

# Competency Standard

<b>UNIT TITLE:</b> CONDUCT INTERPRETIVE ACTIVITIES IN THE FIELD		<b>NOMINAL HOURS:</b> 80
<b>UNIT NUMBER:</b> D2.TTG.CL3.03		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to deliver interpretive activities to groups and individual on tour. It does not include the pre-tour research, planning and preparation required to precede the presentation of an interpretive activity in the field.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Make on-tour preparations</b></p> <p>1.1 Implement <i>interpretive activity plans</i></p> <p>1.2 <i>Schedule the interpretive activity</i></p> <p>1.3 <i>Prepare on-tour requirements</i> to support the interpretive activity</p> <p>1.4 <i>Confirm operational details</i> with colleagues</p> <p>1.5 Ensure <i>safety issues</i> have been addressed</p> <p>1.6 <i>Provide for maximum engagement</i> by customers</p> <p><b>Element 2: Introduce the interpretive activity</b></p> <p>2.1 <i>Alert people</i> to the up-coming interpretive activity</p> <p>2.2 Welcome customers to the interpretive activity</p> <p>2.3 <i>Explain</i> the interpretive activity</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that deliver interpretive activities to groups and individual on tour within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Tour Operation</p> <p><i>Interpretive activities</i> can apply to a wide range of subjects and may include:</p> <ul style="list-style-type: none"> <li>• Flora and fauna</li> <li>• Domestic and farm animals</li> <li>• History and heritage</li> <li>• Culture, arts and entertainment</li> <li>• Sport and recreation</li> <li>• The general natural environment</li> <li>• The built environment</li> <li>• Festivals, seasons and religious observances.</li> </ul>	

<p>2.4 <i>Demonstrate necessary pre-requisites for the activity</i></p> <p>2.5 <i>Confirm customer understanding regarding the up-coming activity</i></p> <p><b>Element 3: Conduct the interpretive activity</b></p> <p>3.1 <i>Assemble tour group as required</i></p> <p>3.2 <i>Provide commentary and interpretive presentation techniques</i></p> <p>3.3 <i>Apply appropriate interpersonal skills</i></p> <p>3.4 <i>Use prepared aids and materials and equipment to support presentation</i></p> <p>3.5 <i>Encourage audience participation, where appropriate</i></p> <p>3.6 <i>Respond to questions (refer to sources)</i></p> <p>3.7 <i>Respect environmental, cultural and social sensitivities</i></p> <p>3.8 <i>Adjust presentation to suit emerging requirements</i></p> <p>3.9 <i>Liaise with colleagues throughout the activity</i></p> <p>3.10 <i>Deal with unexpected events</i></p> <p>3.11 <i>Complete the activity</i></p> <p><b>Element 4: Review the interpretive activity</b></p> <p>4.1 <i>De-brief with colleagues</i></p> <p>4.2 <i>Seek feedback from customers</i></p>	<p><i>Schedule the interpretive activity may include:</i></p> <ul style="list-style-type: none"> <li>• Considering pre-planning needs</li> <li>• Considering issues arising during the conduct of the tour</li> <li>• Considering allied issues that impact on, or flow from, timing of the activity</li> <li>• Taking into account tour conditions, including condition of customers, the environment and time constraints.</li> </ul> <p><i>Interpretive activity plans may include consideration of:</i></p> <ul style="list-style-type: none"> <li>• Customer request and need, including general and specified objectives for the activity</li> <li>• Theme and message, including content, depth and scope</li> <li>• Information and resources required, include specific resource acquisition and/or development</li> <li>• Method of communication to be used</li> <li>• Commentary to be used</li> <li>• Timing and duration issues, including sequencing considerations</li> <li>• Safety and security</li> <li>• Respect for the environment and indigenous peoples</li> <li>• Cost</li> <li>• Techniques for engagement of customers</li> <li>• Feedback received from staff and customers on previous interpretive activities</li> <li>• Obtaining necessary permissions and authorisations to undertake the interpretive activities.</li> </ul>
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<p><b>4.3</b> Evaluate actual performance against target performance criteria for the activity</p> <p><b>4.4</b> <i>Revise operations</i> on the basis of the review data</p>	<p><i>Prepare on-tour requirements</i> may be related to:</p> <ul style="list-style-type: none"> <li>• Setting up the activity in accordance with plans</li> <li>• Observing respect for local customs and people</li> <li>• Explaining the preparations to customers, as and where appropriate</li> <li>• Keeping the preparations secret from customers, as and where appropriate.</li> </ul> <p><i>Confirm operational details</i> should include:</p> <ul style="list-style-type: none"> <li>• Verifying with others that timing is appropriate</li> <li>• Confirming the activity should proceed</li> <li>• Making arrangements to address issues arising</li> <li>• Checking that staff are in position, if required</li> <li>• Verifying the presence of physical resources, including emergency and safety equipment, where necessary</li> <li>• Checking the fully operational nature of all support equipment, including equipment to be used to communicate with tour group members.</li> </ul> <p><i>Safety issues</i> may relate to:</p> <ul style="list-style-type: none"> <li>• Personal and customer safety</li> <li>• Safety of company and customer property</li> <li>• Safety of equipment, materials and the environment of the host enterprise or peoples.</li> </ul> <p><i>Provide for maximum engagement</i> may include:</p> <ul style="list-style-type: none"> <li>• Ensuring sufficient equipment</li> <li>• Positioning of activity items in the most appropriate position, where possible</li> <li>• Planning for the positioning of customers.</li> </ul>
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*Alert people* may include:

