

**A Landscape Analysis on Current Certification for Hawai'i's Professional
Tour Guides Program:
Study of Formulation and Implementation of a Formal Licensing Program in
the Future**

Prepared For:

**Native Hawaiian Hospitality Association (NaHHA) &
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Executive summary

This study was conducted in four different phases. In phase one, we identify and report on the best practices of tour guide certification programs being developed and adopted in nine destinations in the United States, four destinations in Canada, six Asia Pacific destinations, and twenty-two destinations in the European Union, Australia, and New Zealand. We found that all the Asia Pacific countries with a certification program in place have set up such certification as a legal requirement for tour guides to run a tour business. The majority of countries in the European Union have required tour guide operators to have formal tour guide certification. This indicates that requiring formal tour guide certification from tour guide operators is a trend in the global visitor industry.

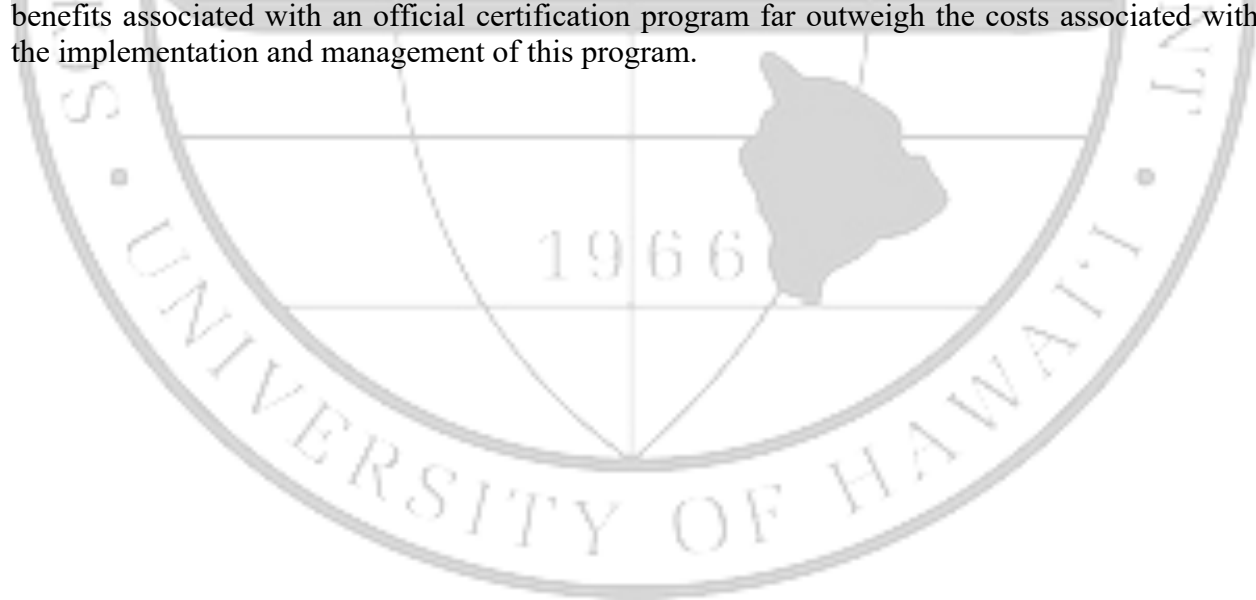
In phase 2, three focus group studies were conducted to achieve a deep understanding of the perceptions of the local community towards existing optional programs. Participants included uncertified tour guides, previously-certified tour guides, hospitality executives, members of the visitor industry workforce, local business owners, environmentalists, members of cultural stewardship groups, and community members. Analyses of transcripts of these three focus group studies reveal certain strengths associated with the current optional program and possible opportunities associated with a future certification program. Nevertheless, it also shows that the current optional program needs a major overhaul. Eventually, almost all participants agreed that Hawai'i Professional Tour Guide Program certification should be a legal requirement. This is necessary for better destination management in the State of Hawai'i, and there are emergent needs to revise its curriculum, delivery methods, program sponsors, administrative structures, and so on in the near future.

Next, in phase three, an online survey was developed based on the findings from the focus group studies and ideas gleaned from best practices of tour guide certification programs that are being developed and adopted in other countries/destinations. With NaHHA's help, an invitation email was sent to local tour guides, local travel companies, local community members, and other stakeholders to understand their utility perceptions toward current optional Hawai'i professional tour guides program certification. The survey was closed on August 23, 2022. A total of 1,335 responses were recorded and 398 responses were completed.

Based on references from phase 1 and results from the focus group studies and the online survey, we recommend that a consortium of organizations – HTA, NaHHA, TIM School, School of Hawaiian Study in UH Manoa – serves as program sponsor for the Program for Hawai'i Tour Guide Formal Certification. The training content of this program should be a combination of the “Certification for Hawai'i's Professional Tour Guides” course and the “Certificate for Customer Service in Hawai'i” course as foundations; this content should then be combined with new additional components such as Hawaiian culture, history of Hawai'i's visitor industry, interpretation skills, Hawaiian values, geography and natural environment, safety, history, sensitivities, and updates on current issues.

The official exam should consist of written and oral sections, as well as a practical test to assess participants via a simulated guided tour. Those who fail the oral or written exam will not be allowed to complete the final simulated guided tour assessment. One must complete the exam

with a score of 80% or above before moving to the stage of practical training. During practical training, tour guides would be required to have completed a number of in-field hours of observation in the field by experts before the final simulated tour guide test. After clocking a number of in-field hours with satisfactory performance and successful completion of the final simulated tour guide test, one would be able to apply for an official guide license. For this program to be financially viable and self-funding, it is recommended that the State government allocate some of the funds collected from its accommodation tax to cover the majority of administration and operational expenses associated with this program. The rest of the costs related to the application fee, assessment, and recertification fee can be split between employer and tour guides. All certification should have a three-year recertification requirement. Certified tour guides would be able to recertify before this cut-off, with certain conditions. These requirements include a minimum of 12 months' relevant work experience as a tour guide, and completing continuing education activities (complete training on current issues updates once a year), taking exams, or a combination of both. The State government should promote this program to encourage more awareness and accountability. They should establish procedures to ensure quality control of the training and key performance indicators should be set up to evaluate the effectiveness and success of the training. A regular feedback loop with industry practitioners should also be set up to keep the program fresh and adaptable to ever-changing needs. In the future, the government can consider providing certification in different languages. All the findings of the four phases reveal such certification programs should be regulated by a government agency. Eventually, it allows government to incorporate the desired shift toward better destination management, improve resident sentiment regarding the management of tourism in Hawai'i, align viewpoints from different stakeholders on how best to move the industry towards a more regenerative model, and improve the quality of the visitor experience. The benefits associated with an official certification program far outweigh the costs associated with the implementation and management of this program.



Introduction

According to Hawai'i Destination Management Action Plan, all of stakeholders value the importance of having an official state-wide tour guide certification program in the state of Hawai'i. Nevertheless, different stakeholders view functions and values of current Certification for Hawai'i's Professional Tour Guides Program differently. Considering movement to a formal licensing program in the future, it is necessary to conduct a landscape analysis on current program to explore strengths, weaknesses, and opportunities, and threats associated with current program; then, perception toward utility of this program can be strengthening among different stakeholders in the state. Eventually, a formal licensing program will get significant buy ins among different parties in the travel industry. This project intends to achieve those objectives above by getting inputs from perspectives of different stakeholders and come up recommendations and suggestions to NaHHA and other stakeholders to strengthen such program in the future.

The aim of this study is to conduct a landscape analysis on current Certification for Hawai'i's Professional Tour Guides Program. In particular, this proposed project has the following objectives. This research will:

- identify and provide best practices of tour guide certification programs being developed and adopted in other countries/destinations and determine what components of such program are relevantly suitable for and applicable to the current Certification for Hawai'i's Professional Tour Guides Program (At minimum, 5 destinations in each of the following regions: United States, Asia Pacific, European Union, and Canada),
- survey local tour guides, local travel companies, local community and other stakeholders to understand their utility perceptions toward the Certification for Hawai'i's Professional Tour Guides hosted by Kapi'olani Community College (Format of survey will be Internet Survey; Through HTA contacts; Will send draft of Survey Questions for further inputs before deploy full survey),
- conduct an analysis to identify possible strengths and weaknesses associated with current certification program; then, explore possible opportunities and challenges associated with a formal licensing program,
- examine possibility and acceptance of an advanced (tiered) certification program (i.e. from a "basic" guide through an "expert" guide),
- gain further insight for the structure and implementation of a formal licensing program for members of Hawai'i's Professional Tour Guides Association,
- research other countries or region to explore possible procedure for implementing such licensing procedure in the system of State government (At minimum, 5 destinations in United States, 5 destinations in Asia Pacific, 5 destinations in European Union, 3 destinations in Canada, Australia*, and New Zealand*).

Eventually, based on results of landscape analysis, this project will bring more valuable insights and recommendations to strengthen the value of current Certification for Hawai'i's Professional Tour Guides Program and explore possibility of moving to a formal licensing program in the future.

Phase One Report— Best practices of tour guide certification programs being developed and adopted in other countries/destinations

Tour Guide Certification Programs in the United States

In term of research regarding whether or not each of the 50 states has some form of a tour guide certification program or permit and/or license requirement for tour guides, 15 states were discovered to have such aspect. These states include Alaska, Arizona, California, Florida, Georgia, Hawai'i, Iowa, Louisiana, Maryland, Massachusetts, Nevada, New York, South Carolina, Texas, and Virginia. The tour guide certification programs and/or tour guide permit/license requirements usually applied only to specific cities within those states based on information found via search engines. The first report discussed the subjects taught in tour guide training programs and the topics tested on the final written exam before being certified and/or receiving a permit and license. This third report will look at how such programs were formed. There was very little information found regarding this matter using search engines but whatever information was available for the 15 states will now be discussed.

Alaska

For the State of **Alaska**, there are two different tour guide training programs available for prospective guides. The Alaska Tour Guide Training Program by the State's Department of Commerce, Community and Economic Development is administered by the Alaska Travel Industry Association (ATIA) as of July 1, 2019. In 2019, ATIA signed a Memorandum of Understanding with the State to transition the program to ATIA for management; ATIA, which is the leading statewide non-profit trade organization for the State's tourism industry (ATIA, 2021), received a \$3 million capital grant from the State of Alaska to manage the state's destination program, which includes setting up personal interactions between tourism professionals such as tour guides (ATIA, 2019). The second program, The Alaska Certified Expert (ACE) Program, is held by Travel Alaska and the program is under the State's Governor's Operating Budget (Department of Commerce, Community, and Economic Development, 2015). The State of **Arizona** has the non-profit organization (NPO) Arizona Guides Association (AGA) Guide Certification program for its members but was unable to find such information on the AGA website or Arizona Office of Tourism website.

California

For the State of **California**, there was a push to pass the "California Tour Guide Act" (Chapter 18) which would have established an official tour guide certification program held by the California Travel and Tourism Commission; however, it was not passed. If it was passed, the law would have amended the 'commission' (California Travel and Tourism Commission) to establish a tour guide certification program, collect reasonable fees for its certification, and approve tour guide schools in California. Applicants must be 18 years or older, have completed the curriculum in approved California tour guiding classes, have passed the California tour guide competency exam, and have fully paid for all fees required by the commission (California Legislative Information, n.d.). For the State of **Florida**, the City of St. Augustine requires tour guides to have a valid tour guide license. According to Chapter 17 Article 5 of "The Code of the City of St. Augustine Florida," the city manager has the ability to promulgate the rules governing the

examination given to prospective tour guides in the city (Municode Library, 2020). The exam is given at the discretion of the city manager, who then determines if the applicant meets the necessary qualifications in accordance with the provisions found in Chapter 17.

