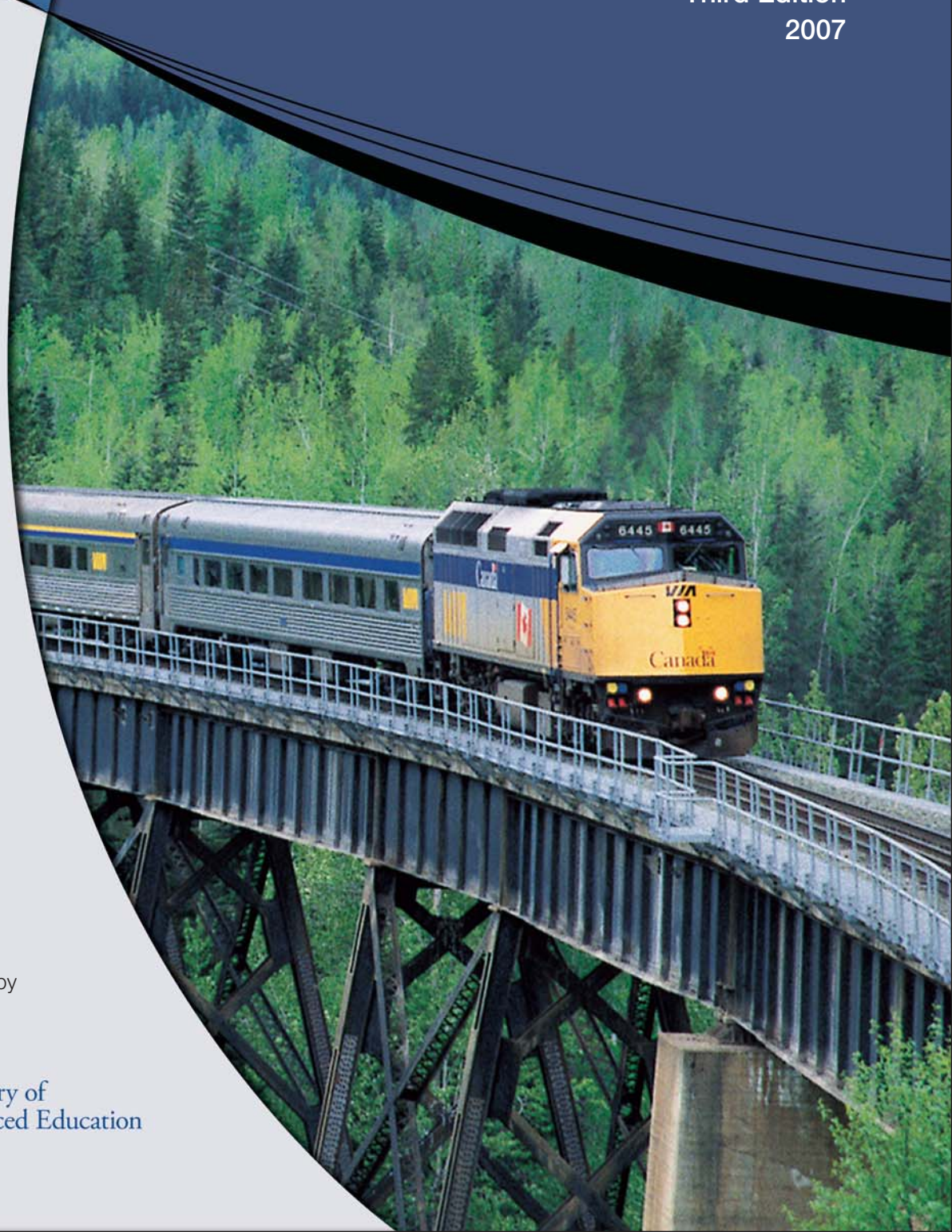


BC Provincial
**Tourism Management
Diploma Program**

Standardized Core Curriculum Handbook
Third Edition
2007



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Ordering Information

For additional copies of this handbook, a PDF version is available for downloading at no cost from the LinkBC network Tourism Online Resource Centre (TORC) at www.bctorc.ca.

Other BC Tourism Learning System Programs

- BC Hospitality Management Diploma Program
- BC Bachelor of Tourism Management Degree Program
- BC Adventure Tourism Certificate Program
- BC Hospitality Management Degree Program

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Introduction

1. Overview

The Industry Perspective

In this rapidly changing and expanding industry, tourism managers are challenged to understand and respond to a complex working environment, and a constantly evolving industry. They must be able to provide ever better levels of service to clients and to achieve this, they must also provide better guidance and working conditions for staff.

The Educator Perspective

Educational institutions are similarly challenged to ensure that graduating students can rise to this challenge, once they have assumed positions of increased responsibility. They want career-oriented graduates who are equipped to smoothly transition to employment. The diploma program of studies should provide employers with committed, knowledgeable individuals, ready to move quickly to supervisor/manager-trainee positions.

Core + Specialty Courses = Full Diploma

This curriculum focuses on the range of core knowledge, skills and attitudes that industry leaders and tourism educators have deemed critical for graduates of all two-year diploma programs

The twelve common core topics included in this handbook cover essential common competencies. Each institution then builds on these by adding a range of speciality courses to offer a complete diploma program with a unique emphasis (Such programs include Golf Resort Management, Marketing Management, Aboriginal Tourism Management, Adventure Travel Guide, Events and Meeting Management.).