- Making verbal announcements
- Advising of the location and timing of the activity
- Encouraging attendance and participation, as appropriate
- Giving sufficient warning to allow customers to attend and participate
- Ensuring all group members is aware.

*Explaining* may include:

- Providing background information and context
- Providing notes, handouts, brochures and samples
- Distributing safety equipment, if required
- Highlighting risks
- Illustrating required and unacceptable behaviour
- Telling customers what will be involved in the interpretive activity and how long it is expected to take.

*Demonstrate necessary pre-requisites* may include:

- Showing how to use equipment needed during the activity]
- Showing how to use emergency equipment
- Showing how to wear necessary clothing
- Showing how to use personal safety items.

*Confirm customer understanding* may include:

- Asking questions to check understanding
- Checking of customer items of equipment and wearing of safety clothing

- Encouraging customers to ask questions
- Providing additional guidance and explanation.

*Provide commentary and interpretive presentation techniques* will depend on the nature and context of the interpretive activity and must be applied sensitively for each activity. It may include:

- Use of humour
- Appropriate body language
- Role playing
- Voice techniques
- Story-telling
- Games and activities
- Demonstrations
- Participant interaction
- Sensory awareness exercises
- Use of visual aids, support materials and props
- Use of audio-visual, sound and lighting technologies.

*Interpersonal skills* may include:

- Motivation and encouragement
- Negotiation
- Conflict resolution
- Communication, including verbal and non-verbal
- Embracing diversity, in terms of age, race, gender, dress, disability of audience
- Rapport building and maintenance.

*Prepared aids and materials* may include:

- Natural resources
- Handouts
- Costumes
- Equipment and items specific to the individual activity
- Props
- Performers and actors
- Guest speakers
- Involvement of special interest organisations and groups.

*Equipment* may include:

- Microphone
- Megaphone
- Videos, DVDs, CDs and films, including players
- Electronic presentation facilities
- Audio-visual equipment, including overhead projectors and data projectors
- Sound and lighting technologies
- Laser pointers.

*Respond to questions* must include:

- Ensuring honesty and all absence of fabrication of answers
- Identifying clearly any responses that are opinions as opposed to fact
- Acknowledging instances where the answer is not known
- Referring customers to sources.

*Adjust presentation* may include:

- Responding to initial and subsequent re-assessment of physical abilities of customer
- Responding to changing environmental and other factors, including those related to safety, weather, and the environment
- Adjusting pacing of the presentation.

*Liaise with colleagues* may include:

- Seeking assistance when required
- Including them in the activity
- Keeping them aware of events arising.

*Unexpected events* should be planned for as far as practicable so that contingency plans can be put into effect when required. The nature of unexpected events will depend on the tour types and the specifics of individual interpretive activities but may include:

- Systems failure, including technical and equipment failure
- Injury, accident or death
- Adverse weather conditions, including the impact of adverse weather conditions in a near-by or associated area
- Inappropriate customer behaviour
- Unpredictable animal behaviour
- Closures of sites and unannounced restricted access to traditional areas.