Georgia

For the State of **Georgia**, the City of Savannah currently offers voluntary tour guide certification for prospective tour guides in the city through the Tourism Leadership Council (TLC). At the beginning of 2016, the City revised its Tour Service for Hire Ordinance and now, tour guide certification is no longer required by the City (Martin, 2016). Since many were unsatisfied with this new revision, the TLC developed a voluntary exam for those who wanted to become certified. Throughout the process of creating the new exam and the study guide for the exam, TLC partnered with Armstrong State University and the Georgia Historical Society. The VP of TLC, Molly Swagler, stated that TLC will continue to update the manual and exam to ensure the history being tested on is up-to-date (Evans, 2016); in addition, a 10-member committee was established, consisting of people from Armstrong State University, the Georgia Historical Society, and expert tour guides (Martin, 2016). The program itself is systematically reviewed by the committee every one to two years, taking into account feedback from exam takers, certified guides, and other participants to determine the future development and changes within the program (Certified Tour Guides of Savannah, 2020).

Iowa

For the State of **Iowa**, Iowa State University's (ISU) "Professional Guide Training and Certification" program is the first statewide program in Iowa created through a partnership between ISU Extension and Outreach, Iowa Tourism Office/Iowa Economic Development Authority, and Central Iowa Tourism Region. It was created specifically for those in Iowa who lead guided programs. Funding for the program was given by the ISU Foundation Excellence in Extension grant (Wyngharden, 2020). The training is a one-day workshop held at the ISU Extension and Outreach. Those who complete the workshop have the opportunity to receive Professional Guide Certification from ISU for an additional fee. The cost for the workshops is underwritten by various entities, including the Central Iowa Tourism Region, the Iowa Tourism Office/IEDA, ISU Excellence in Extension, Ames Convention and Visitors Bureau, Boone County Convention and Visitors Bureau, Visit Mason City, Iowa Group Travel Association, Story County ISU Extension and Outreach, and Boone County ISU Extension and Outreach (Wyngharden, 2019).

Louisiana

For the state of **Louisiana**, the City of New Orleans does require guides to obtain a permit and license under the discretion of the City's Department of Safety and Permits. Article XXI ("Tour Guides and Tour Planners"), which is found in the City's Code of Ordinances, states that in order to become a certified tour guide by the Department of Utilities, the applicant must fulfill three requirements: (1) receive a passing grade on the written exam that is administered by the Department of Safety and Permits and Greater New Orleans Tourist and Convention and Commission, (2) have no felonies within the past five years, and (3) pass the verbal exam and interview under the discretion of the Department of Safety and Permits city if required (Municode Library, 2021). All licensed tour guides are governed by the Ground Transportation division of the City's Department of Safety and Permits. The primary reference for the written

exam is “The Beautiful Crescent” book published in 1983 despite not being updated (White, 2012). There are also separate tour guide training entities, such as the Friends of the Cabildo and Delgado Community College, that offer programs to prepare them for the written exam conducted by the City of New Orleans. For example, the Friends of the Cabildo teach their students additional information from a five-inch binder that is constantly revised and updated unlike “The Beautiful Crescent” book (White, 2012).

Maryland

The State of **Maryland** has a free training program for Chesapeake Bay guides, watermen and women, and water-based tour providers held in partnership with the Maryland Department of Commerce of Tourism and National Park Service. There are six training sessions total that teaches guides how to develop a water-based tour while integrating Chesapeake Bay themes (Maryland Office of Tourism Development, n.d.). The Maryland Department of Commerce Office of Tourism provides a \$400 stipend per participant of the program, provides promotion of the tour business as a recognized and official “Chesapeake Bay Storyteller,” and gives free marketing for their tour businesses (Maryland Office of Tourism Development, n.d.). The Office of Tourism Development (OTD) developed the Chesapeake Bay Storytellers program for the purpose of promoting the Chesapeake Bay as a travel destination; hence OTD conducts workshops through the program for the participants and develops webpages to showcase the water-based tours available through their official “Chesapeake Bay Storytellers” who took and passed the training program (Maryland Office of Tourism Development, 2019). Information for the State of **Massachusetts**’ “Boston by Foot” training program could not be found.

Nevada

For the State of **Nevada**, the Las Vegas Tourist Guides Guild (LVTGG) provides a tour guide training program for its members. The program is developed by LVTGG and is designed to test the members’ knowledge and skills of which a professional tour guide in Las Vegas should possess. Completing the training is a key component in attaining certification by LVTGG as a Certified Professional Las Vegas Tour Guide. The cost of the program is \$75 and is only open to LVTGG Members (Las Vegas Tourist Guides Guild, 2019). As of 2019, the program is designed to be mainly a self-study program with limited meetings. There are multiple tour and exam dates scheduled each year depending on the level of demand, as well as participants being able to complete the study and activities at times that fit in with their schedule (Las Vegas Tourist Guides Guild, n.d.). For the State of **New York**, the NYC Department of Consumer Affairs (DCA) is responsible for issuing the tour guide license (“Sightseeing Guide License”); individuals must be 18 years or older, pay the required fees, and pass a computer-based multiple-choice exam in-person (Guides Association of New York City GANYC, n.d.). The DCA does provide a list of studying material for the tour guide examination but some of the books found on the list are outdated (JetSetandForget.com, 2020). The study guide reference can be found here. Although there is no official training program to prepare for the exam, the DCA suggests prospective guides prepare for the exam by meeting and talking with licensed NYC Sightseeing Guides such as the Municipal Art Society and the Guides Association of New York City (GANYC) (NYC Department of Consumer Affairs, n.d.).

South Carolina

For the State of **South Carolina**, similar to the State of **Louisiana**, there is Voluntary Tour Guide Certification available in the City of Charleston administered by the State's Department of Livability and Tourism. The department has tourism enforcement officers who ensure the ordinances pertaining to tourism are abided by, including tour guides (Charleston, SC., n.d.). The Tourism division services act as a liaison between the city's tourism industry and its residents by providing services such as tour guide certification. There is an official tour guide training manual written by the Historic Charleston Foundation where all the written exam questions are taken from (Wpbadmin, 2018). In the State of **Texas**, the Dallas/Fort Worth Area Tour Guide Association (DWFATGA) provides a Certified Tour Guide (CTG) Program. In 1998, the Dallas Convention & Visitors Bureau and other preservation associations and industry professionals created a series of educational events and a tour guide certification exam; however, the program was not continued. In 1999, the CTG program was created by the DWFATGA at the request of the Dallas Convention & Visitors Bureau and other destination management companies (DMCs) to fill in their client's requests of having certified tour guides. In 2002, the Certification Committee approved the currently existing certification program called the "Seven Steps to Certification" (Dallas Fort Worth Area Tour Guide Association, n.d.-a). This certification is deemed official and recognized in the Dallas/Fort Worth area and by the Dallas and Fort Worth Convention and Visitor's Bureau (Dallas Fort Worth Area Tour Guide Association, n.d.-b).

Virginia

Finally, for the State of **Virginia**, the City of Williamsburg has a "Certified Tour Guide Program" administered by the City's Professional Services Bureau. In terms of the licensing requirements, in 1992, the City Council passed the ordinance requiring tour guides to be tested and licensed; following in 1999, a committee was created to study the effectiveness of the ordinance (City of Williamsburg, n.d.). In 2019, the City Council amended the ordinance and instead provide voluntary tour guide testing and certification. The four steps to receiving a tour guide license are a criminal background check, the requirement to display the license when doing tours, the understanding of what causes suspension and revocation of the license, and the need to show proof of a business license or exemption in order to receive the tour guide license (City of Williamsburg, n.d.). The materials mentioned by the Professional Services Bureau for test preparation are "The Birth of the Republic," "Official Guide to Colonial Williamsburg," Public Safety Information for Licensed Tour Guides, General Mechanics for Independent Tour Company Guides Visiting Colonial Williamsburg Exhibition Sites, and City Ordinance 26-99 (City of Williamsburg, n.d.). The tour guide exams are handed out at least quarterly. Those who do pass the exam will be designed as certified guides and will be listed on a dedicated page on the City's website and on advertising materials (Ordinance 19-03, 2019).

Tour Guide Certification Programs in Canada

Similar to the United States of America, tour guide certification and/or licensing is only required for a select few cities and/or countries within Canada. This report will first look at the tour guiding certification within Canada, specifically the Canadian cities of Montreal, Quebec City, British Columbia, and Prince Edward Island (TIAPEI). There are only two cities that require tour guides to obtain a tour guide incense to give sightseeing tours: Quebec City and Montreal, with both cities being located in the Province of Quebec. However. It is not required for tour guides to

have a license if they are to conduct a tour between two cities and towns (long distance) or multi-day trips/tours (The Canadian Tour Guide Association of British Columbia, n.d.).

Quebec City

Under the Municipal Tourist Guide by-law in **Quebec City**, tour guides must have a tourist guide permit, which is achieved by completing a college degree given by an accredited institution such as Mérici College and Champlain St. Lawrence College (‘Association de guides touristiques de Québec, n.d.). Every three years, tour guides must have their judicial record verified every three years by the local police. There are tour guide courses held at such accredited institutions that cover the following topics, including the history of Old Quebec, the city of Lévis, and other tourist attractions in the region like Orléans Island, Beauport Coast, Montmorency Falls, and more.

Montreal

As for the city of **Montreal**, all tour guides follow a mandatory specialized professional training program recognized by the Quebec Ministry of Education and Ministry of Tourism; similar to Quebec City, Montreal tour guides need to possess a permit from the city of Montreal (“Certified Guide,” n.d.). As for professional development training of Montreal tourist guides, the Institut de tourisme et d’hôtellerie du Québec (ITHQ) is the only institution recognized by the Quebec Ministry of Education and Higher Learning to offer training courses. The program itself consists of 240 hours of lectures and guiding exercises covering various topics such as history, physical geography, Montréal society, urban studies, architecture, and public art (Gouvernement du Québec, 2021). Those who successfully pass the program will receive a permit a tourist guide permit from the city of Montréal. Now, a few of the other Canadian destinations (British Columbia and Prince Edward Island) will be discussed.

British Columbia

British Columbia currently does not require standard training or education for tour and travel guides, but other possible requirements may include on-the-job training under supervision, attainment of tour guide certification through Emerit, which is a program of the Canadian Tourism Human Resource Council that is considered professional certification, and the ability to speak both official languages in Canada alongside other languages (Vancouver Public Library, n.d.). Concerning Emerit, Emerit Tour Guide training “teaches those about psychology, tour planning and costing, handling, emergencies and much more” (Tourism HR Canada, n.d.[a]). In the training, there are six modules: tourism awareness, professionalism, general knowledge, presentation, procedures, and problem-solving. The Tour Guide Certification for Emerit will be an exam consisting of 125 multiple choice questions based on the National Occupation Standards (Tourism HR Canada, n.d.[b]); successful completion will result in the individual receiving the Tourism Certification Professional (TCP) designation.

Prince Edward Island

For **Prince Edward Island**, the Tourism Industry Association of Prince Edward Island (TIAPEI) has a 3-week tour guide training program that allows the opportunities for participants to learn national standards based on the Emerit Tour Guide program from Tourism HR Canada and participate in activities including two participant-led familiarization tours, a city tour in Charlottetown, and a walking tour. Other items participants will learn during the training

program are the importance of research and how to find the resources needed to create tours and itineraries for guests (TIAPEI, n.d.). Now, the countries of the European Union (E.U.) will be discussed.

Tour Guide Certification Programs in the European Union

Next, the member countries within the E.U. who do have some sort of tour guiding practices will be analyzed further. Out of the 27 member countries, 24 member countries (excluding Finland, Luxembourg, Slovakia) have tour guide certification and/or licensing requirements based on secondary information found using search engines. When comparing the tour guide certification practices of the U.S. with Canada and the E.U. based on the first report focused on the 50 states of the U.S., the E.U. member countries are much stricter about certifying and licensing tour guides. Now, a detailed analysis of the cities and countries of Canada and the E.U., respectively, will be provided.

Austria

Austria, specifically the city of Vienna, does require the certification of tourist guides by the Vienna Chamber of Commerce, where participants must pass an official exam. Only then will they be able to enter into an employment contract (WKO Die Freizeit-und Sportbetriebe, n.d.). Training for the city of Vienna includes a course provided by the City for guides that lasts two years, holding four classes weekly (Takasaki, 2015). The official exam consists of a written and oral exam, as well as a practical test that tests participants via a simulated guided tour. Those who fail the oral or written exam will not be allowed to complete the final simulated guided tour test (Takasaki, 2015). The subjects covered on the exams include the political and legal system of Austria, geography, places of special interests, flora and fauna, and Austria history (i.e. “orthodox” topics, architecture, literature, and musical history) (Takasaki, 2015). The questions on the exams are handpicked by topic specialists, possibly making it tougher for candidates to pass. After successful completion of the final simulated tour guide test, one can apply for an official guide license.