Program Timeline

- Programs are a minimum of 60 credits usually two years in length (full time instruction) and include a work experience component.
- This document lists 12 topics and the learning outcomes for each core topic.
- Core topics in the BC Tourism Learning System are usually offered as single 3-credit courses of approximately 45 of instructional hours each. In some cases, learning outcomes for an individual topic may be offered throughout two or more courses.
- Most diploma programs include an additional 9 -11 specialty courses to make up the complete diploma.
- This core curriculum aligns with the majority of generic supervisory and management-level competencies outlined in the national emergit occupational standards (Canadian Tourism Human Resource Council).

2. Diploma Program Rationale and Goals

The diploma program is considered an “anchor” in the BC Tourism Learning System. It has been developed to:

- Ensure consistent delivery industry-relevant, standardized content in many programs across BC and the Yukon, for the benefit of both students and employers.

- Improve the level of professionalism in the industry.
- Provide employers with a pool of graduates (potential employees) with a commitment to the industry, practical experience, and a solid theoretical base of information.
- Ensure transferability for students moving between institutions and proceeding on to degree studies.
- Ensure regular opportunity for industry input into updating and improving curriculum.
- Ensure that diploma-credentialed graduates are appropriately recognized by industry as career-oriented, preferred employees.

3. Guiding Pillars and Articulation

The development of a common core among BC educational institutions serves to benefit students and employers alike. Employers benefit from the result of institutions working closely with each other as similar high standards are set and achieved. Students can benefit from a similar core education at all institutions by being able to transfer between institutions (articulation).

Block Transfer

For transfer purposes, BC public institutions following the full core diploma recognize the comparable content and scope of other diploma programs in the provincial network. Rather than requiring a course-by-course review, ten years of cooperative curriculum and articulation committee work* has created the trust to accept the “block transfer” arrangement between these institutions.

Students receiving a Tourism Management Diploma from the above educational institutions are able to apply to a tourism degree-granting institution in BC. Most of the institutions have block transfer agreements in place providing a diploma graduate with a two year credit towards their Bachelor of Tourism Management degree.

** the BC Tourism Management Diploma Programs Articulation Committee (Victoria, May 2006)*

Guiding Pillars

The following diploma “guiding pillars” have been developed for this edition, and are intended to ensure that all programs, and the competencies of students, are continually evolving and aligned with industry and community issues and trends,

Learning outcomes in tourism management programs should be reviewed annually against these “pillars” by program coordinators and instructors. Each program, while following core topic outcomes, should be aligned to regional needs, and by a consistent set of tourism industry drivers that influence the philosophy and essence of the course material. These include:

- Emerging tourism industry trends and innovations (e.g. shifting travel values, climate change, land-use negotiations, product development).

- Industry infrastructure developments and needs (e.g. government relations with industry, changing policy issues, funding)
- The international marketplace (e.g. emerging markets)
- Technological competence and web impact on the industry
- Leadership and management development
- Ethical behaviour in the industry
- Sustainability issues (the quadruple bottom line – environmental, social, economic and cultural)
- Community tourism
- Product development and distribution
- Cross-cultural understanding

Private Institutions and Transfer Credit

Public colleges and universities negotiating articulation agreements with those private institutions in BC (that are fully accredited, and providing the BC common core curriculum) will still require reference to the learning outcomes under each topic area in this core curriculum handbook.

4. Revision & Validation Process (3rd Edition)

Overview

The project to revise the 1998-1999 industry-endorsed provincial tourism management core curriculum was initiated in 2006. The objective was to update the curriculum topics and outcomes to stay in step with the expectations of tourism employers and local communities.

Phase 1: Environmental Scan

In phase one of the project a comprehensive environmental scan was undertaken to determine what was occurring in the Tourism Learning System at all participating educational institutions in BC. Institutions were also asked to describe any changes made to the program and being proposed to their programs. A detailed summary of survey results was produced and analyzed.

Phase 2: Consultation with Employers/Industry

The next phase of the project involved feedback and suggestions from several hundred professionals at the annual tourism industry conference of BC. A core curriculum review exhibit was prepared and staffed for the duration of the conference. The industry input phase requested impressions of the actual learning outcomes and changes or additions that were felt to be necessary for diploma graduates.

The input received was then summarized and sent back out to industry leaders for verification. Major recommendations included suggestions regarding thematic approaches to the curriculum. The solidity and currency of the majority of Second Edition curriculum was verified through this exercise.

Phase 3: Consultation with Program Coordinators and Instructors

Phase three of the project involved a detailed review of the industry observations and recommendations by tourism management articulation committee members and other representative instructors. This was undertaken in a two-day workshop, planned to coincide with the annual Tourism Educators' Conference. During this detailed topic-by-topic session with instructor specialists, comments and suggestions received from WorkSafe were also considered.

The project managers and coordinators from both the Tourism and the Hospitality management core review projects (concurrently) then met to compare and consider recommended changes in topics common to both programs (e.g. English, Organizational Behaviour).

This input was then collected and integrated into a revised draft core curriculum handbook. This was then forwarded to educational institutions for their input and final comments.

Phase 4: Validation

The final phase of the project involved the integration of the final comments received. At this point, both industry associations and educational institutions were asked, through a sign-off form, to indicate their agreement to the final product as presented in this document.

