP 4: Airbnb website	Ask the question, what is Airbnb? Try to get the answer from the learners. Then, explain: • How to access the Airbnb website. • What services are available for the tourist. • How Airbnb is different from other OTAs and distribution channels. • How learners can register their properties on this site. • What the pros and cons of using this OTA are. Teach learners how to sign up. Let them ask questions.	**30 minutes**

STEP 5: **Booking.com** **website**	Ask the question, what is Booking.com? Try to get the answer from the learners. Then, explain: • How to access the Booking.com website. • What services are available for the tourist. • How Booking.com is different from other OTAs and distribution channels. • How learners can register their properties on this site. • What the pros and cons of using this site are. Teach learners how to sign up. Let them ask questions.	**30 minutes**
STEP 6: **Expedia,** **including** **Travelocity** **websites**	Ask the question, what is Expedia? Try to get the answer from the learners. Then, explain: • How to access the Expedia website. • What services are available for the tourist. • How Expedia is different from the other distribution channels. • How learners can register their properties on this site. • What the benefits are of using this site. Teach learners how to sign up. Let them ask questions.	**30 minutes**
STEP 7: **Tripadvisor,** **including** **Tripconnect,** **FlipKey, Viator**	Ask the question, what is Tripadvisor? Try to get the answer from the learners. Then, explain: • How to access the Traipadvisor website. • What services are available for the tourist. • How Tripadvisor is different from the other distribution channels. • How learners can register their properties on this site. • What the benefits are of using this site. Teach learners how to sign up. Let them ask questions.	**30 minutes**

STEP 8: Importance of own website booking system	Ask the question, what is an online reservation system? Try to get the answer from the learners Then, explain: • What the available online booking systems are. • How it offers benefits for the tourist. • How it is different from other distribution channels. • How learners can get benefits from a reservation system through their own website. Let them ask questions.	1 hour
STEP 9: Selecting the e-distribution channels	Group the learners into 4 groups under the below categories: • Group A: Luxury villa • Group B: Chain hotels • Group C: 3* hotel • Group D: Rental guest house Ask them to select the most suitable e-distribution channel for their group and explain why.	20 minutes
STEP 10: Recap	This will be a recap of what we have discussed so far. Get learners to think about the benefits they can gain through e-distribution channels	15 minutes
STEP 11: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour

ASSESSMENT TOOLS

▼ **Quiz: OTAs**

Q1: Which of the following are OTAs useful for?
• Finding accommodation
• Checking the cost of accommodation or activities
• Checking the availability of accommodation or activities
• Booking online

A: All answers are correct. Travellers find these websites useful as they can compare rates, reviews and availability of many different accommodation options at one glance, and book them quickly and easily using the online reservation system.

Q2: Which of the following OTAs offer activities or 'things to do'?

- Booking.com
- Tripadvisor
- Airbnb

A: Booking.com only offers accommodation. Airbnb and Tripadvisor offer a wide range of other activities too.

Q3: Which of the following OTAs is suited to listing a couple of spare rooms in your house and offering an authentic homestay experience?

- Expedia
- Airbnb

A: Airbnb offer spare rooms as well as other types of accommodation. Their guests tend to expect hosts to be more sociable and appreciate a more personal interaction than typical hotels offer.

Q4: Which of the following OTAs enable both guest and hosts to review each other?

- Tripadvisor
- Airbnb
- Booking.com

A: Airbnb requires both host and guest to rate each other. In this way, your tourism business can assess the customer before they arrive.

Q5: Which of the following OTAs does not require the reviewer to have actually stayed at the accommodation or used the service that they are reviewing?

- Airbnb
- Tripadvisor
- Booking.com

A: Tripadvisor has a massive reach, with many millions of people around the world using it. It must be managed carefully however, as there is no control over who adds a listing or leaves a review.

LEARNING OUTCOMES

At the end of this lesson, learners should be able to:

- Be familiar with the industry's dominant Online Travel Agencies (OTAs).
- Identify which OTAs are appropriate for their particular business case study business.

FACILITATOR NOTES

🔻 **In-lesson videos and links**

• Agoda Monkey Temple promotional video https://youtu.be/HlJnJcR8YXk

• What is Airbnb? https://youtu.be/dA2F0qScxrI
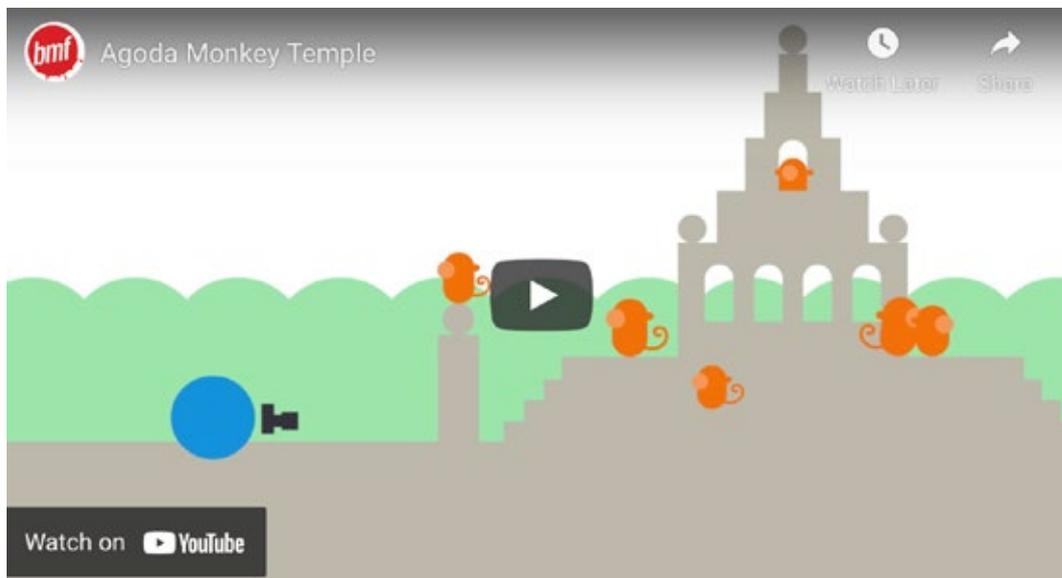
• How to create a listing on Airbnb
  www.hosthub.com/guides/how-to-create-a-listing-on-airbnb/
• How to create a listing on Booking.com
  www.hosthub.com/guides/how-to-create-a-listing-on-booking-com/
• How to create a listing on Expedia
  www.hosthub.com/guides/how-to-create-a-listing-on-expedia/
• How to create a listing on Tripadvisor
  www.hosthub.com/guides/how-to-create-a-listing-on-tripadvisor/

- WordPress booking calendar options
  https://wordpress.org/plugins/search/booking+calendar/
- Free WordPress Booking Plugins for Hotels, Vacation Rental, and B&Bs
  https://motopress.com/blog/best-free-wordpress-booking-plugins-for-hotels/
- MotoPress Hotel Booking Plugin promo https://youtu.be/yD-eB405CYQ

- Overview - MotoPress Hotel Booking Plugin for WordPress
  www.youtube.com/watch?v=TmKqVH7o8ds
- WixHotels all-in-one online booking system www.wix.com/web-lp/wix-hotels
- Create a website and booking system with WixHotels https://youtu.be/UfNA4P4HSSk

▼ **Additional resources**

Read more about the topic here:
https://clients.theygsgroup.com/hsmai-uploads/DCAbook_Full.pdf

Chapter Three: **Channel/Inventory Management**

OBJECTIVE

The learning facilitator should educate the learners about the importance of the channel manager and how to choose a channel manager for their businesses in this chapter.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key definition of the channel/inventory management to the learners with a detailed discussion.
- Group activity to engage with each other and to understand some examples, through this it is expected to educate learners on the importance of having a channel manager.
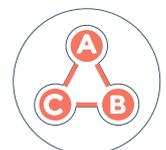
TRAINING MATERIALS/EQUIPMENT REQUIRED

Example channel manager software, local examples and the module content.

PREPARATION REQUIRED

Get ready with example channel manager software to demonstrate real life channel/ inventory management related activities with clear understanding about the channel/ inventory management. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.

KEY INSIGHTS

- 'Channels' are all the different ways that customers can book rooms or services in a hotel/guesthouse/B&B or tourism business.

- A channel manager allows a business to combine the daily management of their various distribution channels and their inventory on a single platform and calendar.