Belgium and Bulgaria

The country of **Belgium** does not regulate the profession of tourist guiding (EC Europa, 2016, p. 15). Specifically looking at the county of Flanders, however, there is an official training program for tourist guides that lasts 2 years (Kronenberg & Szczecińska, 2013, p. 21) but is not a prerequisite for official guiding since tourist guides in Flanders do not require qualification (EC Europa, 2016, p. 18). For the country of **Bulgaria**, the Minister for Tourism recently approved education and training requirements for those seeking to be a tourist guide (Cedefop, 2016). Hence, only those who meet the educational requirements, receive practical training, and achieve professional qualifications can be licensed to practice as well as be registered in the National Tourist Register (Ministry of tourism of the Republic of Bulgaria, 2020).

Croatia

The country of **Croatia** as a whole does regulate being a tourist guide, where vocational post-secondary training is a requirement and state exams for the professions are organized requirements (EC Europa, 2016, p. 9). In Croatia, there is a professional exam for each tourist locality in specific counties (21 total), where certified exams only can provide tour guide

services only within the localities they passed the exam for (EC Europa, 2016, p. 11). Tourist guide candidates must attend educational classes that are hosted by higher education institutions or tourist boards; such courses will cover topics including the political system, the economic system, the basics of tourism, tourism legislation, Croatian history, important monuments, other points of interests for tourists, geography, and much more (Lovrentjev, 2015). In addition to these topics, there are specific county supplementary lectures covering different topics such as historical development, famous people from history and culture, natural heritage, and tourist attractions (Lovrentjev, 2015).

Czech Republic (Czechia)

The country of the **Czech Republic (Czechia)** also does not regulate tourist guides. It is important to note that tourist guide as a profession in the country was regulated before 2008 despite protests from various professional organizations. There are still educational courses available at the university level for those who want to become a tourist guide (EC Europa, 2016, p. 16). For example, the TYRKYS school, which is an accredited institution by the Ministry of Education, Youth and Physical Education of the Czech Republic, holds courses for general tour guides in the form of lectures. Topics covered within the program are the basics of professional tour guides, how to conduct one's tour, the history and cultural heritage of the Czech Republic, and the relation among geography, economics, technology, and travel and tourism (TYRKYS, n.d.). Passing the responding General tour guide" examination will allow the candidate to receive a license issued with the badge certifying them as a tour guide. The school also has a program for the Prague region specifically, covering topics catered towards the region. The program covers 141 hours (96 hours teaching hours during practical teaching, 45 hours distance learning), with the final examination being oral (TYRKYS, n.d.).

Denmark, Estonia, and Finland

Like the Czech Republic, the country of **Denmark** also does not regulate the profession of tourist guiding but does have university-level education programs to become a tour guide (EC Europa, 2016, p. 15, 16). The Association of Authorized Tourist Guides in Denmark, which is a trade union for qualified Denmark tourist guides, states on their website that qualified guides must first complete a diploma program from Roskilde University (FEG Turistførerforeningen, n.d.). The program duration is one year, and it consists of four modules spanning Danish history, architecture, art, cross-cultural understanding, and tour guiding and planning basics (FEG Turistførerforeningen, n.d.). For the country of **Estonia**, the tourist guide profession is not regulated but rather, the professionals within the tourism sector are trained at the vocational school level (EC Europa, 2016, p. 16). Such professionals can apply for certification through voluntary certification held by the Estonian Qualification Authority (EC Europa, 2016, p. 18). The country of **Finland** also does not regulate tourist guiding as a profession. There are educational courses offered at the upper secondary level as well as in higher education institutions in the field of tourism research and hospitality management (EC Europa, 2016, p. 16).

France

The country of **France** does regulate the tourist guide profession, where it also requires mandatory traineeship (EC Europa, 2016, p. 9). There are two ways to obtain the tourist guide diploma" via obtaining a license or a master's degree (Kronenberg & Szczecińska, 2013, p. 23). Regarding information about the regulations of tourist guides' licenses in France via obtaining a

license, the 'Professional license system' has selected universities under the Ministry of Craft, Trade and Tourism that offers a one-year program consisting of 300 hours of theory and 12 to 16 hours of practice to obtain the diploma from the university (Kronenberg & Szczecińska, 2013, p. 22). As for the specific areas covered in the program, it includes the methodology of oral mediation, art/sciences/heritage, techniques of interpretation, European Framework of Reference for languages, knowledge of organizing activities, and practical activities which includes a minimum 12-week practical training period (Kronenberg & Szczecińska, 2013, p. 24). As for obtaining a diploma via a master's degree, France's 'Master system' requires students to complete study units together with the master's degree; topics covered are the same as the 'Professional license system.'

Germany

Unlike France, the country of **Germany** does not have tourist guide regulations, but voluntary certification is available by the National Tourist Association in partnership with regional and municipal training providers; training courses include 600 hours of training that is designed to fit the needs of Germany's various regions (EC Europa, 2016, p. 18). The German National Tourist Guide Association (BVGd) provides training and certification (Certificate DIN EN 15565); training includes practical training, courses on sustainable tourism, guiding techniques, speech and communication, laws, taxes, and insurance for the tourist guide profession, and assurance of quality (Hagan, 2014).

Greece

For the country of **Greece**, the tourist guide profession is regulated, where a diploma from the school of tourist guides is mandatory (EC Europa, 2016, p. 8). Also required by the law, tourist guides must have studied two-and-a-half years at a university-level school to get a tourist guide license, while also passing the strict exams that test their knowledge of Greek history, prehistory, archaeology, attractions and sites, local geography, and more (Barrett, n.d.). According to the Panhellenic Federation of Tourist Guides, licensed guides in Greece are graduates of the National Schools of Tourist Guides, which is operated by the Tourism Education and Life-long Training Organization (OTEK) of the Ministry of Culture and Tourism (GNTO, n.d.).

Hungary

As for the country of **Hungary**, there are regulations for the tourist guide profession and it requires vocational post-secondary training of two years (EC Europa, 2016, p. 9). The process of becoming a qualified tourist guide in Hungary requires applicants to complete tourism and guiding-related educational courses that vary from eight months to two years; after completion of training, applicants are given both practical guiding examinations (i.e. "on the coach," museum tours, walks) and written examinations based on 16 subjects about the country (FEG MIE, n.d.).

Ireland

The country of **Ireland** does not regulate the profession of tourist guiding and training is not compulsory (FEG Approved Tourist Guides of Ireland, n.d.). There are educational establishments that hold training courses at the Regional and National tour guide levels, where trainees need to pass an exam to receive a diploma (ATGI, n.d.; FEG Approved Tourist Guides of Ireland, n.d.). Only courses that are accredited as a QQI level 6 Special Purpose Award will be accepted (ATGI, n.d.). For instance, Dublinia offers both national and regional tour guide

training programs. Its National Tour Guide Training program consists of three modules: Irish tour guiding, Irish natural heritage & culture, and national tour management (Dublinia, n.d.; Portobello Institute, 2020). The program duration is 12 weeks, with 8 weeks focusing on intensive directed and self-directed training and 4 weeks of practical learning alongside written assignments and evaluations (Dublinia, n.d.). Another national guiding program is run by the Coláiste Dhúlaigh College of Further Education (CDCFE), where topics covered are Irish tour guiding, national tour management, Irish natural culture & heritage, digital marketing, and occupational first aid (CDCFE, 2020).

Italy

For the country of **Italy**, tourist guiding is regulated but different regulations exist depending on the region and requirements of qualification (EC Europa, 2016, p. 8). Interested applicants must register with the local government since the obtaining of tour guide licenses is at the provincial level (Kronenberg & Szczecińska, 2013, p. 13; Italian Concierge, 2013). Afterward, applicants must pass a rigorous series of written and oral examinations that cover all areas of whichever region they are applying in; it is said that around one in 10 applicants passes the examinations (Fitzpatrick, 2019). Specifically looking at the city of Rome and its district, the Official Licensed Tourist Courier and Guide Center (CAST) provides three-month training for the tour guide exams and licensing by the Provincia di Roma (Local Tourist Board) (Guided Rome, n.d.); subjects that are covered include art history, archaeology, geography, and tourist legislation (CAST, 2019).

Latvia

For the country of **Latvia**, specifically, the city of Riga starting April 2014, only those who have received the appropriate education and certification will be allowed to work as a tourist guide in Riga (LIVE RĪGA, n.d.). Certification will be processed by a special commission consisting of various members for the local tourism industry. The country of **Lithuania** does regulate the profession of tourist guiding while also having mandatory traineeship (EC Europa, 2016, p. 9). According to the VisitLithuania website, guides who are providing a tour that deals with “interpreting the cultural and natural heritage of the area” will need to have a license (Visit Lithuania, n.d.). Nonetheless, if the tour revolves around nightlife spots, shopping and fashion, restaurants, etc., guides are not required to possess a license, following the European standard of tour guiding (CEN) (Visit Lithuania, n.d.). To become licensed, candidates must attend 250 academic hours of special guide training courses and pass an examination issued by the local public tourist authorities covering topics such as the methods of conducting a tour, rhetoric, professional ethics, communication, psychology, Lithuanian culture, history, and geography (Visit Lithuania, n.d.; European Union, n.d.).

Malta

The country of **Malta** does regulate tourist guiding as a profession (Servizz.gov, n.d.). To become a certified tourist guide in Malta, one has to complete training courses held at the Institute of Tourism Studies, where the duration runs for two years if full-time and three years if part-time; overall, students would have completed 250 hours of work experience supervised by a licensed tourist guide (FEG Malta Union of Tourist Guides, n.d.). The applicants must then pass the state exam.

Netherlands, Poland, and Portugal

The country of the **Netherlands** does not regulate tourist guiding as a profession but the recent increase in tourism to the country led to the creation of an organization by professionals to create an initiative that organizes and provides courses and an exam as a form of voluntary certification for tourist guides in the country (FEG Guidor, n.d.; EC Europa, 2016, p. 18). If one wants to become a certified tour guide in the Netherlands, he/she will need to participate in a 15-month course titled the “National Tourist Guide Course” held at the ROCvA educational institute; participants will learn topics covering practical and theoretical subjects (FEG Guidor, n.d.). Successful completion of the program results in receiving the National Tourist Guide diploma. Another way to obtain certification is that candidates can take the GiVak Exam (Guidor Guide’s Competence Exam) offered by the Dutch National Guides Association (Guidor) that covers topics of moving vehicles and museum guiding (FEG Guidor, n.d.; Guidor, 2020). Similarly, the country of **Poland** does not regulate tourist guiding except for mountain guiding due to the lingering risks and dangers associated with the mountains since 2013 (YouLikeToTravel, 2020; EC Europa, 2016, p. 15). There is a national system of training offered for mountain tourist guides by mountain guide associations (Kronenberg & Szczecińska, 2013, p. 13). The country of **Portugal** also does not regulate tourist guiding since 2011 (EC Europa, 2016, p. 16). National examinations are held once a year in different cities; anyone with training in tourism can sign up after approval by Snatti. The exam consists of a simulated tour and language tests (FEG Snatti, n.d.).