5. Notes to Program Coordinators & Instructors

Program coordinators and instructors should be aware of the following resources, ideas and considerations as diploma programs are being designed, refined and delivered:

i. BC Aboriginal Tourism Program Handbook

Those institutions choosing to offer an Aboriginal tourism focus should familiarize themselves with this new resource (2006), designed to complement the BC Tourism Management Diploma Program. The handbook consists of:

- Four guidelines for the delivery of Aboriginal tourism education at the post-secondary level
- A rationale for each guideline and recommendations for implementing the guidelines

It also includes learning outcomes for two specialty courses:

- Introduction to Aboriginal Communities and Cultural Tourism
- The History of Guest-Host Relations between Aboriginal and Non-Aboriginal People in Canada

ii. Work Placement Resources

The 1999 resource BC Tourism Work-placement Guidelines was developed by a committed group of BC industry leaders and educators. It has relevant tips and practical tools for students, placement coordinators and employers. Discussions are currently underway with the BC Centers for Tourism and Hospitality regarding a revision.

iii. Links with Service Courses: Suggestions

Smaller programs with limited instructional resources may often need to contract the services of a larger department (e.g. Business) to deliver some of the provincial core courses. In order to ensure that the “tourism flavour” is not completely lost when these generic courses need to be included in the diploma program, the following tips may help:

- Meet with the service department faculty to describe particular needs of the program
- Provide the service department instructors with specific case studies or examples
- Offer to provide guest speakers who may be able to address specific issues

iv. Links with BTM and other Degrees

The diploma offers a well-considered range of topics appropriate for a two year diploma program. Topics raised for discussion in the review process, but most appropriately delivered at an advanced degree level, include, but are not limited to:

- Strategic Management
- Applied Research / Marketing Research

v. Links with Secondary School Tourism programs

The Ministry of Education, in cooperation with the Secondary Tourism Educators’ Group, has released a revised (2006) Tourism 11 and Tourism 12 Curriculum. A number of schools offer “full” tourism career preparation programs including these two courses, work experience and industry-related speciality courses.

A smaller number of BC schools (offering the full curriculum) are also recognized as Canadian Academies of Travel and Tourism, part of an international network of secondary school programs, and supported in Canada by the Canadian Tourism Human Resource Council

Some BC colleges and universities offer “preferred entry” to graduates of these programs. This usually involves designating seats for graduates of partner secondary schools. Others are involved with dual credit or “transitions” programs where post-secondary diploma courses (usually two) are delivered to secondary school students on the college/university campus in Grade 12.

Schools considering a similar arrangement should discuss observations and lessons learned with colleagues who have piloted this innovative model. At this point, there is no clear consensus on which courses are best to offer. Some suggest that the first choice – the Introduction to Tourism course, may not be the best as it is in this survey course that college/university students often cover material that impacts a good understanding of other courses in the diploma. Accounting and marketing and other more technical courses have been delivered at the high school level. The consensus is that whatever is offered, it should be a highly engaging course designed to stimulate the interest of potential transfer students.

vi. Links with National Credit Transfer and Certification (ACCC-CTHRC)

At the time of writing, the Association of Canadian Community Colleges (Tourism Affinity Group) and the Canadian Tourism Human Resources Council, had reached an agreement on a national credit transfer agreement for Canadian tourism and hospitality management programs.

Institutions offering the BC core curricula for both tourism and hospitality management diplomas are in an excellent position to benefit from this arrangement. This will allow elements of the nationally recognized tourism industry occupational certification system to be incorporated into the diploma program so that participating students receive both a recognized academic credential (the diploma), and one or more industry credentials.

Inserted as an elective course, or incorporated into the schedule in other ways, this will allow schools to offer study sessions and exams leading to the following national ‘stepping-stone’ credentials while in the program:

- Tourism Essentials Certificate
- Occupational Knowledge Certificate (available for many industry Occupations, including supervisory/manager level positions)

Graduates can then pursue the next steps in the national tourism certification process:

- Occupational Experience Recognition
- *emerit* Professional Certification

vii. Integration of WorkSafe Principles

Coordinators and Instructors are encouraged to assist their students in understanding the need for, and contribute to a safe tourism working environment. A number of learning outcomes relating to occupational health and safety are included in various topics in this diploma.

Students in diploma programs should not only be aware of front-line risk management procedures for their own work experiences, but be developing an awareness of the role and responsibilities of supervisors in creating a WorkSafe environment.

New instructor resources for BC hospitality and tourism diploma programs will be available in 2007. For more details, please visit www.worksafebc.com.

viii. The Role of the Advisory Committee

BC Institutions offering the provincial core curriculum are expected to seek regular input from regional industry leaders regarding the content and delivery of the program. This information is then shared provincially at the BC Tourism Management Programs Articulation Committee, and often sets the stage for ongoing provincial updates and revision.

There are no standard models for industry advisory committees. A survey undertaken in 2005 for *go2**, the resource for people in tourism, revealed a range of approaches. The common key objective was obtaining regular, meaningful input from key influencers in the industry, and making adjustments from guidance received. *www.go2hr.ca

ix. Second Language for Students

While not a mandatory course for this provincial diploma, all program coordinators and instructors involved in the review process suggest that diploma students be strongly encouraged to develop fluency in a second language. This skill is becoming increasingly important for career development as globalization continues to influence most aspects of the BC tourism industry.