- While channel or inventory management software can be expensive, its cost must be weighed up against the cost of overbooking or under booking. (If you accidentally overbook a room, you risk getting a bad reputation for turning booked guests away or having to pay for your guests to be accommodated in another hotel). Small businesses with limited numbers of rooms or types of services usually don't need a Channel Manager.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Channel / Inventory management	Before explaining the topic, ask learners the following questions: • What is a channel? • What is an inventory? • What do you mean by a channel/inventory manager? Then, discuss the topic with the learners. Reiterate the points being made, increase engagement and hear the learners' perspectives. View 'What is a channel manager?' https://www.youtube.com/watch?v=_nFVXaiSoAE . Facilitator should play the video and stop at times to ask learners questions, reiterate the points being made to increase engagement and hear the learners' perspectives. We recommend working out where to stop the video and ask the questions prior to class.	**30 minutes**

STEP 2: Cost of overbooking or under booking	Ask questions and discuss the following topics with the learners: • cost of overbooking • cost of underbooking Ask questions, for example, what happens in the future if learners don't have a channel manager?	30 minutes
STEP 3: Value automation	Ask questions and discuss the importance of pooled inventory and automated updates of availability and rates in real-time. Be prepared with a local example that is comfortable for you to demonstrate to the learners.	20 minutes
STEP 4: Choosing a good channel manager	Ask questions and discuss the key feature of a channel/ inventory manager	20 minutes
STEP 5: Choosing a channel manager: Individual task	Get learners to think about and select the most suitable channel manager for their service and discuss. Discuss one-on-one with the learners.	45 minutes
STEP 6: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour

LEARNING OUTCOMES

By the end of this chapter, learners should be able to:

• Identify whether their case study business would benefit from a channel manager.

ASSESSMENT TOOLS

▼ Do I need one?

Each learner should:

• List each of the channels used by their CSB.
• List the name of the person that manages each channel.
• Estimate the percentage of bookings that come in via each channel.
• Identify which channels are most likely to lead to overbooking or under booking.
• Explain whether bookings should continue as they are or whether a channel manager should be considered.

FACILITATOR NOTES

▼ In-lesson videos and links

- What is a channel manager? https://youtu.be/_nFVXaiSoAE

Examples of recognised channel managers:

- Cloudbeds - suitable for any type of accommodation
- Hotelrunner - has a low monthly fee plus 1% commission
- Siteminder - suitable for hotels with 20 rooms or more
- TrekkSoft - specialising in bookings for day tours and adventure activities
- Ezeecentrix - options from channel manager only to full all-in-one system
- Staah - channel manager + booking engine

▼ Additional resources

Read more from here: https://get.hotschedules.com/rs/144-GQL 770/images/Inventory_Hotels_ Booklet_US_2021.pdf

Chapter Four: **Tariff Management**

OBJECTIVE

Give an overview for the pricing and pricing strategies to maximise the profitability to the learner in this chapter. The learning facilitator should be able to apply the given examples to build a wider understanding.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key definition of tariff management to the learners with a detailed discussion.
- Group activity to engage with each other and to understand some examples, through this it is expected to educate learners on the important of having a good pricing strategy.
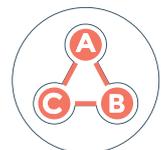
TRAINING MATERIALS/EQUIPMENT REQUIRED

- Example videos
- Prepared business scenarios

PREPARATION REQUIRED

Get ready with example business scenarios to demonstrate real life tariff management related activities with clear understanding about the pricing strategy. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.

KEY INSIGHTS

Setting prices may seem like a simple task, but it actually requires thoughtful strategic planning. Some factors to know before being able to set a price are:

- Operating costs:
- Fixed costs
- Variable costs
- Break-even point: when total income equals total expenses.
- Seasonality
- Competitors' prices (beware: too many businesses determine their prices only by looking at competitors. You must first know your break-even point. Then consider: "If I reduce my price slightly, will I get enough of an increase in customers to compensate for the reduction in income per customer?")
- Capacity

▼ Types of pricing

- Competitive pricing consists of setting the price based on what your competitors charge.
- Mark-up or cost-plus pricing is calculated by adding a set profit margin to the actual cost.
- Promotional discounts should be used sparingly. Tourists do become used to discounted prices and you therefore run the risk of not only making it harder to charge your normal rates, but it will also devalue your product. However, there are some promotional strategies that can counteract this.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Price overview	Have learners read the article available at www.siteminder.com/r/hotel-pricing/ Then, have a group discussion about the following topics: • What are the payment methods they use to get money? • What is the operating cost in your business? • What are fixed and variable costs in your business? • What is your business' break-even point? • When is the peak season for learners' businesses? • What is the hotel capacity of learners' businesses? (number of rooms)? Reiterate the points being made, increase engagement and hear the learners' perspectives.	**1 hour**
STEP 2: Strategic pricing and profitability	Have learners read the article available at www.mews.com/en/blog/hotel-pricing-strategies Then, have a group discussion about the following topics: • How unique is your business? • What are the value additions in your price? • What is your business market position? • What is the operating cost of your business? • What are the competitors' prices? • What is your marketing strategy? Have learners select local examples for each pricing strategy and discuss the example as a group.	**1 hour**
STEP 3: Case study	Divide the learners into 4 groups and give them 4 different prepared business scenarios: sea sports, Ayurvedic Therapy, bird watching tour, tea experience tour. Get learners to think about, discuss and decide on the suitable price strategy for each scenario. Give individual attention to each group to assist them to develop their understanding. Ask each group to present their price strategy. Ask questions, discuss each scenario.	**1.5 hours**
STEP 4: Assessment	Guide the learners through the assessments by guiding them with the structure and necessary key points.	**1 hour**

ASSESSMENT TOOLS

▼ Quiz

Q1: Name the costs that are the same from month to month, such as rent, insurance and salaries.

A: Fixed costs. Operating costs consist of fixed costs that are constant from month to month and variable costs that vary depending on how many bookings are made.

Q2: Which of the following is the break-even point?
- When your expenses are more than your income.
- When your expenses equal your income.
- When your expenses are less than your income.

A: The break-even point is when your costs/expenses are equal to your total income. To make a profit and stay in business, your income needs to be above the break-even point.

Q3: Select the correct answer. When using competitive pricing, you can set your price:
- Higher than your competitors when you can offer extra value.
- The same as your competitors as this is the established rate.
- Lower than your competitors so that you can attract customers.

A: All answers are correct. Competitive pricing means setting your price relative to your competitors, whether the same, higher or lower depending on the value that you can add, or business that you want to attract.

LEARNING OUTCOMES

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

- Identify which pricing strategy was generally used in the past by their CSB.
- Identify the most appropriate pricing strategy to be used in the future by their specific CSB.

FACILITATOR NOTES

▼ In-lesson videos and links

Pricing strategies for tour operators and Online Travel Agents
https://blog.blackcurve.com/pricing-strategies-for-tour-operators-and-online-travel-agents

▼ Additional resources

Learn more here: https://catalaconsulting.co.uk/develop-hotel-pricing-strategies/ and https://eprints.bournemouth.ac.uk/21752/1/AbrateFraquelliViglia.pdf

Module 5
E-OPERATIONS
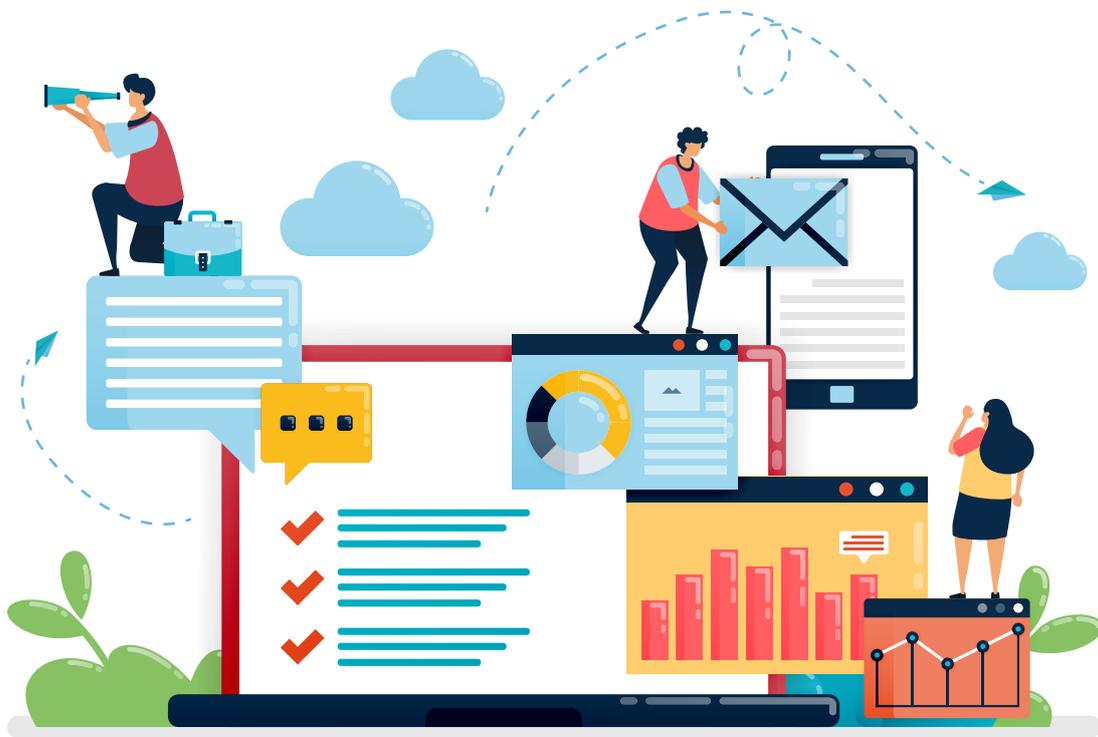
E-operations uses digital tools for efficiency and accuracy to reduce costs and increase profit by managing bookings, customers' bills, accounting and payments.

e-operations systems include:

- reservation management
- property management
- business management.

