

**INNOGUIDE**

# **Experiential Tourist Guiding**

**Developed by**

**The INNOGUIDE TOURISM CONSORTIUM**

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## 1. Blueprint

<b>Module title:</b>	<b>Experiential Guiding</b>
<b>Module author(s):</b>	<b>Manuel Minne, Ilja Kok, Eveline Vos, Miranda Cornelisse</b>
<b>Module level (of the EQF):</b>	<b>Level 5</b>
<b>Credit rating:</b>	<ul style="list-style-type: none"><li>■ <b>Total study load: xx / Contact hours: / xx</b></li><li>■ <b>Number of ECTS credits: xx</b></li></ul>
<b>Prerequisites:</b>	<b>Knowledge and skills required (e.g.)</b> <ul style="list-style-type: none"><li>■ <b>to be determined</b></li><li>□ □</li><li>□ □</li></ul>
<b>Assessment:</b>	Assessment methodologies to be used for this unit <ul style="list-style-type: none"><li>■ <b>to be determined.</b></li></ul>

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### Rationale

**Can be taken from the comparative research document**

### Aim

**Short description of the aim of the module**



### Learning outcomes

**On completion of the module, the participant will have acquired the following learning outcomes:**

#### **UNIT 1: Visitor Interpretation**

LO1: To demonstrate knowledge and understanding of the main characteristics of the “experience economy”, both in general as within the tourism industry .

LO2: To understand and apply visitor interpretation methods and techniques in an effective and functional way

#### **UNIT 2: Customization**

LO1: To be able to identify specific expectations and/or preferences within a particular tourist (group)

LO2: To be able to identify and enhance group dynamic processes within the group

#### **UNIT 3: Technologies**

LO1: Ability to use supporting technology in a tour for optimal experiences;

LO2:

#### **UNIT 4: Experience**

LO1: To be able to arrange new experiences , or transform conventional tours into experiences to various customer groups

LO2: To create memorable experiences in co-creation\* with the visitor  
(\*the tour product as a shared outcome between visitor and experience provider).

LO3: Has experiential communication skills and is able to use them accordingly;



### Teaching methods

e.g. Lectures, workshops, PPP, role-plays, case-studies, blended learning, use of I-pads or other technology, guiding practice etc.

### Bibliography (Any relevant literature that can be used to draft the module)

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## 2. Description of the teaching activities



## 2.1. Unit 1: EXPERIENTIAL GUIDING

Lecturer:	To be determined
Number of teaching hours plus workload plus credits	To be determined: xx + xx + xx= XX
Teaching activities:	To be determined
Setting:	To be determined
Tools:	To be determined

Corresponding literature : [All specific literature for this unit of the module]

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### Learning objectives of the unit

**LO1: To demonstrate knowledge and understanding of the main characteristics of the “experience economy”, both in general as within the tourism industry .**

#### A: Cognition:

- basic knowledge of concepts and theories relevant for analyzing the experience economy (macro–perspective);
- basic knowledge of why experiences are increasingly important to producers and consumers of modern societies (micro–perspective). (see also LO2)

#### B: Skills:

- ability to analyze and apply principles and methods of experience economy in tourism and effective marketing decisions of tourism companies and destinations

#### C: Personal competence:

- keeping him/herself up–to–date concerning developments within the experience economy. (see LO 0.2)

#### D: Ethical competences:

- to be able to keep on being critical about own knowledge and application of principles and methods of experience economy



**LO2: To understand and apply visitor interpretation methods and techniques in an effective and functional way**

**A: Cognition:**

- to be knowledgeable about the different functional uses and added value of interpretation
- to understand the basic principles and techniques of interpretation (i.e. Tilden)

**B: Skills:**

- to provide entertainment on-site
- to share the meaning and significance of a place with our visitors in such a way that the visitor will become active participants
- to provoke thought and satisfying customer curiosity
- to include a learning process (learning a new skill or engaging in a new activity)
- to develop sense of place through interpretive skills

**C: Personal competence:**

- to consequently evaluate oneself on the use of interpretation and improve own skills and/or techniques;

**D: Ethical competence:**

- to be committed not to use interpretation for political propaganda or the promotion of unethical practices

**Structure of the different lectures/ teaching activities to be implemented**

**Introduction**

**Main part of the teaching activity**

**Conclusion or follow-up of the teaching activity**

**Assessment methodology**

**Indicate what kind of assessment you will implement for this module/ unit. The assessment methodology must be linked to the learning outcomes.**



## 2.2. Unit 2: CUSTOMIZATION

Lecturer:	To be determined
Number of teaching hours plus workload plus credits	To be determined: xx + xx + xx= XX
Teaching activities:	To be determined
Setting:	To be determined
Tools:	To be determined

Corresponding literature : [All specific literature for this unit of the module]

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### Learning objectives of the unit

#### **LO1: To be able to identify specific expectations and/or preferences within a particular tourist (group)**

A. Cognition:

- to be knowledgeable about factors influencing tourist preferences and consumer behavior within an experience economy
- to list what is generally necessary in a customized tour to make it both memorable and meaningful
- to understand how group dynamics can influence a tour in general in the creation of meaning