7. Diploma Program Outline

Core Courses/Topic Areas

1. Accounting I
2. Business Communications and/or English*
3. Computer Applications
4. Human Resources Management
5. Marketing
6. Organizational Leadership
7. Entrepreneurship

6 of the above 7 business courses are required (*although not recommended some institutions for scheduling reasons may choose to substitute English for Business Communications*).

8. Introduction to Tourism
9. Cross-Cultural Tourism
10. Environmental Stewardship
11. Risk Management & Legal Liability in Tourism
12. Internship, Coop, or Practicum (500+ hrs work experience)

4 of the above 5 tourism courses are required.

Specialty Courses

Tourism students are strongly encouraged to consider the study of a second language. Other specialty course subjects offered in the diploma can include but are not limited to the following topics:

- Conference/event management
- Business simulations
- Economics
- Facility/ski/golf management
- Services marketing
- Adventure business development
- International marketing
- Computer applications
- Database management
- Marketing or applied research

Years 1 & 2

Diploma Core Courses +
Specialty Courses

Tourism Employment

“Graduates are ideally positioned for a career path leading to supervisory / management trainee positions within the industry.”

Years 3 & 4

(and other degree transfer opportunities)

Bachelor of Tourism
Management Degree

“Diploma Holders are also able to transfer into year three of a number of degree programs for which block transfer has been negotiated”

Topics & Learning Outcomes

1. Accounting I

Prerequisites: none

Credits: 3

Overview: This course introduces students to the basic terminology, concepts and principles of accounting. Accounting 1 focuses on preparing, analyzing and interpreting financial statements.

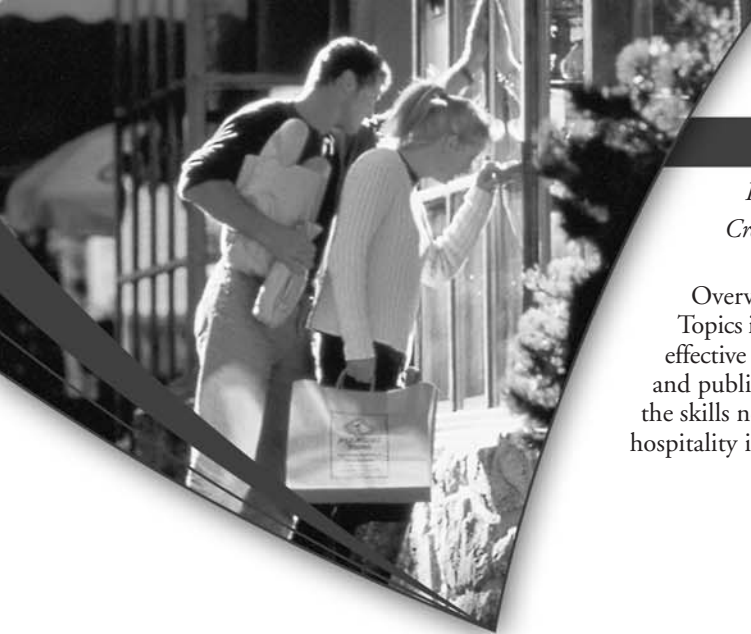
Topics include: accounting as an information system, introduction to accounting theory, income measurement, traditional record keeping procedures, special journals, cash and investments, balance sheet equations, the accounting cycle, and preparing working papers.

Participants will work through the full accounting cycle.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. State the fundamental purpose of accounting.
2. Define and describe important accounting principles and concepts.
3. Describe the accounting process and indicate the roles that bookkeepers and accountants play in collecting and presenting financial information.
4. Explain the balance sheet equation.
5. Complete an accounting cycle.
 - 5.1. Record business transactions, post to accounts, prepare a trial balance, prepare adjusting entries and complete working papers.
 - 5.2. Describe and use special journals and subsidiary ledgers.
 - 5.3. Prepare a bank reconciliation.
 - 5.4. Calculate depreciation/amortization using straight-line, accelerated and usage methods.
 - 5.5. Explain and use inventory valuation methods including FIFO, LIFO, weighted-average and calculate Cost of Goods Sold.
 - 5.6. Prepare an income statement and balance sheet in proper format.
6. Describe accounting practices related to an accounting system for a service business.
7. Perform basic payroll preparation including determination of deductions
8. Discuss the value and use of a Uniform System of Accounts



2. Business Communications

Prerequisites: none

Credits: 3

Overview: This course deals with both written and oral communication skills. Topics include: writing formal reports and other business correspondence, making effective presentations, meeting management, and understanding the role of media and public relations. Selected topics and case studies assist students in developing the skills necessary for successful management communications in the tourism and hospitality industry.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the importance of effective written and oral communications to managerial effectiveness.
2. Discuss the importance of both formal and informal communication systems in achieving the goals of the organization.
3. Describe the flow of information that ensures effective communications in three directions – downward, upward and laterally.
 - 3.1 Know how to manage business information systems.
4. Identify and discuss the components of nonverbal communication.
5. Demonstrate sensitivity of cultural differences in communication patterns.
6. Identify strategies for ensuring effective communication in a multi-cultural workforce.
7. Review the basics of clear effective communication and evaluate text for style, structure and impact.
8. Prepare written communication including letters, memos, newsletters and informational and analytical business reports.
9. Produce a short report evaluating a business.
10. Give a short oral presentation using visual aids to augment the communication process.
11. Prepare and present a short training presentation
12. Demonstrate leadership skills in organizing, facilitating and moderating a meeting.
 - 12.1 Adhere to an agenda, keep minutes, delegate tasks and do follow-up.
13. Discuss how technological developments increase the efficiency and effectiveness of business communications.
 - 13.1 Be familiar with modern communication techniques and etiquette required (e.g., e-mail, cell phone, fax, internet).