Most digital solutions now combine at least two of these three components – reservation and property management are usually folded together in a single solutions package.

Chapter One: **Introduction to E-operations**

OBJECTIVE

The learning facilitator should introduce e-operations and its importance for tourism businesses to the learners

METHODOLOGY

- Individual participation by the learning facilitator to explain the key terms of e-operations in tourism to the learners through a detailed discussion.
- Group activity to engage with each other and to understand some local examples.
- Discussing the terms with the support of video examples.

TRAINING MATERIALS/EQUIPMENT REQUIRED

Screen sharing to demonstrate live e-operations examples

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-operations related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

In the past, all the operations of a hotel were handled manually. Now, there are digital solutions for both small- and large-scale businesses that can save both time and money.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: What is e-Operations?	Ask leaners the question, what are e-operations? Get them to explain their perspectives. Discuss e-operations using the manual. When would e-operations be a good idea? Learners will probably struggle to answer this, assist them with local examples. Use this example to demonstrate the reservation management system: www.themeresorts.com/hotels.html Pose these three questions to the learners. Recommend working out where to stop the example and ask the questions prior to class	1 hour
STEP 2: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour

ASSESSMENT TOOLS

▼ Operations list

- Each learner should list as many of the tasks undertaken in a hotel to keep it operational as possible. For example, handling bookings, cleaning and laundry, food preparation, accounting, banking...
- Next, let the learners assess which of these tasks can be handled online or streamlined by using electronic tools.

LEARNING OUTCOMES

By the end of this chapter, learners should be able to:

- Identify the range of tasks that ensure a hotel remains operational.
- Identify the range of tasks that can potentially be streamlined through electronic means.

FACILITATOR NOTES

▼ Additional resources

Use the pdf of the following book to get more insights about operations prior to the session:

www.mlsu.ac.in/econtents/1186_e-book%20of%20Hotel_management_and_operations.pdf

Chapter Two: **Reservation Management**

OBJECTIVE

Use the content in this chapter to discuss the functions of a reservation system, the difference between manual and online booking systems and the importance of these to tourism businesses with the learners.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key terms of e-operations in tourism to the learners with a detailed discussion.
- Group activity to engage with each other and to understand some local examples.
- Discussing the terms with the support of video examples.
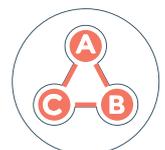
TRAINING MATERIALS/EQUIPMENT REQUIRED

Screen sharing to demonstrate live e-operations examples about reservation management.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-operations related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- When using paper or spreadsheet reservations, businesses must manually handle the bookings and update their occupancy, rates, available rooms, booked rooms, etc. Online reservation systems allow guests to plan, book and pay for their trips online at their convenience without needing to interact directly with the business.

- An online hotel reservation system is a software tool that allows a guest to plan their own trip at their convenience:

- It displays your live rates and inventory in real time, across all your channels.

- It allows guests to select the dates for their trip and finalise their reservation.

- It sends an automated reservation email immediately on booking.

- It offers a payment portal so that guests can complete their transaction.

- It automatically updates your property management system or central reservations system when your rooms are booked.

- The benefits of online reservation systems are:

- Improved guest experience.

- Simplified administrative process.

- Reduced risk of overbooking.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Introduction to reservation management	Take learners through the module slides and discuss the functions of a reservation system.	1 hour
	Understand the difference between manual and online booking systems	
	Ask learners to identify the type of reservation system used in Sri Lanka and discuss those with the leaners.	
	Compare the previous examples with their tourism business and assess the viability of an online system	
	Have learners read the article available at:	
	https://yourstory.com/mystory/14a3e5222c-importance-of-online-h/amp	
	Then have a class discussion about the online reservation management work around competitive advantages and what it means for profit.	
	Facilitator should share the screen and stop the screen sharing at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.	
	We recommend working out where to stop the video and ask the questions prior to class.	
STEP 2: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour

ASSESSMENT TOOLS

▼ Identify and assess

Each learner should:

- Identify the type of reservation system used by their own case study tourism business.
- Assess the viability of various potential online systems, describing the pros and cons of each.

Facilitators should look for clear and logical thought processes motivated by business needs rather than the learner's own personal preferences – they should be able to list the advantages and disadvantages.

LEARNING OUTCOMES

At the end of this lesson, learners should be able to:

- Discuss the functions of a reservation system.
- Understand the difference between manual and online booking systems.
- Identify the type of reservation system used by their own case study tourism business and assess the viability of an online system.

FACILITATOR NOTES

▼ In-lesson videos and links

How do hotel reservation systems increase efficiency and profits?
www.siteminder.com/r/hotel-distribution/hotel-direct-bookings/hotel-reservation-system-increase-profits/

▼ Additional resources

Get more insights about how an online hotel reservation system works prior to the session:
www.mews.com/en/blog/hotel-reservation-system

Chapter Three: Property Management Systems (PMS)

OBJECTIVE

In this chapter, the learning facilitator should be able to introduce PMS and the differences between a manual system and online PMS. They should also explain how this integration helps the reservation process, and the viability and applicability of PMS to any tourism business.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key terms of e-operations to tourism to the learners with a detailed discussion.
- Group activity to engage with each other and to understand some local examples.
- Discussing the terms with the support of video examples.

TRAINING MATERIALS/EQUIPMENT REQUIRED

Screen sharing to demonstrate live e-operations examples.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-operations related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- A property management system (PMS) is computer software that helps accommodation businesses efficiently organise, schedule and manage their daily operations.
- The hotel PMS replaces the manual, time-consuming processes of entering reservations, organising rooms, creating invoices, etc. on either paper or Excel spreadsheets. It enables efficient workflow including booking/reservations, guest check-in and check-out, assigning rooms to guests, delegating housekeeping tasks and billing. A PMS automates and streamlines operations, saves work-hours and helps serve guests better.
- The PMS integrates with your reservation system, bookings via OTAs, channels and your financial systems.
- There are a vast number of PMS systems available to choose from. Here are the basic features that they all include:
- Reservations: integrating all channels and providing access to up-to-date room availability information.
- Calendar to visualise reservations with real-time availability, bookings, prices and the status of your rooms.
- Customer data management, allowing staff to obtain contact details, the dates customers stayed at the hotel, information about which guests are in which room, etc.
- Rate plan management that can recommend the right room rates.
- Reporting on the latest data, including hotel performance, financial information, or hotel management tasks and processes.
- Shared inventory via a connection to a channel manager which automatically updates the inventory (rooms available).
- Direct bookings via email or telephone can be added to the system and then the inventory of available rooms is automatically updated everywhere.
- Point of Sales Services for extra facilities, services and sales outlets so that the guest can pay for everything at once when they leave.
- Payment options with invoices and receipts.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Introduction to PMS	Ask learners the question, what is a property management system? Get them to explain their perspectives. Discuss the benefits of property management systems. When would a PMS be a good idea? Now share the module content for this step and explain the basic functions and benefits of a PMS. Ask the learners about the differences between a manual system and an online PMS. Later, share the module screen and explain the differences. Get two examples, one of Jetwing Vil Uyana, and another local example of your choice. Assess the viability of a PMS for these hotels. Now assess the viability of PMS for the each learner's case study business. Get each learner to share their perspective. Give your individual feedback.	**1 hour**
STEP 2: Connecting PMS with channel	Learners should be familiar with the channels. Ask them what they know about the various potential channels. Now share the module content for this step and discuss.	**1 hour**
STEP 3: Managers and/or OTA websites	Play the video to make sure learners have a good understanding of what Managers and/or OTA websites are: www.youtube.com/watch?v=1NF0uC84-gM Ask questions of the learners as you progress through the module content to increase engagement and hear their perspectives. We recommend preparing some questions prior to the session.	**1 hour**
STEP 4: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	**1 hour**

ASSESSMENT TOOLS

▼ Assess the need

Each learner should:

- Assess the viability of a PMS for their case study business, describing advantages and disadvantages.

As in the previous chapter's assessment, look for clear and logical thought processes motivated by the business needs rather than the learner's own personal preferences – learners should be able to list the advantages and disadvantages.

LEARNING OUTCOMES

At the end of this lesson learners should be able to:

- Explain the basic functions and benefits of a PMS.
- Explain the basic differences between a manual system and online PMS.
- Understand the difference between traditional and computerised accounting.
- Assess the viability of a PMS for their specific case study tourism business.

FACILITATOR NOTES

▼ In-lesson videos and links

- Cloudbeds frontdesk software https://youtu.be/iotUP7eJlS0

- Hoteliers Guru https://youtu.be/k2JV-HepkUg

- PMS System: What are the most important features? www.revfine.com/pms-system/

▼ **Additional resources**

Read more about property management systems from the pdf downloaded from this link: https://bit.ly/36RzJA2

Chapter Four: **Business Management Systems**

OBJECTIVE

The learning facilitator should be able to explain factors to consider when choosing online tools, the basics of a bookkeeping system, the advantages of using an online accounting system and usage of the cloud-based accounting systems.
To explain the business management systems.