Romania

For the country of **Romania**, tourist guiding as a profession is partly regulated (FEG ProGuides, n.d.). If one wants to become a Local Qualified Tourist Guide, one will have to attend a seven-month course, where there is a final written exam which one must pass to continue with two more months of training to officially become a National Tourist Guide in Romania (FEG ProGuides, n.d.). The country of **Slovakia** does regulate tourist guiding, organizing state exams, and requiring mandatory traineeship (EC Europa, 2016, p. 9). They must have a certificate of completing an accredited education program issued by the Ministry of Education, Science, Research and Sports of the Slovak Republic based on an aptitude test (Ministry of Interior of the Slovak Republic, 2020). The country of **Slovenia** does regulate tourist guiding. Tourist guides in Slovenia can possess two types of licenses: regional and national (FEG ARGOS, n.d.). The national license is presented by the Slovenian Chamber of Commerce, where there is no training course; one only needs to pass the written and practical exam (FEG ARGOS, n.d.). The regional license is given by the local authorities, where one needs to attend a training course before the written and/or practical examination (FEG ARGOS, n.d.). For instance, the city of Ljubljana’s regional tourist guide license can be obtained by participating in a 72-hour course ending with a theoretical and practical exam; the training course covers topics including archaeological monuments, the history of Ljubljana, art and architecture, geography, museums, guiding methods and techniques, and more (Ljubljana Tourism, n.d.).

Spain

The country of **Spain** does regulate the profession of tourist guiding in 14 of the 17 regions, with different rules and regulations existing based on the region (EC Europa, 2016, p. 8). The majority of the regions have tourist guide qualification based on attending a minimum of two years of guide training ranging from 600 to 2,000 hours and examinations of the particular region,

with exams taking place every two years or based on demand in the region (FEG Spanish Confederation of Associations of Tourist Guides, n.d.; Kronenberg & Szczecińska, 2013, p. 22). For instance, the city of Barcelona requires tourist guide candidates to complete an exam that consists of three sections: written, oral, and technique part (guide simulation) (Barcellona.shop, 2020).

Sweden

The last E.U. member country, **Sweden**, does not regulate tourist guiding as a profession. However, since 2016, guides can obtain a national tour guide license produced by the Swedish Guide Association and Visita; to obtain the national license, candidates must complete a practical test that requires them to guide a group in front of examiners (Guides of Sweden, 2020). If candidates successfully pass, they will be given a professional certificate valid for five years. In conclusion, there is a division between the E.U. member countries in terms of the regulation/deregulation of the tourist guiding profession within the past decade. Some countries have deregulated the profession. To note, the report is solely based on secondary research obtained from search engines, so the results are not completely accurate.

Tour Guide Certification Programs in the Asia Pacific

China [\[link\]](#)[\[link\]](#)

In China, there are official tour guide certifications programs in place. Certain conditions must be met to registrar with tour guide certification programs. Those conditions include: 1) Must be citizens of the People's Republic of China, 2) have completed a senior high school, secondary professional school or above, 3) be good health, and have the basic knowledge and language skills to meet the needs of tour guides. Applicants can registrar the applications online through official website. The registration procedure includes 4 steps: submission of registration information, review of registration information, payment of fees and printing of admission tickets. After completing the registration procedures, the computer-based test will be conducted at the designated time and test center of the Ministry of Culture and Tourism.

The written test subjects are "Policies and Regulations" (Subject one), "Guide Service" (Subject two), "Basic Knowledge of National Tour Guides" (Subject three), and "Basic Knowledge of Local Tour Guides" (Subject four). Subjects one and two are combined into one test paper for testing. The total score is 100 points, and the test time is 90 minutes. Subjects three and four are combined into one test paper for testing. The total score is 100 points, and the test time is 90 minutes. After passing written tests, the applicant to proceed to on-site examination (interview, subject 5). The main contents of on-site examination consist of tour guide's ability to explain scenic spots, the guide's standard service ability, the guide's special problem handling and response ability, etc., with a full score of 100. The test time for Subject 5 shall be no less than 15 minutes. Scope of explanation of scenic spots knowledge (12 spots) include: Overview of Yunnan, Kunming Stone Forest, Yunnan Ethnic Village, Kunming World Expo Garden, Dali Ancient City, Chongsheng Temple Three Pagodas, Lijiang Ancient City, Yulong Snow Mountain, Pudacuo National Park, Xishuangbanna Tropical Botanical Garden, Yuanyang Terraces, Tengchong Atami. Candidates should use the applied language and select 3 from 12 scenic spots and choose 1 for explanation.

Japan [\[link\]](#)

A Tour Guide-Interpreter can accompany international visitors and provide them with travel guide services using a foreign language for remuneration. To become a Tour Guide-Interpreter, you must pass a national examination (administered by the JNTO) and register with a prefectural government. There is no age, gender, academic or other restrictions. For the Examination Qualifications. There are two rounds for the Examination dates. For the first-round examination, it will be hold at Sapporo, Sendai, Tokyo, Nagoya, Osaka, Hiroshima, Fukuoka, Naha, Seoul, Beijing, Taipei in the mid to late August. For the second-round examination, it will be hold at Tokyo, Osaka, Fukuoka (English/ Chinese. Korean). Other language examination will be hold at Tokyo and the time will be early to mid- December. Candidates who took the English, Chinese and Korean written exams in Tokyo, Osaka, and Fukuoka must take the oral exam in the same area they took the written exam. The fees for taking exam is 11,700 yen (If taking two languages: 23,400 yen). The Tour Guide-Interpreter Examination Subjects:

1. Foreign languages including English, French, Spanish, German, Chinese, Italian, Portuguese, Russian, Korean or Thai (From 2016, one foreign language can be exempted and if you wish, you may take another foreign language or, if two foreign language subjects are exempted, you can try a two-language application)
2. Japanese geography
3. Japanese history
4. General knowledge of industry, economics, politics and culture

Test Contents include Written exam (first exam): Foreign language, Japanese geography, Japanese history, general knowledges and oral exam (secondary exam): practical test of tour guide-interpreter skills (tests practical ability to guide, interpret and communicate in the foreign language selected in the written exam).

Singapore [\[link\]](#)[\[link\]](#)

Any individual who personally provides any guiding services to a tourist for remuneration requires a tourist guide license. In Singapore, acting as a tourist guide without a license is a criminal offence under the Singapore Tourism Board Act and may attract criminal liability including a fine of up to S\$5,000 (for the first offence) and S\$10,000 (for subsequent offences). The STB takes a serious view against those who engage in unlicensed tourist guide activities and carries out active enforcement against unlicensed tourist guides. Any person wanting to be a licensed Tourist Guide has to undergo the Workforce Skills Qualifications (WSQ) Tourist Guide (TG) Course provided by SkillsFuture Singapore (SSG) approved training providers and pass all the relevant assessments before they could be issued with a Tourist Guide license. The license fee is S\$72 and it is valid for three years from date of issuing. Appended below are the minimum requirements to register for the WSQ TG Course. Candidates must fulfil the following criteria:

1. be over 21 years of age
2. be medically fit
3. be highly proficient in the language you wish to guide in
4. possess a secondary education (GCE 'O' levels or equivalent) with the following language proficiency

There are different requirements for affluency on different type of language. For example, if applicants are guiding in English, he or she is required to pass 1) GCE 'O' Level Certificate with a Min. Grade B4 in English, or 2) WSQ WPL Level 6 in English language. If applicants are guiding in Mandarin, he or she is required to pass either GCE 'O' Level Higher Chinese / Chinese as first language (Min. Grade C6), GCE 'O' Level Chinese as second language (Min. Grade B4), or WSQ Business Test Level 4 in Chinese language; and 4) Primary 6 pass or WSQ WPL Level 3 in English language. If applicants are guiding in other languages, he or she must: 1) have a high standard of proficiency in the guiding language and Primary 6 pass or WSQ WPL Level 3 in English language.

South Korea [\[link\]](#)

To be a tour guide/interpreter in Korea you need a master's degree or higher. The applicant also needs a bachelor's degree in Korean Study from a Foreign university along with at least one year experience in the relevant field. In order to work as a tour guide/interpreter in Korea, the applicant need an employment recommendation letter from the Minister of Culture, Sports and Tourism (International Tourism Division). The applicant can also apply if he or she is a graduate of Tourism or History Major from a domestic Korean university (including prospective graduates). Graduates of a community college or higher are required to have a tour guide-interpreter license in order to apply.

Since these guides are responsible for conducting guided tours for foreign visitors, they must have knowledge of Korean cities and tourist spots, Korean history along with a good command of the required foreign language. The exam for the license consists of written and oral parts. To qualify for the license you must pass both parts. The license exam is administered every 6 months. The written exam is multiple choice. The topics include Korean history, tourism resources explanation, tourism law, and introduction to tourism. In the oral exam, the sense of duty, professional knowledge, behavior and sincerity, and presentation ability are evaluated.

A foreign language exam is replaced by certified foreign language test results. Besides, there are stricter qualifications required for tour guides for foreigners. The biggest difference in the new test will be the interview. The old interview assessed foreign language proficiency and tourism information separately, whereas now the information must be conveyed in the selected language. The criteria for acceptance decision are below:

- 1st exam: Each subject is 40 % or more, and all subject scores are converted into a scoring rate and 60 % or more
- 2nd exam: Those who scored more than 60 % of the total score

Table 1

Assessments of Tour Guide Certification in South Korea

Division	Period	Test subject	Number of questions	Points	Test Time	Test Methods
Claim 1 chasiheom	1	1. Korean history (including modern and contemporary history) 2. Tourism resource commentary	25	40% 20%	50 minutes (0930-1020)	Multiple choice 4 choice
	2	3. Tourism regulations 4. Introduction to Tourism Studies	25	20% 20%	50 minutes (1050-1140)	
Claim 2 chasiheom		1. Mental attitude such as national view and sense of mission 2. Professional knowledge and application ability 3. Courtesy, conduct and integrity 4. Accuracy and logic of presentation			Per person 10-15 minutes	Interview

Taiwan [[link](#)]

There are two types of certification exam, which is Chinese language tour certificate and foreign language tour certificate. All exam subjects in stage one exam consist of multiple-choice questions. Candidates who have passed the "Foreign-language tour guide certification" or "Chinese-language tour guide certification" and hold the qualification certificate may be exempt from subjects other than foreign language in the stage one exam if they register to take the foreign-language tour guide exam. Regarding "Chinese-language tour guide certification", applicants must be Taiwan citizens who meet any of the following eligibility requirements may take the examination (The Chinese-language tour guide certification exam is administered in written format): 1) Have graduated from a public or registered private senior high school or vocational high school, or a foreign school at an equivalent level and 2) Have passed a national senior examination or junior qualification examination. The exam subjects of "Chinese-language tour guide certification" include:

- Tour guide practice I (including tour guidance, travel safety and emergency management, tourism psychology and behavior, flight ticketing, basic first aid knowledge, and international etiquette)
- Tour guide practice II (including tourism administration and regulations, Act Governing Relations between the People of the Taiwan Area and the Mainland Area, and current cross-strait relations).

- Introduction to tourism resources (including history of Taiwan, geography of Taiwan, and preservation of tourism resources).

To pass the Chinese-language tour guide exam, candidates must score a minimum average of 60 points across all exam subjects. Exam takers who receive a grade of zero will not pass. Absence from an exam session will result in a grade of zero for that subject.

For Foreign-language tour guide certification, it is administered in two stages. Candidates must pass stage one (the written session) in order to progress to stage two (the oral session). The "passed" status of the stage one exam will not be retained for future exams. In the stage two exam (oral exam), candidates are interviewed individually in the foreign language they have chosen, and the interview is conducted in accordance with regulations governing the foreign-language oral examination. Foreign language includes: English, Japanese, French, German, Spanish, Korean, Thai, Arabic, Russian, Italian, Vietnamese, Indonesian, Malay, and Turkish. The exam subjects include:

- Tour guide practice I (including tour guidance, travel safety and emergency management, tourism psychology and behavior, flight ticketing, basic first aid knowledge, and international etiquette).
- Tour guide practice II (including tourism administration and regulations, Act Governing Relations between the People of the Taiwan Area and the Mainland Area, and current cross-strait relations).
- Introduction to tourism resources (including history of Taiwan, geography of Taiwan, and preservation of tourism resources).

To pass the foreign-language tour guide stage one exam, candidates must score a minimum average of 60 points across all exam subjects. Candidates receiving a grade of zero on any exam subject or a score of less than 50 points on the foreign language subject will not pass. Candidates who have been granted a partial exemption must score 60 points at minimum on the foreign language subject in order to pass. Absence from an exam session will result in a grade of zero for that subject. The score of the foreign-language tour guide stage two exam is calculated as the average of points given by all interviewers. The passing score of this stage is 60 points or above.