- 13.2 Correspond effectively with government and government agencies including the preparation and review of applications for funding.

2A. English

Prerequisites: none

Credits: 3

Note for Coordinator/Instructor: Although not recommended, for scheduling reasons some institutions may choose to substitute English for Business Communications. Offering both English and Business Communication is recommended.

Overview: The content of English courses varies at different post secondary institutions. It is important, however, that any course chosen by students provide transfer credits and is equivalent to a first year university course. It should teach students to prepare essays and reports at the university level. The knowledge and skills acquired will transfer to the areas of critical thinking. The course should centre on the following areas:

- Introduction to English Literature
- College Composition
- Literature: prose and fiction
- Poetry
- Theatre/drama
- Linguistics
- Composition and Grammar
- Library research and Citing
- Formatting reports and essays



3. Computer Applications

Prerequisites: Basic computer literacy and keyboarding

Credits: 3

This course is an introduction to computer applications used in business. Content focuses on the use of computers in the current business context, with emphasis on the tourism industry. Students will be required to demonstrate competency by completing assignments using selected computer software applications commonly used in the tourism industry.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Describe computer related terminology; hardware, software, operating systems and applications.
2. Discuss innovations in information and computer technology and applications in the tourism industry.
3. Demonstrate understanding of the variety of software applications used in business for: word processing, spreadsheets, electronic presentations, creating and maintaining databases, graphics manipulation, accounting, web design, and communications.
4. Apply generic software programs currently available on the market (with specific tourism applications) in industry specific settings.
5. Select appropriate applications for specified operations based on nature of the business problem.
 - 5.1 Create and format complex text documents and reports.
 - 5.2 Develop professional electronic presentations.
 - 5.3 Understand and create spreadsheets and databases using specialized software.
 - 5.4 Create and manipulate digital images and text for application in the tourism industry.
 - 5.5 Demonstrate understanding and usage of the Internet, electronic mail, and bulletin board systems.
 - 5.6 Demonstrate understanding and usage of web based applications including creation and maintenance of websites.
6. Describe the structure of MIS and distributed networks.
7. Understand the security risks posed by malicious programs and implement the necessary steps to minimize these risks
8. Discuss and apply trouble-shooting techniques/responses (e.g., crashes, backups, necessary paper trails).

Note for Coordinator/Instructor:

It is not intended that all of the above learning outcomes will necessarily be covered in one course, as this is often dependent on the program objectives, and the individual knowledge and skill levels of students. Completion of other courses in the program, such as information systems, website design and/or graphics manipulation will also likely be required to meet some of these learning outcomes.



4. Human Resources Management

Prerequisites: none

Credits: 3

Overview: Human resources management has a profound effect on the success of tourism operations. An understanding of fundamental human resources theory and practices is necessary in the service sector as the link between the tourism operation and the guest is so critical. Innovative approaches to human resources management are necessary to recruit and retain the right people in the industry. This course focuses on the critical issues that concern managers in the tourism industry including: employee relations, human resources development, performance management and training development, recruiting, selection, challenges, current trends, and employment standards.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Describe the importance of human resources management practices to organizational effectiveness and the manager's role as related to policies, procedures and issues especially as they relate to the service sector.
2. Describe and use various internal and external recruitment methods and identify the legal issues surrounding the recruitment of human resources.
 - 2.1. Describe how to locate potential labour pools.
 - 2.2. Demonstrate an understanding of work permits and visas.
 - 2.3. Evaluate the costs and benefits of hiring locals vs. non-residents and contractors.
 - 2.4. Describe issues related to job rotation, telecommuting, isolated work locations, international assignments.
 - 2.5. Describe strategies to improve retention of staff, through training, flexible scheduling and consideration of life style requirements of employees
3. Demonstrate competency in writing clear job descriptions and in managing the job interview process and evaluating and selecting candidates.
4. Describe and apply current effective orientation, training, coaching and employee development programs and describe the components of each.
5. Discuss the basics of an employee performance planning and review program.
6. Describe alerting and guidance approaches including the documentation process in performance issues and proper termination procedures.
7. Use and apply the Human rights Act and the Employment Standards Act and discuss implications of the act for managers.
8. Identify and be able to apply effective and legal compensation practices; incentives, recognition programs, benefit plans and employee services
9. Describe the occupational health and safety policies and procedures relevant to the tourism industry:
 - 9.1 Identify strategies to minimize workplace hazards and prevent workplace injuries.
 - 9.2 Identify workplace health and safety rights and responsibilities of employers, managers, supervisors and workers.
 - 9.3 Develop policies and procedures for handling disturbances and potentially violent situations.
 - 9.4 Describe and demonstrate safe practices for handling hazardous materials (WHMIS).
10. Describe labour relations challenges and issues as they relate to managements role in union and non-union environments, union organization, certification, collective bargaining, dispute resolution and applicable government regulations.
11. Participate in and understand the importance of managing change in human resource management strategies and plans.
12. Describe and identify a variety of management styles and relative effectiveness.
13. Discuss the role of the manager in ensuring a violence and harassment-free environment.
14. Discuss national occupational standards and certification and their application to human resource management in the tourism industry.