To identify an appropriate cloud-based accounting system for CSB.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key terms of the business management systems in tourism to the learners through a detailed discussion.
- Group activity to engage with each other and to understand some local examples.
- Discussing the terms with the support of video examples.
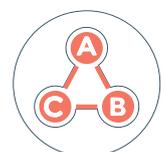
TRAINING MATERIALS/EQUIPMENT REQUIRED

Screen sharing to demonstrate examples of live business management systems.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life business management systems related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- Online travel agencies (OTAs), reservation systems, property management systems (PMS) and financial systems can each be used independently, but in most cases, there is a large overlap between their functionalities. For example, most channel managers and PMS come bundled together.
- Learners will need to identify the best solution for their case study business, depending on its needs. For an accommodation business, an all-in-one hotel management solution could be the ideal option.
- When considering the cost, also consider the time and convenience that this software can offer. In most cases, you can manage bookings and queries from your mobile, which means that you are not bound to your front desk and won't lose bookings if you are away.

▼ **Advantages of cloud-based accounting include:**

- **Ease of use:** Online accounting has become very user-friendly, giving small-business owners the ability to manage business financials with minimal accounting knowledge.
- **Storage and speed:** By using the remote storage and processing capabilities of the cloud software, local information resources are freed up on company computers to save valuable hard drive space and preserve computer processing speed.
- **Security:** Cloud accounting service providers are in the business of protecting client data. These service providers have multiple layers of security measures in place to protect both the integrity of the data and the data itself. Companies using a localised accounting program risk losing data, identity theft, intellectual property theft, and computer viruses, among other security issues.
- **Flexibility:** Users can access, record, maintain, and analyse accounting records from a variety of devices, which offers significantly greater flexibility than most standard local software programs.
- **Reliability:** If a localised server fails, it's possible that access to a company's financial records may be temporarily restricted. A cloud system helps ensure that users can access financial records whenever and wherever they have internet access.
- **Taxes:** A cloud-based system can have important tax data and financial reports available with a few clicks of a mouse.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Hospitality management software	Get learners to discuss the factors that affect choosing online tools. Then, complete the factors as a class using your computer, so learners gain an understanding of the factors that affect choosing online tools. Then, reflect on this by giving the learners the answers to the following questions: • Do you think these are important to your business? • How does knowing this make you feel? • And lastly, what are some of the tools you think you can use for your business? Show the following popular PMS providers in the live screen: • .www.hotelogix.com/ • .www.ezeeabsolute.com/ • .www.cloudbeds.com/ • .www.webrezpro.com/ Discuss the features and pricing between four popular PMS providers with the learners.	**1 hour**
STEP 2: Online accounting systems	Learners should be familiar with the basics of a bookkeeping system. Now share the module content for this step. Get learners to think about the benefits of online accounting systems. Are there any benefits? Discuss the advantages with the class. Learners will learn more and be further exposed to these advantages as they progress with the manual. Facilitator should call out some key points that are highlighted in the facilitator notes to help progress the discussion and to make sure learners have a better understanding of these advantages. Get learners to think about cloud-based accounting system for tourism businesses. Have learners read the article available at: www.rsm.global/australia/insights/industry-insights/sme-business-insights/cloud-accounting-tourism-industry Then have a class discussion about an appropriate cloud-based accounting system for their tourism business.	**1 hour**

STEP 3: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour

ASSESSMENT TOOLS

▼ Assess the need

Each learner should:

- Assess the viability of an accounting software program for their case study business, describing the cost, advantages and disadvantages.

As in the previous lesson's assessment, look for clear and logical thought processes motivated by the business needs rather than the learner's own personal preferences – they should be able to list the advantages and disadvantages.

LEARNING OUTCOMES

At the end of this lesson, learners should be able to:

- Explain factors to consider when choosing a hotel management system.
- Understand the basics of a bookkeeping system.
- Explain the advantages of using an online accounting system.
- Identify an appropriate cloud-based accounting system for their case study tourism business.

FACILITATOR NOTES

▼ In-lesson videos and links

- What is an expense? https://sumup.co.uk/invoices/dictionary/expense/
- What is an invoice? https://sumup.co.uk/invoices/dictionary/invoice/
- What are liabilities? https://sumup.co.uk/invoices/dictionary/liabilities/
- Best Small Business Accounting Tools: Xero vs Quickbooks vs Freshbooks vs MYOB https://beanninjas.com/blog/best-small-business-accounting-tools-xero-vs-quickbooks-vs-freshbooks-vs-myob/
- What is cloud accounting? www.paychex.com/articles/finance/what-is-cloud-accounting
- The difference between traditional accounting and computerised accounting https://smallbusiness.chron.com/difference-between-traditional-accounting-computerized-accounting-4021.html

▼ Additional resources

Read about the basics of bookkeeping: http://oasis.col.org/bitstream/handle/11599/2749/2017_Ginigoada-Bisnis-Foundation_Introduction-to-Bookkeeping_.pdf

Module 6

E-REPUTATION

This module shows learners how they can work to enhance a business's reputation online in the same way as one would do for one's personal reputation offline. If somebody is gossiping about you based on incorrect information, there are ways to correct their perspectives or those of their listeners.

In e-reputation, the work is to manage perceptions about a brand and business by using online review tools to respond to criticisms and to broadcast the opinions of fans as far and wide as possible.

In the final assignment of this e-Tourism course, learners will put this knowledge into action by creating listings on both Tripadvisor and Google Maps.

Chapter One: **Introduction to E-reputation**

OBJECTIVE

The learning facilitator should introduce online reputation, including the meaning and the importance of it to the learners in this chapter, and use the selected examples to demonstrate and build a wider understanding.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key terms of e-Reputation for tourism to the learners with a detailed discussion.
- Group activity to engage with each other and to understand some local examples.
- Discussing the terms with the support of video examples.

TRAINING MATERIALS/EQUIPMENT REQUIRED

Screen sharing to demonstrate live e-reputation examples and module content.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-reputation related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- Achieving a good reputation is primarily accomplished by keeping customers happy during their visit to your business. However, this can now be extended to the digital world through encouraging satisfied customers to write reviews.

- Bad reviews can help identify problems to solve to ensure better customer satisfaction in the future.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
Step 1: Introduction	Ask learners about the e-reputation of their business. a) The facilitator should engage with learners and ask each individual to talk about their answer and share why they gave it. b) The facilitator could also ask other learners in the class to comment about what the learners have mentioned above in point a). c) The facilitator should repeat these steps for all learners to ensure all learners are included in the discussions. Have learners read the review about Aqua Fort in Galle Fort: www.tripadvisor.com/Restaurant_Review-g297896-d16939757-Reviews-AQUA_Forte-Galle_Galle_District_Southern_Province.html Then have a class discussion about e-reputation using the above example and what it means for tourism businesses.	1 hour
Step 2: Assessment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour

ASSESSMENT TOOLS

▼ Write what's right

Each learner should write a review on Google Maps or Tripadvisor about a restaurant or hotel they have been a customer at.

LEARNING OUTCOMES

By the end of this chapter, learners should:

• Understand the role reviews play in the full e-tourism cycle.