Thailand [\[link\]](#)

In Thailand, an individual tourism business license may be obtained from the Department of Tourism. Nevertheless, such tourism business license can be applied for with satisfactions of following conditions:

1. A Thai nationality
2. who is at least 20 years of age
3. Having domicile or residence in the Kingdom of Thailand
4. Not being bankrupt
5. Not being a lunatic or incompetent or quasi-incompetent person
6. Not being a person whose license is being suspended
7. Not being a person whose license has been revoked five years prior to the current application

People may also apply for a tourism business license under a company. In this case, your company must be: 1) established under Thai law (e.g., a private limited company), 2) where not less than 51% of the capital of the company is held by Thai individuals and more than half of the directors of the company are Thai nationals, 3) Having as its business purpose to support business tourists in Thailand, and 4) all unlimited liabilities must be of Thai nationality. For both individual and corporate tourism business licenses, you will need to pay a license fee of THB 2,000 and an additional fee of THB 1,000 every 2 years to maintain the tourism business license. Do note that the operation of a tourism business without a license is subject to up to 2 years' imprisonment and/or a fine of up to THB 500,000. Moreover, the required documents are listed below:

1. TAT license application form, signed by a Thai director and stamped with seal
2. Certificate of Registration and objectives of the company under the Civil and Commercial Code (not older than one month). Do note, only a Thai director has the power to sign and stamp the seal of the company.
3. List of shareholders' names, certified by The Minister of Commerce
4. Memorandum of association which must be certified by The Minister of Commerce
5. Company's regulation or report of company establishment's meeting (If the company has no the company's regulation) which must be certified by The Minister of Commerce
6. Copy of the director's personal ID card and his registered address which must be certified by the director
7. Seal of the company
8. Two photos of the front of the office (showing the address and nameplate)
9. A map of the office
10. Ownership or possession evidence of the office
11. Power of Attorney
12. Guarantee, cash or cashier's check which is used as security

Tour Guide Certification Programs in Australia and New Zealand

Australia [\[link\]](#)[\[link\]](#)[\[link\]](#)[\[link\]](#)

Tour operator do not need a license to provide tours in general. There are some activities which will require tour operator (as an individual or business entity offering a commercial activity associated with recreation, tourism and/or education) to have licenses or permits, or which might require tour operators to comply with certain regulations. Some examples of activities in and around Melbourne that will need a license are:

- Any activity that is a commercial tour or recreational activity on public land will require a tour operator license from Parks Victoria. Public land includes national parks and state forests, as well as marine areas, wildlife areas, crown lands and other land managed by a government agency. An example of such activity is a hike in a Victorian national park.
- Many of the activities licensed by Parks Victoria under the tour operator license scheme have applicable Adventure Activity Standards (“AAS”) that must be complied with as a condition of all tour operator licenses. The full list of activities with applicable

AAS can be found on the Outdoors Victoria website and includes canoeing and kayaking, four-wheel driving, mountain biking, recreational angling or caving, river rafting, rock climbing, snorkeling, surfing sessions and trail bike touring.

- Any activity involving driving passengers in a vehicle with more than 13 seats may require a commercial passenger vehicle license under the Transport (Compliance and Miscellaneous) Act 1983. Please refer to our Experiences involving transportation page for more information.
- Operating a commercial vessel (e.g. for whale and dolphin watching activities) may require licenses or permits from Maritime Safety Victoria.

In addition, tour operators should be aware of regulations on certain activities, such as interfering with cetaceans or undertaking whale and dolphin watching activities in the Australian Whale Sanctuary or waters outside the outer limits of the Australian Whale Sanctuary, or transporting passengers on a tour vessel to swim with dolphins, seals or whales, or undertaking certain activities in a Special Port Area, such as the Ports of Melbourne, Geelong or Hastings. Using any part of a Victorian lighthouse for recreation and tourism activities is also regulated. Further information is available on the Transport for Victoria website about activities in Special Port Areas.

Fair Trading Victoria has established a free online service called the Australian Business License and Information Service (ABLIS). It is highly recommend for prospective operators to use ABLIS to determine whether your Experience would require any licenses or approvals. Tour guides accompany visitors on local tours and guide tourists within a specific country, region, area, city or site. They provide special information on history, archaeology, monuments and works of art, the environment, culture, natural and built attractions, places of interest, and any general matters of interest to the visitor. Personal requirements for a Tour Guide include:

1. Mature
2. Able to accept responsibility
3. Patient and tactful
4. Understanding and acceptance of different cultures
5. Good organizational skills
6. Excellent general knowledge of Australia and regional touring areas
7. Problem-solving skills and ability to think logically
8. Excellent communication and negotiation skills
9. Able to cope with the physical demands of the job

New Zealand [[link](#)][[link](#)]

Generally speaking, tour operators do not need to have a special license to provide guided visits of public areas in Queenstown. However, tour operators may need permission to provide guided tours of private buildings, certain public buildings or attractions which are open to the public and to provide boat trips. Tour guides can also complete on-the-job qualifications such as the National Certificate in Tourism (Tour Guiding). If operators are not a New Zealand citizen or resident, he or she may need to apply for a specific purpose work visa before he or she arrive in New Zealand to work as a tour guide. If operators are a tour guide who is a Chinese national, he or she may be able to apply under the China Special Work Category. Applicants can apply from

within New Zealand if he or she hold a valid work or student visa. Tour guides who drive passengers need special licenses: 1) a full Class 1, 2 or 4 driver's license (depending on the size of the vehicle), 2) Class 2 and 4 are heavy vehicle licenses, and 3) A 'P' (passenger) endorsement on their license, which shows they can carry passengers. Drivers need to have their full license for at least two years before they can get the a 'P' endorsement.

Phase Two Report—Findings in Focus Group Study

During this March, there were three focus group studies been given to certain groups of stakeholders. Participants include tour guides, previous certified tour guide, hospitality executives, visitor industry workforce, local business owners, environmentalists, cultural stewardship groups, and community members. These focus group serve as a great venue to collect feedbacks regarding current certification of Hawai'i professional tour guides program. In particular, the goals of focus group studies were to understand:

- Stakeholders' perceptions toward the current certification for Hawai'i's professional tour guides program,
- possible strengths and weaknesses associated with current certification program,
- acceptance of an advanced (tiered) certification program (i.e. from a "basic" guide through an "expert" guide),
- further insight for the structure and implementation of a formal licensing program for members of Hawai'i's Professional Tour Guides Association.

Eventually, each focus group study lasted one and half hours to two hours. The conversations in the focus group study had been recorded and transcripts had be provided in the appendix of this report. The followings are the summary of findings in these focus group study.

General Perceptions Toward Current Program

- It is a great program and is very helpful to visitor industry in Hawai'i.
- This program offers legitimacy to serve as a tour guide,
- It improves education, knowledge, capability, and consistency.
- Information provided by the training in this program are up-to-date and it is politically correct, culturally appropriate.
- This program teaches tour guide common practices in terms of the delivery of Aloha.
- Through this program, people who are confident to make visitors feel comfortable where they are at.
- It is an incredibly important program and we need to take a lot of care with in developing this program; then, we do have reputation of having amazing tour guides here.
- Running a program that shows a lot of consistency and it really develops people in terms of their knowledges and skills.
- It is valuable and it needs to be genuine right, maintained, supported, and marketed.

Perceived Strengths of Current Program

- It has a pool of qualified facilitators in this program.

- This program helps visitor industry to consistently pass authentic information to visitors.
- Current program set up foundations for tour guide to learn histories of islands, Hawai'i culture, and respectful practices.
- Through this program, trainees learn how improve communication and storytelling.
- The trainings are really helpful, reinforced, and enhanced for tour guide.
- The trainings provide lots of useful notes, great handouts, and knowledge.
- Trainees can enjoy diversified interaction with classmates and instructors.
- Through this program, trainees can learn and hear stories from other trainees and instructors.
- Training of this program help tour guide to reinforce their knowledge.
- The training address professionalism, Hawaiian values, Hawai'i culture, and knowledge about this place.

Possible Opportunities Associated with the Certification Program in the future

- Can use this program as a tool to train tour guide to educate visitors.
- Can use this program to improve perception of local community toward visitor industry.
- The program can be a tool to train tour guide to deliver authentic experiences to visitors.
- The program should be extended to the tour guides on different islands.
- Official awards can use to recognize contribution of key certificated tour guides.
- Acknowledge good trainers with awards at the end of the year.
- Strengthen official recognition for those certified tour guides.
- To find a way for metric of success associated with these certified tour guides, and people can strive to improve themselves and be recognized by that.
- It can improve tour operators' expertise on different facets of state of Hawai'i.
- Through this program, it can give trainees the skill set and the direction to build their knowledge base and their understandings to help them connecting to visitors and to the places.
- The program can strengthen cooperation with local community and bring social value and educational/economic value to the community.

Possible Concerns on the Current Program

- Fee, accessibility, and restrictions from participating this training program.
- Uncertain about qualifications of facilitators for those courses in the training.
- Marketing on this certification program is not strong.
- Might not get strong buy-in by tour guides and cultural practitioners.
- Qualified instructors in the training are in need.
- Profile of instructor pool are not varied.
- No post tracking program to check performance of those certified tour guide in the industry.
- No formal evaluation on the effectiveness of this training program from whoever participate this training program.

- The State government has a lot of limitations on what you can do as a certificated tour guide.
- Trainings are not deep enough to cover cultural knowledge.
- Passing certification exam does not necessarily mean certificated tour guides know how to exercise practical applications.
- Instructors of this training program are not necessarily professional tour guides.
- Materials in the training are not updated to most current.
- Contents and information might not be relevant to current environment.
- Historical parts are not sufficiently covered in the training.

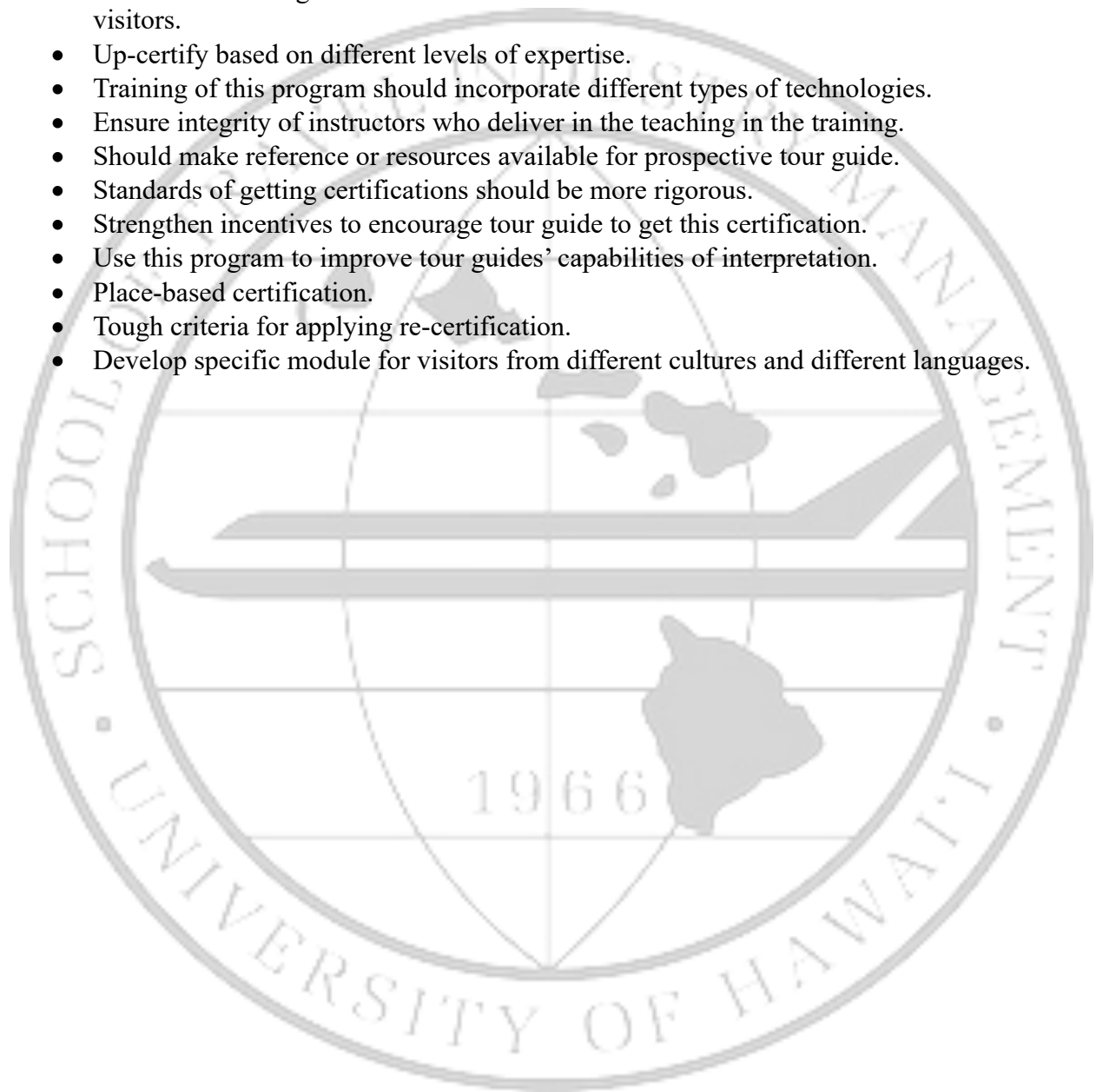
Values Associated with Current Program

- Help to create lots of employment opportunity for young generations in Hawai'i.
- Pass authentic information to future generations.
- Certification can bring more business to certificated tour guides.
- Can use this program to build up trust in the local community.
- Through this program, we can educate visitors how to appreciate Hawai'i as a unique tourism destination,
- Program Principles→ Clear protocols→ Practices → Solid performance→ Proficiency: Built into competence,
- Ensure consistent information and knowledge delivered by certified tour guides to visitors.