5. Marketing

Prerequisites: none

Credits: 3

Overview: This course is an introduction to marketing. Students will study the concept of marketing using tourism models and examples. The course develops skills in problem solving, decision making, analyzing and market research application in a marketing environment. Basic principles of customer service are introduced.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Define and use marketing terms.
2. Describe the roles and functions of marketing in the tourism industry.
3. Distinguish between marketing products and tourism services.
4. Explain consumer behaviour and the decision processes that customers use.
5. Discuss the role sales plays in marketing.
6. Describe advertising media.
7. Understand and describe the benefits of public relations and how to get publicity.
8. Define competition analysis and positioning strategies.
9. Assess the benefits of a marketing plan.
 - 9.1. Discuss the role of strategic and tactical marketing plans including the use of partnerships and outsourcing.
 - 9.2. Describe the components of a marketing plan and discuss the importance of each component.
 - 9.3. Describe the steps in developing marketing strategies and discuss the importance of each step for a tourism operation.
 - 9.4. Discuss packaging and programming of tourism products.
10. Assess the role of research and evaluation in each step of a tourism marketing system.



6. Organizational Leadership

Prerequisites: none

Credits: 3

Overview: This course focuses on how individuals function effectively by examining Leadership behaviour from individual, small group, inter-group and organizational perspectives. Using participatory models and experiential exercises students will discover effective communication strategies for leading organizations to achieve their goals. Topics include: motivational techniques, group dynamics and behaviour, stress management, organizational structure and change, and teambuilding. Students will learn how to lead and become effective members of groups by working together towards common goals.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Discuss various schools of thought on organizational behaviour.
2. Discuss the structure and function of human behaviour within organizations particularly characteristics of leaders and leadership styles within the tourism industry.
3. Identify organizational leadership problems and issues.
 - 3.1. Discuss the importance of ongoing personal development for leaders.
4. Define and explain various communication models, facilitation, delegation, implementing change, creating a culture, and emotional intelligence.
5. Identify the basic theories of motivation and the factors that influence effectiveness, change behavior and impact job performance.
6. Discuss the importance of strategic planning.
7. Describe models of communication, barriers to communication, and solutions to ineffective communication.
8. Explain communication flow and how delegation of tasks and management styles are reflected in organizational structures.
9. Assess the importance of networking and participation in industry and professional associations.
10. Describe and apply effective conflict resolution strategies.
11. Explain the need for ethical behavior and the implications of those standards on clients and workers.



7. Entrepreneurship

Prerequisites: Accounting 1

Credits: 3

Overview: This course is designed to introduce students to entrepreneurship and its application to tourism businesses. Students will examine the role and nature of entrepreneurship as a mechanism for creating new ventures. Based on the premise that planning is essential to successful entrepreneurship, a planning approach will be used to study the activities involved in the entrepreneurial process. Other topics include: generating ideas for a business venture, opportunity analysis, locating and mobilizing resources, launching, growing, and ultimately harvesting the business venture.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Discuss the importance of entrepreneurship and its role in our society.
2. Describe and apply commonly used techniques to identify and evaluate market opportunities.
3. Identify and evaluate different strategies used to enter markets.
4. Describe the strategic planning process and explain the uses of a business plan.
5. Describe the business start-up process and discuss business start-up requirements.
6. Prepare and present a business plan for a proposed new venture.
7. Explain the nature of, reasons for, and methods of harvesting a venture.

Note for Coordinator/Instructor: Entrepreneurship is sometimes positioned as an upper level (Year 3 or 4) course as it requires prerequisite accounting and financial management courses.



8. Introduction to Tourism

Prerequisites: none

Credits: 3

Overview: This course provides an overview of the tourism industry, examining the interrelationships between industry sectors, and the economic, environmental, cultural, and social impact of tourism. Topics include: sectors of the tourism industry; size, scope and infrastructure; trends and current issues; travel motivators; career opportunities; tourism as a community-based industry; the geography of tourism in British Columbia and Canada and the role of tourism organizations.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Define, understand, and explore a variety of tourism terminology and concepts.
2. Describe the characteristics of tourism.
3. Define the interrelationship of the sectors of the tourism industry.
4. Identify evolving issues and trends in the tourism industry and discuss their implications.
5. Identify key conceptual models for studying tourism and tourists.
6. Identify travel motivators and tourism generators.
7. Assess the impact of tourism as a worldwide economic, environmental, cultural, political and social force.
8. Describe the role and function of professional, industry, and government organizations that impact tourism.
 - 8.1 Understand linkages in the tourism industry structure between government, industry, and education
 - 8.2 Discuss the benefits of membership in a professional association.
9. Describe how tourism functions at the local, provincial and national levels.
10. Explore personal attributes and abilities to identify employment opportunities in tourism.
11. Identify career paths, sources of career path information and career opportunities in tourism.
12. Identify, discuss, and apply tourism professional code of ethics.
13. Identify tourism-related products at local, provincial and national level and describe their impacts.
14. Identify the issues relating to customers and employees with special needs.
15. Discuss the role and structure of tourism related regional, national and international associations.
16. Demonstrate an awareness of key transportation issues and how tourists travel into and around the province.
17. Identify key provincial tourism attractions/destinations.
18. Discuss how tourism relates to the unique geography in British Columbia.
19. Describe the importance of the guest and application of effective guest services policies.
20. Describe the national tourism occupational standards and certification process.