FACILITATOR NOTES

▼ Additional resources

Facilitators should become familiar with the Aqua Forte restaurant in Galle Fort and self-learn about how they have developed their reputation in all the aspects as a new restaurant. www.aquaforterestaurant.com/
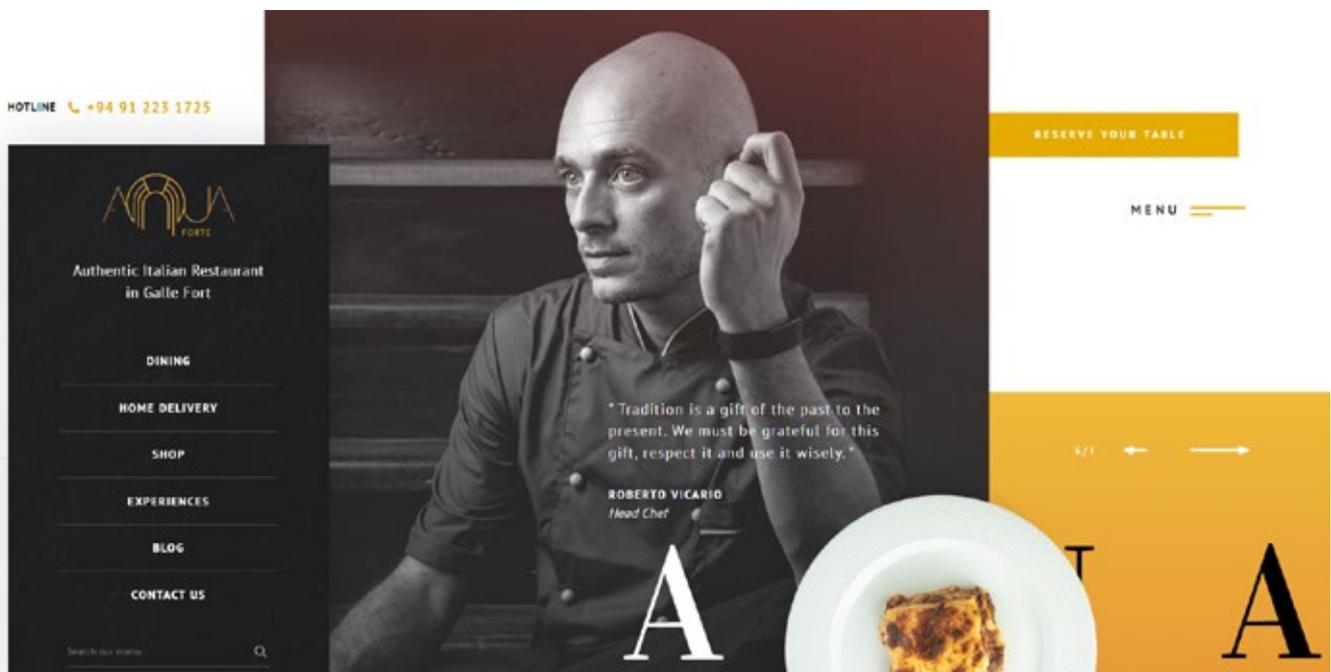
Chapter Two: **Online Review Tools**
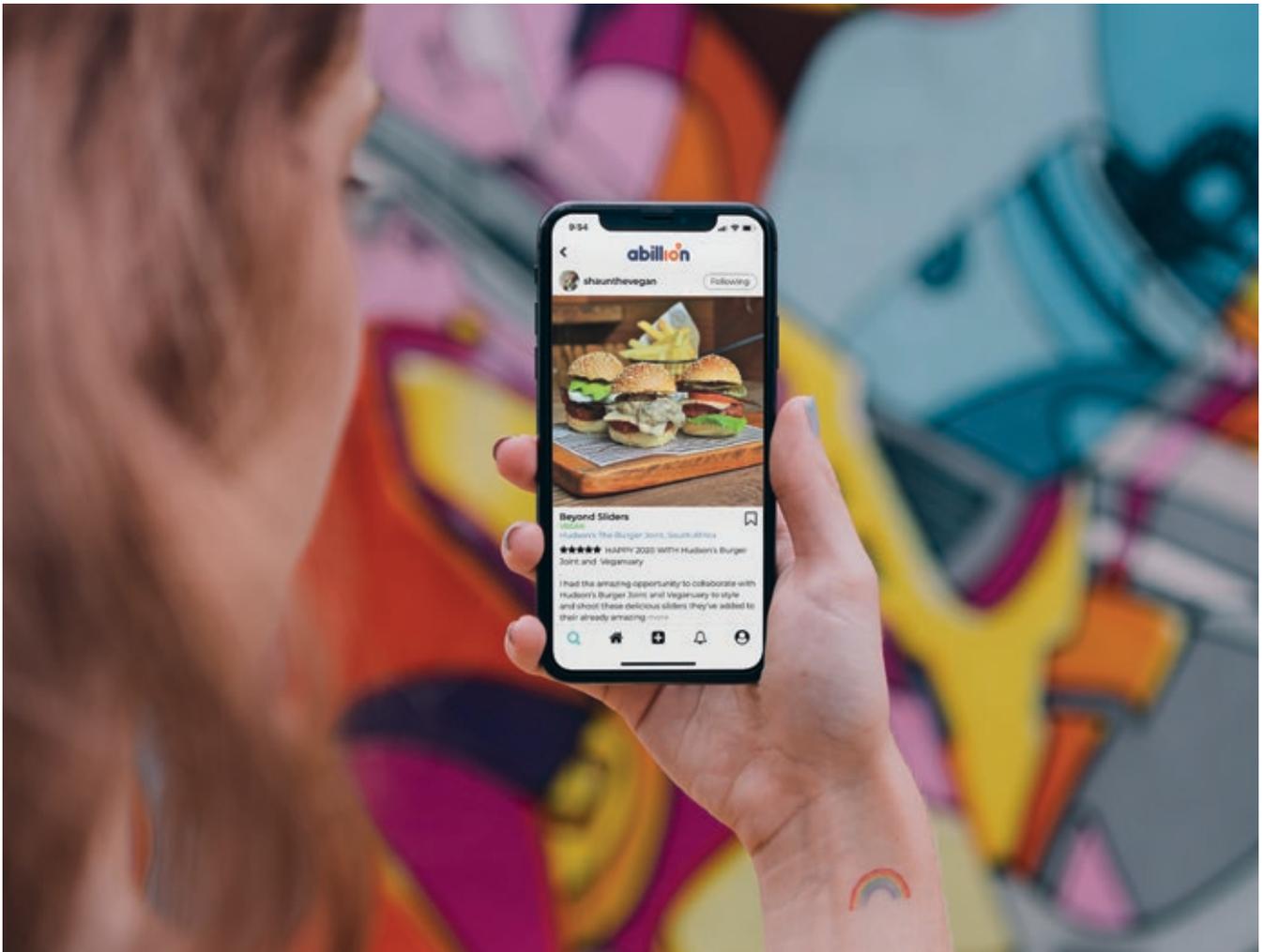
OBJECTIVE

The learning facilitator should introduce the selected online review tools to the learners and should be able to explain the importance of such review tools to tourism businesses.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key terms for e-reputation to tourism to the learners with a detailed discussion.
- Group activity to engage with each other and to understand some local examples.
- Discussing the terms with the support of video examples.

TRAINING MATERIALS/EQUIPMENT REQUIRED

Screen sharing to demonstrate live e-reputation examples and module content.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-reputation related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- People trust customers more than they trust companies. They want real people telling them about their experiences with a product or service. In the online era, user-generated content is the best way to bring that authenticity to customers.

- User Generated Content, also known as Consumer Generated Advertising (CGA), is defined as any type of content that has been created and posted to social media by unpaid contributors. It can refer to pictures, videos, testimonials, tweets, reviews or blog posts. It is the act of users promoting a brand rather than the brand promoting itself. Managed well, these reviews can boost the reputation of your hotel and drastically increase bookings.

- It should be stressed to learners that, although it can often be a complex and time-consuming process to manage and respond to reviews, it's important and can be very rewarding for the business. While it is a good idea to respond to positive reviews with thanks, it is vital that the manager or marketer of the business respond to every negative review to show that the people behind the business do care.

- Customer reviews are a highly valuable resource to help manage and improve your business: negative reviews by customers help to pinpoint problems that you may never find out about otherwise.

- Tripadvisor is a giant of the travel industry and affects your property whether you know it or not, as customers can review your business without your knowledge. As such, it shouldn't be ignored, and having an active Tripadvisor listing has become almost compulsory for an accommodation property's brand image. And it's free!

- There are two ways to have an accommodation business listed on Tripadvisor: a representative from the business can request a listing, or a Tripadvisor user can write a review of the property and initiate a listing.

- Besides Tripadvisor, all the major booking channels also allow visitors to review their experience. What is common to all these review sites is that businesses can't remove a negative review. However, you can respond with your explanation of events. If you manage to resolve the customer's complaint amicably, you can ask the customer to update or remove their review.

- Verified reviews occur when only customers who have booked and experienced the tourism business are permitted to leave a review.

- Airbnb and Agoda offer two-way reviews as both the business and the customer can review each other.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
Step 1: **Online review tools**	Use the same example of Aqua Forte and show some negative comments the property received to make learners understand the concept of online customer reviews, including power and risks. Discuss the example with the learners: What do they think? Get them to think about what the risk and inclusive power is. Have learners think about the impact on tourism businesses of having such a risk and inclusive power. Is there a risk from reviews toward tourism businesses in Sri Lanka? If there is, what could be done to close this gap? Learners should be familiar with the online review tools. Show the Tripadvisor comments given to Cinnamon Lodge/ Habarana Village by Cinnamon. Make sure learners have a good understanding about online reviewing. Use this link: www.tripadvisor.com/Hotel_Review-g665220-d939424-Reviews-Cinnamon_Lodge_Habarana-Habarana_North_Central_Province.html Ask learners to write an independent online review for a Cinnamon Lodge/ Habarana Village by Cinnamon in Tripadvisor. *(Please ask learners not to submit the review)* Use the same example of Cinnamon hotels and show responses given by the hotel to the customer review. Explain to them how the hotel is using reviews as a tool for improved business performance. Understand professional response best practice. Use this link to get the negative comment: www.tripadvisor.com/Hotel_Review-g665220-d939424-Reviews-Cinnamon_Lodge_Habarana-Habarana_North_Central_Province.html Obtain the online ratings for Cinnamon Lodge, Jetwing Lake, Sigiriya Village and compare them, including on Google Maps and Tripadvisor. Facilitator should share the screen and stop the screen at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.	**2 hours**

| | We recommend working out where to stop the screen and ask the questions prior to class.

Facilitator should register and manage accounts on Tripadvisor as an example and ask learners to follow the same steps simultaneously. Share the live screen to improve the interaction.

Use these guides from Tripadvisor:

• .www.tripadvisor.com/TripadvisorInsights/w746

• .www.tripadvisor.com/Trust-lvz7RK0Xs9UI-Listings_policies_and_guidelines.html

• . www.tripadvisor.com/TripadvisorInsights/w668

• .www.tripadvisor.com/Owners

Introduce the business tools to invite reviews.