*Complete the activity* may include:

- Forewarning customers in relation to the closure/end of the activity
- Using appropriately sensitive techniques to bring the activity to a close, where required
- Regaining obtaining equipment and items that were distributed to customers
- Preparing equipment and items ready for the next activity/group

- Tagging or removing damaged or malfunctioning equipment
- Advising group of the timing, location and nature of next interpretive activity, where appropriate.

*De-brief* may include:

- Soliciting verbal and written feedback from colleagues
- Analysing incident reports
- Evaluating staff perceptions of levels of customer satisfaction
- Identifying complaints received, or overheard, from customers.

*Feedback from customers* may include:

- Verbal feedback
- Written feedback
- Feedback received during, on the conclusion of the tour or later via letter or electronic format.

*Revise operations* may include:

- Altering plans
- Acquiring extra or different resources
- Preparing different activities and/or commentaries
- Changing the promotional activities for the tour
- Amending staffing for the tour
- Imposing or easing restrictions or limitations on tour customers
- Changing the itinerary for the tour.

### **Assessment Guide**

The following skills and knowledge must be assessed as part of this unit:

- Enterprise policies and procedures in regard to the promotion and conduct of interpretive activities
- Principles of guiding and the interpretive approach to activities
- Ability to use research, planning and preparation techniques to develop interpretive activities for the required tour destinations, sites, groups and objectives
- Ability to use basic communication and tour guiding equipment
- Knowledge of and skills relating to the focus for the tour
- Understanding of the principles of interpretive guiding (see below)
- Ability to produce or acquire resources and support materials to enable the presentation of an interpretive activity
- Ability to determine customer requirements in relation to an interpretive activity at a designated location/site.

### **Principles of interpretive guiding – an overview:**

Interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile information, as such, is not interpretation.

Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.

Interpretation is an art which combines many arts, whether the materials presented are scientific, historical or architectural the chief aim of interpretation is not instruction, but provocation interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase interpretation addressed to children should not be a dilution of the presentation to adults, but should follow a fundamentally different approach.

### **Linkages To Other Units**

- Maintain quality customer/guest service
- Develop and update tourism industry knowledge
- Establish and maintain a safe and secure workplace
- Prepare and deliver a presentation
- Follow safety and security procedures
- Work as a tour guide
- Allocate tour resources
- Co-ordinate and operate a day-tour (or short excursions)
- Demonstrate/observe respect for indigenous cultures
- Manage and facilitate an extended tour experience
- Plan, develop and evaluate interpretive activities
- Prepare and present tour commentaries
- Develop interpretive content for eco-tourism activities
- Develop and monitor culturally appropriate tourism activity.

### **Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of host enterprise policies, procedures and plans relating to the conduct of tours and to the presentation of interpretive activities
- Demonstrated ability to, as part of a tour, make ready the area and necessary supporting resources, introduce and safely and effectively conduct and conclude a designated interpretive activity at a nominated location for a given tour type and group
- Demonstrated ability to obtain written and/or verbal feedback from colleagues and customers on a nominated interpretive activity presented on tour

- Demonstrated ability to identify how feedback received from colleagues and customers on a nominated interpretive activity can be integrated in to standard operating procedures and plans for the future.

#### **Context of Assessment**

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility
- Actual application of interpretive presentation techniques in a real or simulated tour location/site to real or simulated customers.

#### **Resource Implications**

Training and assessment to include access to a real or simulated workplace, and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Training and assessment must include the use of real locations/sites, real people, and real materials, props and support materials. Emergency and/or unexpected delays may be simulated.

#### **Assessment Methods**

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Case studies
- Hard copy of materials distributed to customers as part of the interpretive activity
- Portfolio of interpretive activities – including video-taped presentations of interpretive activities
- Role plays
- Oral and written questions

- Third party reports completed by a supervisor
- Project and assignment work.

**Key Competencies in this Unit**

*Level 1 = competence to undertake tasks effectively*

*Level 2 = competence to manage tasks*

*Level 3 = competence to use concepts for evaluating*

<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	3	Research tour guide information; analyse safety and security issues
Communicating ideas and information	3	Develop tour commentaries and handout materials
Planning and organising activities	3	Integrate interpretive activities into the itinerary for a tour
Working with others and in teams	3	Collaborate with colleagues and clients to identify topics and approaches to apply in the presentation of interpretive activities
Using mathematical ideas and techniques	1	Calculate costs and resource requirements
Solving problems	3	Respond to emergencies and unexpected events
Using technology	1	Use audio-visual and sound and lighting technologies