9. Cross Cultural Tourism

Prerequisites: none

Credits: 3

This course is aimed at increasing participant cultural awareness and sensitivity through an examination of their own and other's values and values systems. This course develops knowledge and demonstrable skills competence in cross-cultural communication in a variety of settings through an interactive examination of both culture-general and culture specific fundamentals within the context of tourism activity. Issue related to cultural sustainability are introduced in preparation for more advanced study and work in this area.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Understand and work with differing values, attitudes, beliefs and behaviours, including their own.
2. Identify, explain, and develop strategies related to all major components of culture which have direct and indirect impact on clients, co-workers, and staff in both the culture-general and culture-specific.
3. Demonstrate an understanding of cultural diversity and values, attitudes, beliefs and behaviours as they impact on tourism activities.
4. Describe and explain impacts of ethnocentrism, prejudice, racism, stereotypes, internationalization, indigenisation, globalization, culture shock, reverse culture shock, culturaladaptation strategies, and cultural sustainability and develop strategies to deal with these impacts.*
5. Describe cross-cultural problems and conflicts in the workplace and describe culturally specific problem-solving strategies to resolve these*
6. Describe how knowledge of various cultural dimensions such as contextualization, time, cognitive style, individualism and collectivism, power distance, tolerance of ambiguity, and and gender relate to understanding client needs and behaviours.
7. Develop communication approaches that acknowledge culturally variable learning styles using the knowledge of culturally variable cognitive styles
8. Apply knowledge of cultural expectation of themselves and others to the tourism workplace.
9. Acquire and utilize knowledge of and cross-cultural communication skills in the provision of tourism services. This includes language, dialect, sender/receiver variables, non-verbal communication, and communication strategies.
10. Demonstrate an understanding of the need to design culturally sensitive tourism products.*
11. Understand and enact strategies for becoming interculturally competent.
12. Practice cultural research and interpretation strategies and skills embedded in an in-depth study of a culture relevant to the student's current or future job/career in the tourism industry.

** Note for Coordinator/Instructor: Topics such as cultural sustainability, cross-cultural ethics, indigenisation, globalization, cross-cultural workplace conflict and culturally-sensitive tourism products are introduced at an introductory level in the diploma program, but are covered in more depth at the degree level.*



10. Environmental Stewardship

Prerequisites: none

Credits: 3

This course examines the relationship between tourism and the environment. It introduces concepts of environmental stewardship and sustainable tourism, best practices in these areas, and resource management strategies to maximize benefits and minimize impacts to ecosystems, communities and visitors.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the principles, concepts and applications of sustainability as applied to tourism.
 - 1.1. Discuss the history of how humans relate to and value the natural environment.
 - 1.2. Identify and evaluate a variety of philosophies that relate to human behaviour with respect to the natural environment.
2. Explain the impacts of human use on ecosystems and natural areas, and describe planning and management approaches to mitigate these impacts.
3. Identify stakeholders and explain their role in resource management and planning.
4. Define “biodiversity” and describe its ecological, economic and social importance on all special scales.
 - 4.1. Describe the link between biodiversity and tourism related activities.
5. Identify the principles of environmental stewardship that support the concepts of minimum impact on the environment.
 - 5.1. Identify tools such as “limits of acceptable change” that can be used to mitigate environmental impacts.
 - 5.2. Describe the importance of management’s need to involve staff in environmental issues.
6. Describe the broad spectrum of legislation, regulation, non-legislated and self regulating bodies that impact tourism operations.
7. Explain the structure and roles of federal and provincial government ministries involved in environmental issues.



11. Risk Management & Legal Liability in Tourism

Prerequisites: none

Credits: 3

Overview: This course will familiarize students with concepts of risk management and legal liability as they apply to the business of tourism. Various concepts of Canadian Law and where potential legal problems may arise for the tour operators and other businesses will be introduced at an introductory level. Students will also learn about ways to minimize, deal with and resolve exposure to such problems. They will also learn to prepare a risk management plan and portfolio. This course serves as a primer for a more in depth business law course later on in their studies.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Identify major areas of risk associated with the business of tourism.
2. Identify the legal responsibilities of managers and operators in the tourism industry.
3. Describe basic concepts of Canadian law and legal systems as they relate to the tourism industry.
4. Discuss and analyze recent case law in tourism operations.
5. Identify and discuss current statutes relevant to the tourism industry and demonstrate how to find them. Examples include:
 - The Good Samaritan Act
 - Human Rights Legislation
 - Employment Standards Act
 - Freedom of Information and Privacy
 - Provincial and Federal Health Acts
 - Workers Compensation Act*
 - Local Licensing and Bylaws
 - The Hotel Keeper's Act
 - Travel Agent Regulation & Licensing
6. Discuss principles of unintentional and intentional torts and recognize their impact on tourism business ventures.
7. Describe the concept of insurable risks and understand the role of insurance for business in tourism.
8. Understand the role of contracts and learn basics of effective contracting forms and functions.
9. Identify different business structures for the tour operator and the role of incorporation in limiting liability.
10. Describe the purpose and usage of waivers, disclaimers, indemnities and releases.
11. Understand the unique risks and legal challenges associated with Tourism Business operations in the United States and abroad.
12. Explain the importance of risk management planning and techniques.
13. Prepare a risk management plan.