Learners should be familiar with linking to the Tripadvisor to website.

Use this link for further information: www.tripadvisor.co.uk/Widgets

Now share the manual content for this step and discuss the key points.

Ask learners to assess the Tripadvisor listing for their tourism business and help them claim their listing. Talk to each learner.

Have learners go through Booking.com, Agoda, Airbnb as well as Google reviews and discuss the trends.

Pose the question to the learners: should both positive and negative comments for the tourism business be accepted?

Facilitator should share the live screen with above review sites for some examples and stop the screen at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.

We recommend working out where to stop the screen and ask the questions prior to class. | |
| **Step 2:**

Assessment | Assignment.

Guide the learners through the assignment by guiding them with the structure and necessary key points . | **1 hour** |

ASSESSMENT TOOLS

▼ **Quiz: Online reviews**

Q1: I can't receive reviews on Google and Tripadvisor unless I've listed my business there. True or False?

A: False. Google My Business/Maps and Tripadvisor allow anyone to write a review of any business at any time, i.e., unverified reviews. The result is that many reviews are based on hearsay or are blatantly false.On the other hand, channels, like Airbnb and Booking.com only accept reviews from registered customers once you have listed your business.

Q2: It's best to simply ignore bad reviews. True or False?

A: False. A proper response to a bad review can do two things for you:

- It can minimise the damage to your reputation by making prospective guests think more highly of you.

- It can repair your relationship with unhappy reviewers.

Q3: If your business receives a negative review, you can remove it. True or False?

A: False. As a business you can't remove a negative review from most online review sites. However, you can respond with your explanation of events to create a balanced view for potential future customers.

▼ **Assignment 4 Task 1: List on Tripadvisor**

Each learner should list a business on Tripadvisor:

A.   If the learner's case study business is not yet listed on Tripadvisor, they should create a listing for it.

B.   If the learner's case study business is already listed on Tripadvisor, they should create a listing for a nearby tourist attraction that is not yet listed.

(Each learner is required to do either A or B).
Proof of listing should be supplied to the learning facilitator by providing the Tripadvisor name and URL 'address'. By simply clicking on the link, the assessor should be able to verify that the listing has been done.

FACILITATOR NOTES

▼ **In-lesson videos and links**

- Online reviews and the importance of managing them at your hotel www. siteminder.com/r/marketing/hotel-online-reviews/online-reviews-importance-managing-hotel/

- How to improve your rankings on Tripadvisor www.revinate.com/blog/how-to-improve-your-ranking-on-tripadvisor/

- The state of small business marketing www.forbes.com/sites/briansutter/2017/10/21/the-state-of-small-business-marketing/?sh=591855ad200e

- How to avoid bad reviews from hotel guests www.siteminder.com/r/marketing/hotel-online-reviews/avoid-bad-hotel-guest-review/

- Responding to Tripadvisor hotel reviews – the good, the bad, and the ugly https://blog.guestrevu.com/responding-to-tripadvisor-hotel-reviews-the-good-the-bad-and-the-ugly
- About Tripadvisor https://tripadvisor.mediaroom.com/UK-about-us
- Tripadvisor management centre: quick start guide https://www.tripadvisor.com/TripadvisorInsights/w746
- Tripadvisor listings guidelines www.tripadvisor.com/Trust-lvz7RK0Xs9UI-Listings_policies_and_guidelines.html
- How to verify your identity as a business representative with Tripadvisor www.tripadvisor.com/TripadvisorInsights/w668
- Guide to Tripadvisor www.guestrevu.com/guide-to-tripadvisor
- Get your business on Tripadvisor www.tripadvisor.com/TripadvisorInsights/w855

▼ Additional resources

Read more about this topic:
www.revinate.com/blog/online-reviews-hotels-best-social-marketing-tool/

Chapter Three: **Mapping Sites**
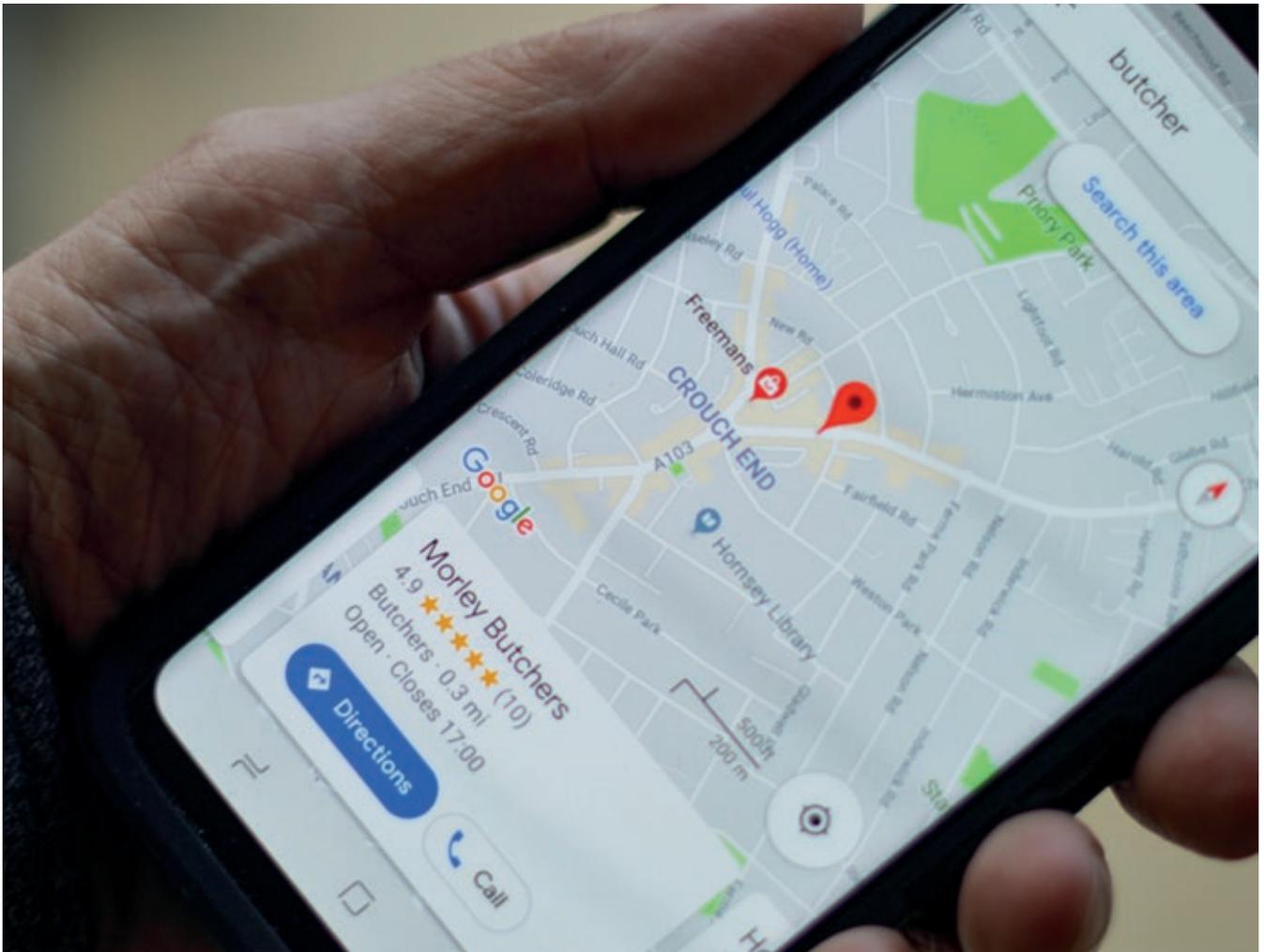
OBJECTIVE

The learning facilitators should be able to develop learners' understanding of the reach, application and integration of Google Maps on the tourist decision-making journey and should be able to guide the learners regarding how to appear correctly on Google Maps and other maps.

METHODOLOGY

- Individual participation by the learning facilitator to explain the key terms of e-reputation in tourism to the learners with a detailed discussion.
- Group activity to engage with each other and to understand some local examples.
- Discussing the terms with the support of video examples.
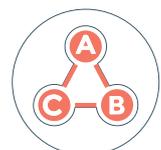
TRAINING MATERIALS/EQUIPMENT REQUIRED

Screen sharing to demonstrate live e-reputation examples and module content. Assignment to be discussed at the end.

PREPARATION REQUIRED

Get ready with example materials/webpages to demonstrate real life e-reputation related activities with clear understanding about the components, categories and guiding principles. Get ready to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives. We recommend working out where to stop the demonstration and ask the questions prior to class.

KEY INSIGHTS

- Google Maps allows anybody to find places anywhere in the world. They can search by place name, street name, postcode or a place of interest.
- This mapping platform is the most extensively used mapping application worldwide and it is vital for the marketing of any tourism business so that it can easily be found. While anyone can add your business – you may already be listed without your knowledge – it's important that you claim your business listing via Google My Business and create a profile with correct and full contact information and enticing photos.
- Though learners might not themselves use apps or sites like Apple Maps, Waze and Maps.me, they should understand that potential customers might use these, so should ensure their case study businesses are listed on as many as possible. Mapping apps are a free source of potential customers.
- On iPhones and iPads, Apple Maps is the default mapping app, not Google.
- Waze and Maps.me use crowd-sourced or open-sourced data This means that anyone can share mapping and traffic information.