Suggestions for Future program

- Maintain quality control on these training courses in the program.
- Consistently delivery on training outcomes for those courses in the module.
- Focus should be not only on cultural perspectives but also on environmental best practices.
- Make it a mandatory requirement for tour guide in Hawai'i.
- Training should cover issues such as visitors' safety and cultural sensitivity.
- Should promote awareness of this program.
- To make it prestigious through some approaches such as recognizable seals, badges and so on.
- Establish feedback loop with industry people to make this program fresh and quick to change to fit with current environment.
- Flexible training mode and schedule.
- To align it with Hawai'i destination management plan.
- Establish a tier system in this certification program.
- Training should incorporate a mentorship program.
- Have different designation based on visitors' languages and cultures.
- Should set up this program as a high priority.
- Strengthen the value of getting such certification.
- Enforcement on gatekeeping with this program,

- Establishing official administrative structure to charge this program.
- Prentice approach will be great to train the delivery of contents.
- Should cover more on geology and nature.
- Instructors should be combination of practitioners, real presenters, and actual tour guides.
- Training should help tour guide to develop the oratory skills.
- Should teach tour guide how to cultivate entertainment and education in the service to visitors.
- Up-certify based on different levels of expertise.
- Training of this program should incorporate different types of technologies.
- Ensure integrity of instructors who deliver in the teaching in the training.
- Should make reference or resources available for prospective tour guide.
- Standards of getting certifications should be more rigorous.
- Strengthen incentives to encourage tour guide to get this certification.
- Use this program to improve tour guides' capabilities of interpretation.
- Place-based certification.
- Tough criteria for applying re-certification.
- Develop specific module for visitors from different cultures and different languages.



Phase Three Report—Findings of the Survey

Based on the results of focus group studies, an online survey was developed and conducted at the end of May 2022. The target audience are members on HTA/NaHHA’s contact lists. The online survey comprises nine sections of questions that ask participants to provide input on the following perspectives: 1) current examination process to achieve certification, 2) current optional coursework in the training, 3) tour guide certification program, 4) updating policies and regulations regarding tour guides certification and benefits of certification for the local community and the visitor industry, 5) expectations of training for professional tour guides, 6) components that should be added in the program, 7) management approaches that should be reinforced, 8) best practices sourced from other successful models, and 9) demographic background of the survey. The survey closed on August 23, 2022, with a total of 1,335 recorded responses, out of which 398 were completed responses.

Demographic Profile of Survey Respondents

The majority of survey respondents were female (58.68%; see Table 11). Of these respondents, four in 10 had a graduate degree (41.67%; see Table 14). The majority of survey respondents were married (62.84%; see Table 15). Of these survey respondents, 87.76% did not have Hawai'i professional tour guide certification. The majority of stakeholders who participated in this online survey were community members (20.42%; see Table 12). When asking who should pay the fees associated with this tour guide certification program, 29.25% of respondents thought that the employer should pay the fee (See Table 10). The majority of these survey respondents are from the Baby boomer generation (46.41%; see Table 13).

Perception of the Current Examination Process to Achieve Certification

Generally speaking, the survey respondents had a neutral perception of the current examination process. This can be confirmed from the means associated with each question. When analyzing the reasoning behind this finding, I found that most survey respondents (87.76%) had not received certification through the Hawai'i professional tour guide program. That is why they have a neutral perception of the examination process, although they slightly agree that the current examination process should: 1) ensure that the professional standards of a tour guide are met, 2) provide support for tour guides with any questions or concerns, 3) ensure the safety and well-being of visitors, and 4) require a sample tour for certification.

Table 2

Survey Results of Perception Toward Current Examination Process to Achieve Certification

	<i>Completely Disagree</i>	<i>Somewhat Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>
Provides tour guides with adequate training and knowledge (Neutral)	16.41%	17.68%	22.47%	27.78%	15.66%	3.09
Ensures the expectations of the professional standards of a tour guide are met (Slightly agree)	13.27%	17.86%	22.7%	29.08%	17.09%	3.19

Provides enough foundational understanding and knowledge of the host culture (Neutral)	21.28%	18.46%	19.23%	22.56%	18.46%	2.98
Provides the proper tools and resources to deliver authentic experiences to our visitors (Neutral)	19.02%	18.77%	23.14%	24.16%	14.91%	2.97
Ensures that Tour Guides are sharing true and authentic information with our visitors (Neutral)	22.37%	17.74%	20.31%	20.31%	19.28%	2.96
Provides support for tour guides with any questions or concerns (Slightly agree)	13.44%	14.73%	32.56%	22.48%	16.8%	3.14
Ensures the safety and well-being of our visitors is expected (Slightly agree)	13.11%	10.28%	30.33%	25.96%	20.31%	3.30
A passing score on the Exam of 75% is an adequate score to become certified (Neutral)	19.28%	18.25%	19.28%	25.96%	17.22%	3.04
The presentation of a sample tour is an adequate requirement for certification (Slightly agree)	13.33%	13.08%	17.69%	29.74%	26.15%	3.42

Perception Regarding Current Optional Coursework and Certificate for Customer Service in Hawai'i

When asked about the Current Optional Coursework and Certificate for Customer Service in Hawai'i, survey respondents in general somewhat disagreed that such certificate program should be optional. They felt the existing training program should be included as a prerequisite course for future Hawai'i tour guide certification programs. The contents of the coursework should be included in the tour guide certification examination after participants complete the training program. For detailed survey results, please see Table 3 below.

Table 3
Survey Results of Perception Toward Future Procedure of Certification Program

	<i>Completely Disagree</i>	<i>Somewhat Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>
Should continue to be optional (Somewhat disagree)	38.83%	28.68%	11.68%	10.66%	10.15%	2.25
Should be included as a pre-requisite course (Agree)	7.83%	3.79%	15.66%	29.04%	43.69%	3.97
Should include the tour guide certification examination (Agree)	6.56%	3.57%	10.63%	28.35%	50.89%	4.13

General Comments on Tour Guide Certification Program

The next section of the survey focuses on exploring the general perception regarding current optional coursework. The survey respondents agree that tour guide certification should be a priority for the State of Hawai'i, and is important for Hawai'i's economic recovery. It should be a legal requirement for tour guides to obtain a license through the tour guide certification program. Survey respondents slightly agree that such certification program should be regulated by a government agency. Survey respondents also slightly agree that tour guide certification should need to be renewed annually.

The survey respondents slightly disagree that the current process for tour guide certification is acceptable. It shows that there is room for improvement such as: 1) the process for tour guide certification should include current optional coursework, 2) the process for tour guide certification needs a complete overhaul. The detailed results can be found in Table 4 below.

Table 4
Survey Results of General Comments on Tour Guide Certification

	<i>Completely Disagree</i>	<i>Somewhat Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>
The current process for tour guide certification is acceptable (Slightly disagree)	21.91%	23.88%	21.91%	22.19%	10.11%	2.75
The process for tour guide certification should include the current optional coursework (Slightly agree)	13.85%	8.86%	13.85%	28.53%	34.90%	3.62
The process for tour guide certification needs a complete overhaul (Slightly agree)	8.56%	8.29%	31.49%	21.27%	30.39%	3.57
Tour guide certification is a priority (Agree)	5.82%	2.77%	9.97%	25.21%	56.23%	4.23
Tour guide certification is important to Hawai'i's economic recovery (Agree)	7.18%	5.80%	19.34%	22.65%	45.03%	3.93
Tour guide certification should be a requirement in order to have a license as a tour guide (Agree)	6.87%	3.57%	5.77%	16.21%	67.58%	4.34
Tour guide certification should include regulation by an overseeing entity with authority (Slightly agree)	12.74%	6.37%	21.33%	28.81%	30.75%	3.58
Tour guide certification should be regulated by a government agency (Slightly agree)	18.68%	10.44%	23.63%	25%	22.25%	3.22
Tour guide certification should expire annually and need to be renewed (Slightly agree)	17.08%	20.39%	17.91%	19.56%	25.07%	3.15

Perception Regarding how Updating Policies and Tour Guide Regulation Benefit Local Communities and the Visitor Industry

According to the survey respondents, there are certain benefits associated with updating tour guide policies and regulations and the certification process. First of all, the survey respondents slightly agree that: 1) policies update and regulation can create jobs and employment opportunities in the State of Hawai'i, 2) regulation and policy updates can allow government to improve the license process. On the other hand, survey respondents agree that: 1) regulation and policy updates can improve resident sentiment regarding the management of tourism in Hawai'i, 2) regulation and policy updates can align viewpoints from different stakeholders on how to move the industry towards a more regenerative model, 3) regulation and policy updates can improve the quality of the visitor experience, 4) regulation and policy updates can incorporate the desired shift toward better destination management. For detailed survey results, please see Table 5 below.

Table 5

Survey Results of Perception Regarding How Changes to this Program Benefit the Local Community and the Visitor Industry

	<i>Completely Disagree</i>	<i>Somewhat Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>
Regulation and policy updates can create jobs and employment opportunities in the State of Hawai'i (Slightly agree)	7.67%	6.85%	25.21%	33.70%	26.58%	3.65
Regulation and policy updates can improve resident sentiment regarding the management of tourism in Hawai'i (Agree)	4.99%	4.43%	14.96%	40.17%	35.46%	3.97
Regulation and policy updates can align viewpoints from different stakeholders on how move the industry towards a more regenerative model (Agree)	5.28%	3.61%	16.67%	40.00%	34.44%	3.95
Regulation and policy updates can improve the quality of the visitor experience (Agree)	6.06%	2.75%	11.57%	35.26%	44.35%	4.09
Regulation and policy updates can incorporate the desired shift toward better destination management (Agree)	5.77%	2.75%	12.09%	34.89%	44.51%	4.10
Regulation and policy updates can allow government to improve the license process (Slightly agree)	6.89%	6.06%	18.18%	34.16%	34.71%	3.84

Perception Toward Expectation of Training for Professional Tour Guides

In terms of delivery of training for professional tour guides, survey respondents think that the program should incorporate the following: 1) class training, 2) lectures delivered by topic experts, 3) hands-on training and mentorship/apprenticeship, 4) observation of participants' performance, 5) requirement of some in-field hours, 6) incorporation of technology and innovation, and 7) information on attraction sites. Next, contents of training should include foundational cultural training, content delivery, and cultural protocols. Training agencies should provide participants with access to online learning modules and archives, as well as relevant research. Finally, expectations from guides who successfully complete the training include: the ability to demonstrate specific communication and interpretation skills, update training annually, and the capability to vet information for visitors. In the end, the certification agency should provide those who successfully complete the certification program examination with an official certificate. The detailed results can be found in Table 6 below.