B. Skills:

- to question customers formally and informally to determine personal preferences and expectations

C. Personal competence:

- to be able to easily adapt the tour or the application of interpretation in order to meet particular preferences and expectations of the tourist (group)

D. Ethical competence:

- to be committed to meet the preferences of the tourist (group)

#### **LO2: To be able to identify and enhance group dynamic processes within the group**

A. Cognition:

- to be knowledgeable about group dynamic processes and its particular features
- to list what is generally necessary in influencing group dynamic processes

B. Skills:

- To be able to apply methods (of intervention) for enhancing group dynamic processes



- C. Personal competence:
  - To be able to recognize personal strengths and challenges in enhancing group dynamic processes
- D. Ethical competence:
  - To be committed to enhance group dynamic processes

### **Structure of the different lectures/ teaching activities to be implemented**

**Introduction**

**Main part of the teaching activity**

**Conclusion or follow-up of the teaching activity**

**Assessment methodology**

**Indicate what kind of assessment you will implement for this module/ unit. The assessment methodology must be linked to the learning outcomes.**



### 2.3. Unit 3: TECHNOLOGIES

Lecturer:	To be determined
Number of teaching hours plus workload plus credits	To be determined: xx + xx + xx= XX
Teaching activities:	To be determined
Setting:	To be determined
Tools:	To be determined

Corresponding literature : [All specific literature for this unit of the module]

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#### Learning objectives of the unit

##### **LO1: Ability to use supporting technology in a tour for optimal experiences;**

A: Cognition:

- to be knowledgeable about existing supporting technologies for optimal tour performances

B: Skills:

- ability to use technology in a tour as added value

C: Personal competence:

- constantly updating developments within technology possibilities and always know more than your group

D: Ethical competence:

- embrace all relevant stakeholders within your use of technology

LO2:

Structure of the different lectures/ teaching activities to be implemented

Introduction

Main part of the teaching activity

Conclusion or follow-up of the teaching activity

Assessment methodology



**Indicate what kind of assessment you will implement for this module/ unit. The assessment methodology must be linked to the learning outcomes.**



## 2.4. Unit 4: EXPERIENCE

Lecturer:	To be determined
Number of teaching hours plus workload plus credits	To be determined: xx + xx + xx= XX
Teaching activities:	To be determined
Setting:	To be determined
Tools:	To be determined

Corresponding literature : [All specific literature for this unit of the module]

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### Learning objectives of the unit

#### **LO1: To be able to arrange new experiences , or transform conventional tours into experiences to various customer groups**

##### A: Cognition:

- to know what is necessary in their tour to make it both memorable and meaningful (see LO1&L02)

##### B: Skills:

- to be able to apply mechanisms of turning ordinary (conventional) products into extraordinary experiences and the ability to design new memorable and meaningful tours (experiences)
- to be able to understand new product-market combinations within the tourism branch
- to be constantly able to describe the tourism market on guided tours
- to be able to advice the branch on innovative product development
- to be able to relate to (the perception of) the target group and their (cultural) backgrounds

##### C: Personal competence:

- constantly being in a critical self reflection and self improvement
- keeps up to date on current events and developments in the destination countries and places (i.e. opportunities for experience design)

##### D: Ethical competence:

- to embrace all relevant stakeholders
- to respect the (cultural) background of the tour group in creating experiences



**LO2: To create memorable experiences in co-creation\* with the visitor  
(\*the tour product as a shared outcome between visitor and experience provider).**

**A. Cognition:**

- To be knowledgeable about the importance of co-creation for the customer
- To understand co-creation processes in tourism product development

**B. Skills:**

- Provide opportunities for personal growth within the experience design
- Provide a sense of personal accomplishment within the co-creation process, thereby creating own unique memories.

**C. Personal Competence:**

- Keep a constant open mind towards co-creation concerning your group
- Being able to stimulate co-creation in a direct and/or indirect way

**D. Ethical competences**

- make sure the opportunities you provide reflect the values and interests of the individual visitor

**LO3: Has extensive communication skills and is able to use them accordingly;**

**A: Cognition:**

- to be knowledgeable about communications skills, both verbal as non-verbal related to presentation skills, storytelling, thematic communication, intercultural communication, etc...);

**B: Skills:**

- to be able to implement the communication skills needed to make it a memorable and meaningful tour

**C: Personal competence:**

- constantly improving communicational skills

**D: Ethical competence:**

- embrace all relevant stakeholders in your communication and be able to adjust your communication skills to the different stakeholders, when needed.

**Structure of the different lectures/ teaching activities to be implemented**

**Introduction**

**Main part of the teaching activity**

**Conclusion or follow-up of the teaching activity**

**Assessment methodology**



**Indicate what kind of assessment you will implement for this module/ unit. The assessment methodology must be linked to the learning outcomes.**



## 3. Bibliography

### Reader Literature

Unit 1

Unit 2

Unit 3

Unit 4