SESSION PLAN

CONTENT	SUGGESTED ACTIVITIES	TIME
STEP 1: Mapping sites	Get learners to share what they currently know about Google Maps.	2 hours
	Ask learners to find Amaya Beach in Passikudah in Google Maps. Get them involved in finding directions to the hotel.	
	Simultaneously share the same on the live screen.	
	Facilitator should share the live screen with Google Maps for some examples and stop the screen at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.	
	We recommend working out where to stop the screen and ask the questions prior to class.	
	Discuss the content with the learners regarding the reach, application and integration of Google Maps on the tourist decision-making journey. Take learners through the module slides	
	Select a business as an example. Demonstrate how to appear correctly on Google Maps and how to add a place to Google Maps. Add photos and correct information about the tourism business. Ask learners to do the same after the demonstration and inspect them individually.	
	Introduce Apple Maps, Waze and Maps.me via OpenStreetMap. Facilitator should share the live screen with these review sites for some examples and stop the screen at certain times to ask learners questions, reiterate the points being made, increase engagement and hear the learners' perspectives.	
	We recommend working out where to stop the screen and ask the questions prior to class.	
STEP 2: Assignment	Guide the learners through the assignment by guiding them with the structure and necessary key points.	1 hour
STEP 3: Feedback	Collect feedback using the feedback form.	1 hour

ASSESSMENT TOOLS

▼ **Assignment 4 Task 2: List on Google Maps**

Each learner should list a business or attraction on Google Maps:

A.   If their case study business is not yet listed on Google Maps, they should add it.

B.   If their case study business is already listed on Google Maps, they should add a nearby tourist attraction that is not yet listed.

(They are required to do either A or B).

Though listings are not 'live' immediately after being submitted to Google, they should screengrab the message from Google that tells them whether they have been successful. It might take days, and in some cases weeks, for the actual listing to appear to the general public on Google Maps.

FACILITATOR NOTES

Refer to these links to know more about how to list on Google and Apple Maps:
https://support.google.com/maps/answer/7280933?hl=en&co=GENIE.
Platform%3DAndroid
https://mapsme.zendesk.com/hc/en-us/articles/207737179-How-can-I-add-a-new-place-to-the-map-
https://register.apple.com/placesonmaps

GLOSSARY OF TERMS

● **BOUTIQUE HOTELS:** Sri Lanka has no industry standards to define boutique hotels, but these hotels generally share some common features. They usually have fewer rooms and feature a distinctive design style and on-site food and beverage options. As a reflection of the size of the hotel, a boutique hotel is typically intimate and has an easily identifiable atmosphere, such as classic, luxurious, quirky, or funky.

● **BUDGET HOTELS:** These are aimed at people with more limited budgets – i.e., they want to pay less per night. They offer basic services with limited food and beverage facilities.

● **CLOUD COMPUTING:** Storing and accessing data and applications over the Internet instead of on your computer's hard drive. The data is usually stored on a distributed range of powerful and well protected web servers located elsewhere.

● **DOMAIN NAME:** A website name or website address used to find a specific website on the internet, e.g., example.com or example.lk. No two domain names can be exactly the same, so it is necessary to search for a unique domain name and have it registered to the business owner.

● **DOMESTIC TOURISM:** Residents of a given country travelling only within that country, e.g., Sri Lankan people travelling in Sri Lanka.

● **EARNED MEDIA:** Publicity or exposure gained from methods other than paid advertising. For example, by others recommending your business on social media.

● **EXCURSIONIST:** In Sri Lanka's tourism statistics, excursionists consist almost exclusively of passengers on sea cruises who come on shore while the ship is in harbour for purposes such as sightseeing, shopping, etc. They do not spend the night on land in Sri Lanka.

● **FOOTER:** The content within the bottom margin of a document or website, that carries consistent information across all the pages. In general, the visual style of a website footer is very simple; the information typically appears in small, plain text. It may consist of copyright information, contact information, a map, links, opt-ins and social icons.

● **GUEST NIGHT:** A night spent in a hotel, rest house or guest house approved by the SLTDA as being suitable for occupation by foreign visitors.

● **HEADER:** The header of a website usually includes a title or logo and subtitle for the website, and often the navigation menu. The header is usually the same across all pages on a site, which reminds users of the site they're visiting, and keeps a consistent design style for the site.

● **HOMEPAGE:** The homepage of a website is usually the opening page, located at your domain name.

● **HOSPITALITY:** Helping people to feel welcome and relaxed, and to enjoy themselves.

● **HOSPITALITY INDUSTRY:** The accommodation and food and beverage services sectors together are referred to as the hospitality industry. This subset of the tourism industry includes:
• overnight accommodation for people travelling away from home
• options for people dining outside their home.

● **HOTEL:** Internationally, a hotel is generally accepted to be a place with multiple rooms that offers accommodation and, possibly, food. In Sri Lanka, the use of the word 'hotel' for a type of restaurant is common. However, the government has gazetted very detailed and specific descriptions of the minimum requirements for an accommodation establishment to be described as a 'hotel'. These include:
• minimum of 10 bedrooms with attached bathrooms
• separate service entrance
• adequate supply of good quality water
• if more than three floors including the ground floor, it must have a guest elevator/s
• the size of the bedroom (excluding attached balcony and toilet must be:
    • for five-, four- and three-star categories: a minimum of 22 square meters (m2)
    • for two- and one-star categories: a minimum of 17 m2
    • the width of the room shall not be less than 3.0 m (excluding attached balcony and toilet)
    • a plan of the building indicating the emergency exit path shall be prominently displayed on the inner surface of the entrance door
• every bathroom should be at least 3.7 m2 in area
• natural or mechanical means to remove stale air effectively from bathrooms
• an adequate number of spacious housekeeping pantries with running hot and cold water
• restaurant facility
• à la carte menu.

● **ICT:** An acronym that stands for Information Communications Technology. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, email and mobiles.

● **INBOUND TOURISM:** Non-residents travelling in a given country, e.g., foreigners travelling in Sri Lanka.

● **INTERNATIONAL VISITOR:** An international traveller qualifies as an international visitor if they are:
• on a tourism trip, and
• a non-resident travelling in the country of reference or a resident travelling outside of it.

To clarify further, the Sri Lankan Tourism Development Authority (SLTDA) excludes the following from the definition of 'International Visitor':
• all persons arriving with a specific purpose of engaging themselves in gainful occupation, full-time studying or to establish residence in Sri Lanka irrespective of their length of stay
• diplomatic personnel
• crews of ships and aircraft even if they stay for one night or more
• dependents of temporary immigrants and children below three years.

● **LOCAL STORAGE OR LOCAL COMPUTING:** Storing data or running programs on your own computer. All information is kept on the hard drive inside your own computer (see also cloud computing)**.**

● **NAVIGATION MENU:** An ICT term referring to the list of links from one website page to other pages of the same website. It can be located anywhere on the page, though at the top is the most common.

● **OFFLINE APPLICATIONS:** Programs or software that are installed on your own computer and can be used without a connection to the Internet (see also local storage).

● **ONLINE APPLICATIONS:** Applications provided over the Internet and not installed on your local computer (see also Cloud computing).

● **OTA OR ONLINE TRAVEL AGENCY:** Companies accessed via the Internet whose websites allow consumers to book various travel-related services, such as accommodation and tours, directly via the internet, e.g., Booking.com, Agoda, and Airbnb.

● **OWNED MEDIA:** Any web property that you can control and is unique to your brand. One of the most common examples of owned media is a website. Blog sites and social media channels are other examples of owned media properties. Channels like social media and blogs are extensions of your website, and all three are extensions of your brand as a whole. The more owned media you have, the more chances you have to extend your brand presence in the digital sphere.

● **OUTBOUND TOURISM:** Residents of one country travelling in another country, e.g., Sri Lankan people travelling in a different country.

● **PAID MEDIA:** Marketing you pay for. Holistically, paid media is used to promote content in order to drive earned media, as well as direct traffic to owned media properties. For example, you can boost a post (paid media) that links to your website (owned media).

● **PORTFOLIO:** Usually referring to a set of pictures or a range of documents or investments, in ICT this refers to a specific type of website that is usually used to display a variety of products, images or projects.

● **POST:** This is a specific type of web page usually found in blogs. They are similar to web pages, but are ordered by date, with the latest posts on top. A blog website can consist entirely of blog posts with no webpages, but these are often personal websites. Business websites usually consist of web pages but may add a blog that is regularly updated with current events.

● **RESORT:** A full-service hotel that provides access to or offers a range of recreation facilities and amenities. A resort is typically the primary provider of the guest experience and will generally have one signature amenity or attraction. Sri Lankan examples of signature amenities include beach and ocean, countryside, spa and wellness.

● **SLTDA:** An acronym that stands for Sri Lankan Tourism Development Authority.

● **S4IG:** An acronym that stands for Skills for Inclusive Growth.