*Note to Coordinator/Instructor: * also covered in Human Resources Management*



12. Internship, Co-op or Practicum

Minimum 500 hours

Overview: The internship/co-op/practicum provides workplace-based learning opportunities in an industry placement. The experience allows students to practice the principles and skills learned during classroom study and develop industry competencies. Internships connect the learner with industry managers and employees, building employment linkages and establishing the foundations of an individual's career. In a workplace environment educators can provide students with skills that are essential to their future success. The work experience is key to developing industry competencies.

Learning Outcomes:

Practicum, Cooperative Education and Internship programs enable students to demonstrate the application of:

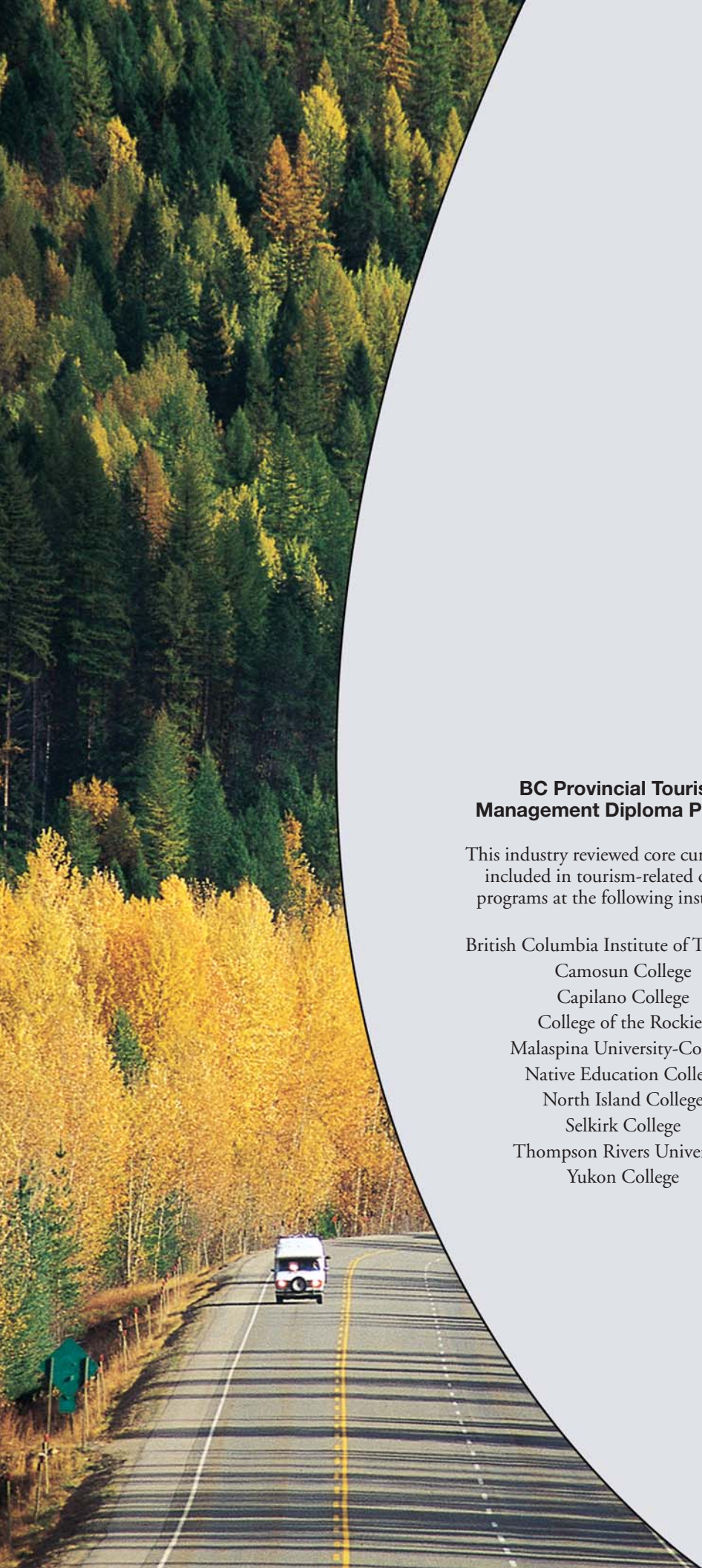
1. Concepts and skills basic to at least one area of management.
2. Concepts in human resource management, including:
 - Respecting cultural differences.
 - Approaching conflict situation in an appropriate manner.
 - Completing an evaluation of her/his performance.
 - Interpreting and applying terms of employer policy and/or collective agreement to work setting.
3. Computer software to one tourism business application.
4. Job search skills to identify potential employment opportunities in tourism.
5. Professional responsibility and accountability in a tourism work setting.

Students will become aware of:

- Seasonal requirements and issues (e.g. adventure tourism)
- Employment options, potential for advancement, spin-off benefits, contacts and connections.
- Preparation required before entering into co-op.

Program coordinators are encouraged to utilize the following resources:

1. BC Tourism Workplacement Guidelines (framework and tools for successful placements) www.bctorc.ca
2. Program Guide for Ministry Authorized Work Experience Courses (learning outcomes related to workplace safety) www.bced.gov.bc.ca/careers/work_experience



BC Provincial Tourism Management Diploma Program

This industry reviewed core curriculum is included in tourism-related diploma programs at the following institutions:

- British Columbia Institute of Technology
- Camosun College
- Capilano College
- College of the Rockies
- Malaspina University-College
- Native Education College
- North Island College
- Selkirk College
- Thompson Rivers University
- Yukon College