Table 6

Survey Results of Perception Toward Expectation of Training for Professional Tour Guides

	<i>Completely Disagree</i>	<i>Somewhat Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>
Professional tour guides should be required to take classroom training to become certified (Agree)	7.02%	5.06%	7.58%	24.44%	55.90%	4.17

Professional tour guides should be able to demonstrate specific communication and interpretation skills (Agree)	3.65%	2.25%	4.78%	20.22%	69.10%	4.49
Professional tour guides should have training on content delivery (Agree)	3.64%	2.52%	7.00%	21.57%	65.27%	4.42
Professional tour guides should continually update their training annually (Agree)	4.79%	9.01%	14.65%	22.82%	48.73%	4.02
Professional tour guides should have access to online learning modules (Agree)	1.69%	1.98%	5.93%	22.88%	67.51%	4.53
Professional tour guides should have foundational cultural training (Agree)	3.37%	0.28%	5.06%	12.92%	78.37%	4.63
Professional tour guides should have hands-on training (Agree)	2.52%	1.40%	8.40%	24.65%	63.03%	4.44
Professional tour guides should have a mentorship and or apprenticeship program built into training (Agree)	3.93%	3.65%	14.33%	28.37%	49.72%	4.16
Professional tour guides should have access to archives and research (Agree)	2.53%	1.69%	10.39%	24.44%	60.96%	4.40
Professional tour guides should attend topical expert lectures (Agree)	2.82%	3.94%	11.83%	29.30%	52.11%	4.24
Professional tour guides should be observed in order to achieve certification (Agree)	5.60%	4.20%	11.48%	25.21%	53.50%	4.17
Professional tour guides should have a required number of in-field hours to become certified (Agree)	4.82%	5.10%	11.90%	30.03%	48.16%	4.12
Professional tour guides should have a seal or some kind of mark to ensure legitimacy (Agree)	3.92%	3.64%	10.64%	23.25%	58.54%	4.29
Professional tour guides should learn cultural protocols for entering cultural sites (Agree)	2.84%	1.14%	5.40%	13.35%	77.27%	4.61
Professional tour guides should incorporate innovation and technology platforms (Agree)	2.52%	3.08%	19.61%	30.81%	43.98%	4.11
Professional tour guides should know site information for their visits (opening hours, pricing, location of restroom, drop off/pick up etc.) (Agree)	1.96%	1.40%	4.76%	15.69%	76.19%	4.63
Professional tour guides should have vetted information for visitors to share more information and individual research (Agree)	2.27%	1.70%	7.37%	20.96%	67.71%	4.50

Opinions Regarding Components that Should Be Added to the Current Program

When asking what components should be added to the current training, survey respondents were strongly in favor of components such as Hawaiian culture, safety training, and history of place being added to the formal certification program training. Survey respondents also agree that the history of Hawai'i's visitor industry, interpretation skills, Hawaiian values, geography, sensitivities, and the natural environment, should be added in the future formal program.

Nevertheless, survey respondents slightly agree that understanding Hawai'i's visitor markets should be added in the training. For detailed survey results, please see Table 7 below.

Table 7
Survey Results of Opinions Regarding Components that Should Be Added to the Current Program

	<i>Completely Disagree</i>	<i>Somewhat Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>
Hawaiian culture (Close to strongly agree)	0.87%	0.58%	3.50%	9.33%	85.71%	4.78
History of Hawai'i's Visitor Industry (Agree)	2.62%	2.33%	21.51%	33.43%	40.12%	4.06
Interpretation skills (Agree)	1.74%	1.74%	12.79%	33.72%	50.00%	4.28
Hawaiian values (Agree)	0.88%	0.29%	4.09%	14.04%	80.70%	4.73
Geography and the natural environment of Hawai'i (Agree)	0.88%	0.29%	2.92%	15.79%	80.12%	4.74
Safety concerns (Close to strongly agree)	0.87%	0.00%	3.21%	14.29%	81.63%	4.76
History of place (Close to strongly agree)	0.58%	0.00%	3.49%	14.83%	81.10%	4.76
Understanding Hawai'i's visitor markets (Slightly agree)	2.06%	5.00%	29.12%	32.65%	31.18%	3.86
Sensitivities (Agree)	1.19%	0.89%	8.61%	25.52%	63.80%	4.50

Perceptions Regarding Management Approaches for Reinforcement of a Future Certification Program for Hawai'i's Tour Guides

In terms of management approaches for reinforcement of a future certification program, survey respondents think that the following approaches should be in place to strengthen the future certification program:

- Strict enforcement to make sure correct information and knowledge are being taught in the training.
- Strong involvement from the local community in building the contents of the curriculum certification of Hawai'i Professional Tour Guide Program.
- Promotion from government to foster more awareness and accountability.
- Place-based information should be shared in the curriculum and categorized by island or county in the training.
- A strong recertification process that includes an element of continued learning and education.
- Capacity, integrity, and credentialing of instructors who deliver the program.
- Provision of certification in different languages (i.e., Japanese, Korean, Chinese, etc.).

- Making this certification a legal requirement to operate a tour guide business in the State of Hawai'i.
- Establishing procedures to ensure quality control.
- Instructors of the training program should be a combination of practitioners, topic experts, and facilitators who are actual tour guides with the minimum requirements to teach continuing education.
- A hybrid of in-person and virtual training formats.
- Establishing key performance indications to evaluate effectiveness and success.
- Setting up a regular feedback loop with industry practitioners to keep the program fresh and adaptable to ever-changing needs.

On the other hand, survey respondents slightly agree that metrics and analytics to access performance and a tier system (beginner, intermediate, advanced) with varying types of certification, should be included in a future certification program for Hawai'i's tour guides, in order to reinforce such certification. See Table 8 for detailed survey results.

Table 8
Survey Results of Perceptions Regarding Management Approaches for Reinforcement of a Future Certification Program for Hawai'i's Tour Guides

	<i>Completely Disagree</i>	<i>Somewhat Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>
Strict enforcement to make sure correct information and knowledge are being taught in the training (Agree)	2.35%	2.65%	7.06%	28.24%	59.71%	4.40
Local communities should be well involved with the content included in the certification curriculum Certification of Hawai'i Professional Tour Guide Program (Agree)	3.50%	6.12%	14.58%	27.11%	48.69%	4.11
Government should promote this program to bring more awareness and accountability (Agree)	4.99%	4.11%	11.44%	24.63%	54.84%	4.20
Place-based information should be shared in the curriculum and categorized by island or county (Agree)	1.76%	0.88%	5.28%	21.41%	70.67%	4.58
A strong re-certification process that includes an element of continued learning and education (Agree)	5.60%	3.24%	8.85%	28.02%	54.28%	4.22
Metrics and analytics to access performance (Slight agree)	5.28%	5.87%	18.18%	31.67%	39.00%	3.93
Capacity, integrity and credentialing of instructors who deliver the program (Agree)	2.07%	0.89%	4.14%	15.09%	77.81%	4.66
Provide certifications in different languages (i.e. Japanese, Korean, Chinese, etc.) (Agree)	4.71%	3.82%	13.24%	32.06%	46.18%	4.11
A tier system (beginner, intermediate, advanced) with varying types of certifications (Slightly agree)	6.69%	6.10%	17.73%	33.43%	36.05%	3.86

Make this certification a legal requirement to operate a tour guide business in the State of Hawai'i (Agree)	7.60%	5.56%	8.19%	19.30%	59.36%	4.17
Establishing procedures to ensure quality control (Agree)	3.23%	1.47%	8.80%	26.10%	60.41%	4.39
Instructors of the training program should be a combination of practitioners, topical experts, and facilitators who are actual tour guides with the minimum requirements to teach continuing education (Agree)	4.11%	3.52%	12.32%	28.45%	51.61%	4.20
A hybrid of in-person and virtual training formats (Agree)	4.39%	2.92%	14.04%	30.70%	47.95%	4.15
Establishing key performance indications to evaluate effectiveness and success (Agree)	2.65%	1.76%	7.94%	29.41%	58.24%	4.39
Setting up a regular feedback loop with industry people to keep the program fresh and adaptable to and ever-changing need (Agree)	2.62%	3.21%	8.16%	27.41%	58.60%	4.36

Other Suggestions to Strengthen a Future Certification Program for Hawai'i's Tour Guides

When respondents were asked about how they feel about certain best practices sourced from successful models from other countries, results show that survey respondents agree that:

- Training in this program should be taught by an organization with capacity to execute at the desired level.
- The agency should clearly communicate tangible benefits to the community.
- The program should be affordable.
- The program should have a range of assessment options that are conducted by qualified and experienced assessors.
- The administrative structure and process of this program should be simple and user-friendly.
- The program must be backed with a code of ethics.
- The program should provide specified criteria for eligibility to apply for certification and recertification.

Nevertheless, the survey respondents slightly agree that a business plan, including market analysis, marketing, and implementation plans is necessary for a future certification program for Hawai'i's Tour Guides. For detailed survey results, please see Table 9 below.

Table 9

Survey Results of Perceptions Toward Best Practices Sourced from Other Successful Models That Would be Relative to a Future Certification Program for Hawai'i's Tour Guides

	<i>Completely Disagree</i>	<i>Somewhat Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean</i>
Is taught by an organization with capacity to execute at the desired level (Agree)	3.01%	4.82%	9.04%	26.81%	56.33%	4.29
Clear communication of tangible benefits to the community (Agree)	2.08%	2.08%	5.65%	27.68%	62.50%	4.46
An affordable and appropriate cost associated with the training of this program (Agree)	3.57%	0.60%	7.74%	22.92%	65.18%	4.46
A range of assessment options conducted by qualified and experienced assessors (Agree)	3.59%	3.29%	10.78%	29.64%	52.69%	4.25
A simple and user-friendly administrative structure and process (Agree)	1.80%	0.30%	7.78%	20.66%	69.46%	4.56
A code of ethics (Agree)	2.08%	1.19%	9.52%	19.05%	68.15%	4.50
Specified criteria for eligibility to apply for certification and re-certification (Agree)	4.46%	3.27%	13.39%	22.32%	56.55%	4.23
A business plan, including market analysis, marketing, and implementation plans (Slightly agree)	8.96%	7.76%	26.57%	22.09%	34.63%	3.66

Who Should Pay the Fees Associated with a Tour Guide Certification Program

Survey respondents do show diverse views on who should pay the fees associated with a tour guide certification program, although the majority think that employers should pay.

Table 10

Survey Results Regarding Who Should Pay the Fees Associated with a Tour Guide Certification Program

Who should pay the fees associated with a tour guide certification program?	Percentage
The person taking the certification	12.24%
The Employer	29.25%
Costs split between the employer and the tour guide	17.61%
Fully supported by a state agency	17.31%
Fully supported by county government	5.37%
Other Response:	18.21%

Summary of the inputs in “Other Responses”:

- Mix of State, county, employers, and tour guides.
- Tourist tax (\$200 per person per day). Apart from this, one ambassador of Aloha tour guide for every three tourists at \$250 per hour.
- Visitors.
- Native Hawaiians get waiver.
- All of the above plus visitor tax.
- Split between agencies and participants.
- Split between employers and participants.
- Partially paid by visitors’ existing fee and a newly-established fund by government.
- All parties mentioned in the options.
- HTA.
- Underwritten or partially funded by county and the State, the rest paid by employers.
- Needs-based, with loan system available.
- Scholarships.
- Joint government agencies.
- Government supplement paid either by employee or employers.
- Should be free.
- Seeking grants and donations.