● **TOURISM:** The movement of people to countries or places outside their usual environment for personal or business/professional purposes.

● **TOURIST:** Someone who travels at least 80 km from his or her home for at least 24 hours, for business or leisure or other reasons.

● **TOURIST ARRIVALS:** Every single visit (or entry) of a tourist to the country either during the same trip or during different trips, provided the visit (or entry) lasts at least one night in the country.

● **TOURIST NIGHT:** A night spent in Sri Lanka by a tourist in any type of immobile accommodation.

● **VISITOR:** A traveller taking a trip to a main destination outside their usual environment, for less than a year, for any main purpose (business, leisure or other personal purpose) other than travelling to be a full-time student or to be employed by a resident entity in the country or place visited. A visitor (domestic, inbound or outbound) is classified as a tourist, if their trip includes an overnight stay.

● **WEB HOST:** A company that stores all the pages of your website and makes them available to computers connected to the internet. Think of it as a large apartment block that rents out various sized apartments, according to your needs.

● **WEB PAGE:** A single document within a website. A web page can consist of text, images and links to other web pages. The pages are usually accessed via a navigation menu along the top or side of the page.

● **WEBSITE:** A collection of internet-accessible, interlinked web pages that share a single domain name or site address.

ASSIGNMENTS

The learning facilitator should respond to each learner's assignment submissions as fully as possible, providing written and detailed guidance on the evaluation sheet. The actual point scoring is far less important than the quality of feedback provided. The goal of these assessments is not to judge, but to facilitate learning.

Assignment 1: Define Your Target Audience

The goal of defining your target audience is to attract more customers. What kind of customers do you want?

This assignment will help you through the thought process of working out what your Unique Selling Points are, then creating a target audience statement that will help your business attract more best customers.

Please complete both tasks on this assignment.
Note: You must pass both tasks to pass this overall assignment. **Pass mark per task: 30/50.**

TASK 1: DEFINING YOUR BEST EXISTING CUSTOMERS

1. Who are your existing best customers? **[10 points]**
2. What qualities do these customers share? (What traits, characteristics, preferences, faults do they have in common.) **[10 points]**
3. What about your business's products or services do they like? What meets their needs so they are willing to pay for it? **[10 points]**
4. What are your business's Unique Selling Points? In orther words, what do these customers get from your business that they don't get from going with your competitors? **[20 points]**

TASK 2: DEFINING YOUR FUTURE AUDIENCE

Now craft your target audience statement:

1. Your business name:
2. does what?
3. to attract who?
4. so they can do what?

For example:

1. Dominique's Homestay
2. provides caring, authentic hospitality
3. to attract curious foreign travellers
4. so that they can learn about our rich culture while on vacation.
[50 points]

ASSIGNMENT 1:
EVALUATION BY LEARNING FACILITATORS

Dear learners
This section will be completed by your learning facilitator. If you fail your assignment, you will need to resubmit a new version of the assignment document.

Assessment:

Task No.	Points Allocated	Comments by learning Facilitator
1		Well done on… Needs to improve on…
2		Well done on… Needs to improve on…

Result: Pass/Fail
Learning Facilitator's feedback to learner:

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Assignment 2: Practical brand expression

Please complete both tasks on this assignment.

Note: You must pass both tasks to pass this overall assignment.
Pass mark per task: 30/50.

Your name:
Your business/brand name:

TASK 1: CREATE A FACEBOOK PAGE OR GROUP:

A.   If your business already has a Facebook page, create a specific group linked to your business, as well as an event.
B.   If you do not yet have one, create a Facebook page for your business.

(You are required to do either A or B).

1.   What is the Facebook name and URL 'address'? (Copy and paste the link from your browser here.)
2.   Paste screengrabs here to show the key ways in which you have adapted the default Facebook settings for your specific business. Please add captions to your photos to explain what the pic is showing.

[50 points]

TASK 2: CREATE AN INSTAGRAM PROFILE FOR YOUR TOURISM BUSINESS.

1.   What is the Instagram name?
2.   Paste screengrabs here to show the key ways in which you have adapted the default Instagram settings for your specific business. Please add captions to your photos to explain what the pic is showing.
3.   List 5 hashtags relevant to your business. Explain why.

[50 points]

ASSIGNMENT 2:
EVALUATION BY LEARNING FACILITATORS

Dear learners
This section will be completed by your learning facilitator. If you fail your assignment, you will need to resubmit a new version of the assignment document.

Assessment:

Task No.	Points Allocated	Comments by learning Facilitator
1		Well done on... Needs to improve on...
2		Well done on... Needs to improve on...

Result: Pass/Fail
Learning Facilitator's feedback to learner:

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Assignment 3:
Practical brand development

Please complete all four tasks on this assignment.

Note: You must pass every task to pass this overall assignment.
Pass mark per task: 15/25.

Your name:
Your business/brand name:

TASK 1: DEFINING THE TARGET AUDIENCE

How would you define the target audience of your business? Provide 5 descriptive words that describe this target audience.
[25 points]

TASK 2: THE LONG DESCRIPTION

a.   With your target audience in mind, write a 100-word description for your tourism business that can be used on your own website or that of other online travel agencies. **[20 points]**
b.   List 15 key facilities or amenities appropriate to your target audience. **[5 points]**

TASK 3: THE SHORT DESCRIPTION

a.   Write a 40-word description for your tourism business that can be used on your own website or that of other online travel agencies. **[20 points]**
b.   Additionally, list the 7 most key facilities or amenities appropriate to your target audience.
      [5 points]

TASK 4: PICTURE PORTFOLIO

Provide a portfolio of 5 photographs, with captions, of your accommodation that could be used on Booking.com and AirBnB as well as your own website and social media. Paste them in the document below in the order in which you would like them to appear in an online gallery.
[25 points]

ASSINGMENT 3:
EVALUATION BY LEARNING FACILITATORS

Dear learners
This section will be completed by your learning facilitator. If you fail your assignment, you will need to resubmit a new version of the assignment document.

Assessment:

Task No.	Points Allocated	Comments by learning facilitator
1		Well done on... Needs to improve on...
2		Well done on... Needs to improve on...
3		Well done on... Needs to improve on...
4		Well done on... Needs to improve on...

Result: Pass/Fail
Learning Facilitator's feedback to learner:

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Assignment 4: Practical brand expression

Please complete both tasks on this assignment.

Note: You must pass both tasks to pass this overall assignment.
Pass mark per task: 30/50.

Your name:
Your business/brand name:

TASK 1: CREATE A FACEBOOK PAGE OR GROUP

A.   If your business already has a Facebook page, create a specific group linked to your business, as well as an event.
B.   If you do not yet have one, create a Facebook page for your business.

You are required to do either A or B).

1.   What is the Facebook name and URL 'address'? (Copy and paste the link from your browser here.)
2.   Paste screengrabs here to show the key ways in which you have adapted the default Facebook settings for your specific business. Please add captions to your photos to explain what the pic is showing.

[50 points]

TASK 2: CREATE AN INSTAGRAM PROFILE FOR YOUR TOURISM BUSINESS.

1.   What is the Instagram name?
2.   Paste screengrabs here to show the key ways in which you have adapted the default Instagram settings for your specific business. Please add captions to your photos to explain what the pic is showing.
3.   List 5 hashtags relevant to your business. Explain why.

[50 points]

ASSIGNMENT 4:
EVALUATION BY LEARNING FACILITATORS

Dear learners

This section will be completed by your learning facilitator. If you fail your assignment, you will need to resubmit a new version of the assignment document.

Assessment:

Task No.	Points Allocated	Comments by learning Facilitator
1		Well done on… Needs to improve on…
2		Well done on… Needs to improve on…

Result: Pass/Fail

Learning Facilitator's feedback to learner:

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Assignment 5: Reputation Management

Please complete both tasks on this assignment.

Note: You must pass both tasks to pass this overall assignment.
Pass mark per task: 30/50.

Your name:
Your business/brand name:

TASK 1: TRIPADVISOR LISTINGS:

A.   If your business is not yet listed on TripAdvisor, create a listing for it.
B.   If your business is already listed on TripAdvisor, create a listing for a nearby tourist attraction that is not yet listed.

(You are required to do either A or B).

What is the TripAdvisor name and URL 'address'? (Copy and paste the link from your browser here.)
[50 points]

TASK 2: GOOGLE MAPS LISTINGS:

A.   If your business is not yet listed on Google Maps, add it.
B.   If your business is already listed on Google Maps, add a nearby tourist attraction that is not yet listed.

(You are required to do either A or B).

Listings are not live immediately. Screengrab the message from Google that tells you whether you have been successful, and paste it into this document.
[50 points]

ASSIGNMENT 5:
EVALUATION BY LEARNING FACILITATORS

Dear learners
This section will be completed by your learning facilitator. If you fail your assignment, you will need to resubmit a new version of the assignment document.

Assessment:

Task No.	Points Allocated	Comments by learning Facilitator
1		Well done on… Needs to improve on…
2		Well done on… Needs to improve on…

Result: Pass/Fail
Learning Facilitator's feedback to learner:

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Skills for Inclusive Growth