Table 11

Gender of Survey Respondents

Gender	Percentage
Male	34.73%
Female	58.68%
Third gender	0.60%
Prefer not to say	5.99%

Table 12

Stakeholder Group of Survey Respondents

Stakeholder group of survey participants	Percentage
Professional tour guide	4.20%
Government agency	5.11%
Concierge services	0.60%
Travel agents or tour operator	8.11%
Visitor industry workforce	7.21%
Hospitality executives	8.71%
Hawai'i based business owner	11.41%
Cultural stewardship groups	8.71%
Environmentalist/conservationist/sustainable	6.31%
Community members	20.42%
Others:	19.22%

Table 13

Age Group of Survey Respondents

Age group of survey participants	Percentage
Silent Generation (Born between year of 1925 and year of 1945)	7.49%
Baby boomer (Born between year of 1946 and year of 1964)	46.41%
Generation X (Born between year of 1965 and year of 1981)	34.13%
Generation Y (Born between year of 1982 and year of 2000)	11.98%
Generation Z/ Internet generation (Born after year of 2000)	0.00%

Table 14

Education Level of Survey Respondents

Education level of survey participants	Percentage
High school	3.27%
Technical degree/trade school	3.57%
Some college	17.26%
Bachelor's degree	34.23%
Graduate degree	41.67%

Table 15

Marital Status of Survey Respondents

Marital status of survey participants	Percentage
Single	20.54%
Married	62.84%
Separated	1.21%
Divorced	9.06%
Widowed	6.34%

Table 16

Annual Household Income of Survey Respondents

Annual household income of survey participants	Percentage
Under \$40,000	8.26%
\$40,000 to \$60,000	12.84%
\$60,001 to \$80,000	14.68%
\$80,001 to \$100,000	14.98%
\$100,001 to \$120,000	14.07%
\$120,001 to \$140,000	10.40%
Above \$140,000	24.77%

At the end of this survey, there is an open-ended question for survey respondents to make comments on this study. A summary of these comments can be found in Appendix C at the end of this report.

Recommendations

Currently there is no State law requirement to be certified as a tour guide in Hawai'i, although there is a process for being licensed as a tour/travel agency or a commercial tour operator. The current process of becoming a tour guide as a business is consistent with creating and operating any other business entity in the State. There is, however, an educational pathway to tour guide certification in Hawai'i, but it is *not* a requirement to operate in Hawai'i. The educational pathway was established in 1993 by the Hawai'i State Tourism Training Council in collaboration with the Kapi'olani Community College (KCC). The course is titled "Certification for Hawai'i's Professional Tour Guides". The course is an optional elective for anyone seeking to grow their education and learning in this area. Participants who pass the course receive "certification" at the end of the program; however, to reiterate, this certification is optional and *not* a requirement of State law.

A survey of local stakeholders revealed that tour guide certification should be a priority for the State of Hawai'i. Respondents of the survey think that the current process for tour guide certification is not really acceptable and needs a major overhaul. Tour guide certification should be a legal requirement to operate a tour guide business in the State of Hawai'i. In terms of management approaches for reinforcement of a future certification program for Hawai'i tour guides, local stakeholders agree that regulation and policy updates on such program can create jobs and employment opportunities. Such regulation and policy updates can align viewpoints from different stakeholders on how to move the industry towards a more regenerative model, improve resident sentiment regarding the management of tourism in Hawai'i, and improve the quality of the visitor experience. Eventually, it can incorporate the desired shift toward better destination management in the State of Hawai'i.

Therefore, in the following sections, it will be proposed to build a formal certification program for Hawai'i's Tour Guides based on the foundations of this educational pathway, a survey of best practices in other countries/regions, and the inputs from local stakeholders. Based on the framework of the Austria EcoGuide Program, the certification program for Hawai'i Tour Guides should include the following elements: 1) program sponsor and core competencies of training in this program, 2) fees associated with certification and funding source, 3) delivery approaches, expectations of training, and assessment options, 4) timeframe and criteria for eligibility to apply for certification and recertification, and 5) management approaches for reinforcement of a future certification program. Recommendations for each element are addressed below.

Elements of a Formal Certification Program for Hawai'i Tour Guides

Program Sponsor and Core Competencies

The first element is a program sponsor, i.e., the organization that is responsible for administering and implementing the program. A sponsor can be an association, independent board, or a consortium of organizations. After analysis of focus group study transcripts and survey results, it is recommended that a consortium of organizations – HTA, NaHHA, TIM School, School of Hawaiian Study in UH Manoa – serves as program sponsor for the Formal Certification Program

for Hawai'i Tour Guides. Each party owns key resources for the successful administration and implementation of this program in the future.

Next element is the core competencies of this program. Analysis of survey results shows that the content of the formal Certification Program for Hawai'i Tour Guides should use a combination of the "Certification for Hawai'i's Professional Tour Guides" course and the "Certificate for Customer Service in Hawai'i" course as foundation, combined with new additional components, such as:

- Hawaiian culture
- History of Hawai'i's visitor industry
- Interpretation skills
- Hawaiian values
- Geography and the natural environment of Hawai'i
- Safety
- History of place
- Sensitivities
- Current issues updates

UH Manoa can contribute greatly to this program due to the resources and expertise that are needed to make sure that correct information and knowledge are being taught in the training. This echoes the necessity that a consortium of organizations – HTA, NaHHA, School of Hawaiian Study, and TIM School in UH Manoa – serves as program sponsor for the Formal Certification Program for Hawai'i Tour Guides.

Fees Associated with Certification and Funding Source

In order to make this program financially viable and self-funding, a fee must be charged to candidates; an appropriate range of fees need to be in place, and they must be affordable. These fees can be for initial application, assessment, and recertification. Nevertheless, this study does not explore what would be the appropriate fee for initial application, assessment, and recertification. When we sought stakeholders' views on who should pay the certification fee, 29% of survey respondents thought that the employer should pay the fees. Nevertheless, diverse suggestions were made; these ideas include using a tourist tax, a mix of State, county, employers and tour guides, a split between agencies and participants, a split between employers and participants, partially paid by visitors from the existing fee and a newly-established fund by the government, or needs-based with a loan system in place (for a complete list of suggestions, please see the summary in Appendix B). Anyway, this report recommends that the State government allocate some of the accommodation tax to cover the majority of administration and operational expenses associated with this program. The rest of the application fee, assessment, and recertification fee can be split between employers and tour guides.

Delivery Approaches, Expectations of Training, and Assessment Options

Strict enforcement should be in place to make sure correct information and knowledge are being taught in the training. Local communities should be involved with the content included in the Hawai'i Tour Guides certification curriculum. Instructors of the training program should be a combination of practitioners, topic experts, and facilitators who are actual tour guides with the minimum requirements of teaching continuing education. Regarding delivery of training in the

future program, professional tour guides should be required to take classroom training to become certified through hybrid training, i.e., in-person and virtual training formats can be adopted in the training.

Place-based information should be shared in the curriculum and categorized by island or county. Lectures by topic experts, foundational cultural training, and hands-on training should be incorporated in the classroom training. Tour guides should also undergo training on content delivery in order to demonstrate specific communication and interpretation skills. Cultural protocols for entering cultural sites and site information for visitors are required for tour guides to learn during class training, and a mentorship/apprenticeship program should also be incorporated into the training.

The official exam should consist of a written and oral exam, as well as a practical test in the form of a simulated guided tour. Those who fail the oral or written exam will not be allowed to complete the final simulated guided tour test. The subjects covered in the exams should include the “Certification for Hawai'i's Professional Tour Guides” and “Certificate for Customer Service in Hawai'i” courses, Hawaiian culture, history of Hawai'i's visitor industry, interpretation skills, Hawaiian values, geography and the natural environment, safety, history of place, and sensitivities. The exam questions should be developed by topic specialists from the TIM School and the School of Hawaiian Studies (that is overseen by NaHHA/HTA). One must complete the exam with a pass mark of 80% or above before moving to the practical training stage. During practical training, tour guides are required to have worked a number of in-field hours in which they are to be observed by experts in the field, before proceeding to the final simulated tour guide test. After completing a number of in-field hours with satisfactory performance and successfully completing the final simulated tour guide test, one would be able to apply for an official guide license.

Timeframe and Criteria for Eligibility to Apply for Certification and Recertification

All certification should carry a three-year recertification requirement. Certified tour guides will be able to recertify, with certain conditions. These requirements include a minimum of 12 months' relevant work experience as a tour guide and completing continuing education activities (complete training in current issues updates once a year), taking exams, or a combination of both.

Management Approaches for Reinforcement of Future Certification Program

After completing the training and receiving the relevant certificate, professional tour guides are expected to continually update their training. Every year, certified tour guides are required to take online training in the “current issues update” module to keep abreast with the latest trends and changes in the State of Hawai'i's visitor industry. Meanwhile, professional tour guides are expected to incorporate innovation and technology platforms into their practices. On the other hand, they should have vetted information for visitors to share more information and individual research. With the need of continual training, program sponsors should provide professional tour guides with access to online learning modules, archives, and relevant research. Government should promote this program to foster more awareness and accountability. Procedures should be established to ensure quality control of the training and key performance indicators should be set up to evaluate the training's effectiveness and success. A regular feedback loop with industry

practitioners should be set up to keep the program fresh and adaptable to ever-changing needs. A future consideration could be providing certification in different languages.

Conclusion

The following are the concluding tasks and outputs associated with each phase of this project. In phase one, this project identifies the best practices of tour guide certification programs being developed and adopted in other countries/destinations (at a minimum of five destinations in each of these following regions):

- Nine destinations in the United States: Alaska, California, Georgia, Iowa, Louisiana, Maryland, Nevada, South Carolina, and Virginia.
- Four destinations in Canada: Quebec City, Montreal, British Columbia, and Prince Edward Island.
- Six destinations in the Asia Pacific: China, Japan, South Korea, Singapore, Taiwan, and Thailand.
- Twenty-two destinations in the European Union: Austria, Belgium, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Malta, Netherlands, Poland, Portugal, Romania, Spain, and Sweden.
- Australia and New Zealand (neither of these countries has specific tour guide certification programs developed by central government in place).

During phase two (March 2022), three focus group studies were conducted to gain deep understanding of the perceptions of the local community toward the existing optional program. Participants included tour guides, previously-certified tour guides, hospitality executives, members of the visitor industry workforce, local business owners, environmentalists, cultural stewardship groups, and community members. Analyses of transcripts of these three focus group studies reveal strengths associated with the current program and possible opportunities associated with the certification program in future. Eventually, almost all participants agreed that Hawai'i Professional Tour Guide Program certification should be a legal requirement. It is necessary for better destination management in the State of Hawai'i, though there are emergent needs to revise its curriculum, delivery methods, program sponsors, administrative structures, and so on, in the near future.

In phase three, an online survey was developed according to the findings of the focus group studies and ideas gleaned from the best practices of tour guide certification programs that are being developed and adopted in other countries/destinations. Through NaHHA, an invitation email was sent to local tour guides, local travel companies, members of the local community, and other stakeholders to understand their utility perceptions toward: 1) the current examination process to achieve certification, 2) the current optional coursework in the training, 3) the tour guide certification program, 4) updating policies and regulations of tour guide certification and benefits of certification to the local community and the visitor industry, 5) expectations from training for professional tour guides, 6) components that should be added to the program, 7) management approaches that should be reinforced, and 8) best practices sourced from other successful models. The survey was closed on August 23, 2022. The total recorded responses were 1,335, with completed responses standing at 398.

Based on references from phase 1 and results from the focus group studies and the online survey, we recommend that a consortium of organizations – HTA, NaHHA, TIM School, School of Hawaiian Study in UH Manoa – serves as program sponsor for the Hawai'i Tour Guide Formal Certification Program. Each party owns key resources for successful administration and implementation of this program. The content of the training for the Hawai'i Tour Guide Formal Certification Program should use a combination of the “Certification for Hawai'i's Professional Tour Guides” and “Certificate for Customer Service in Hawai'i” courses as foundation; then, new additional components should be combined, such as Hawaiian culture, history of Hawai'i's visitor industry, interpretation skills, Hawaiian values, geography and the natural environment, safety, history of place, sensitivities, and current issues updates. Regarding the delivery of training, lectures by topic experts, foundational cultural training, and hands-on training should be incorporated in the classroom training. Tour guides should also undergo training on content delivery in order to learn specific communication and interpretation skills. Cultural protocols for entering cultural sites and site information for visitors should be incorporated into the class training, as should a mentorship/apprenticeship program.

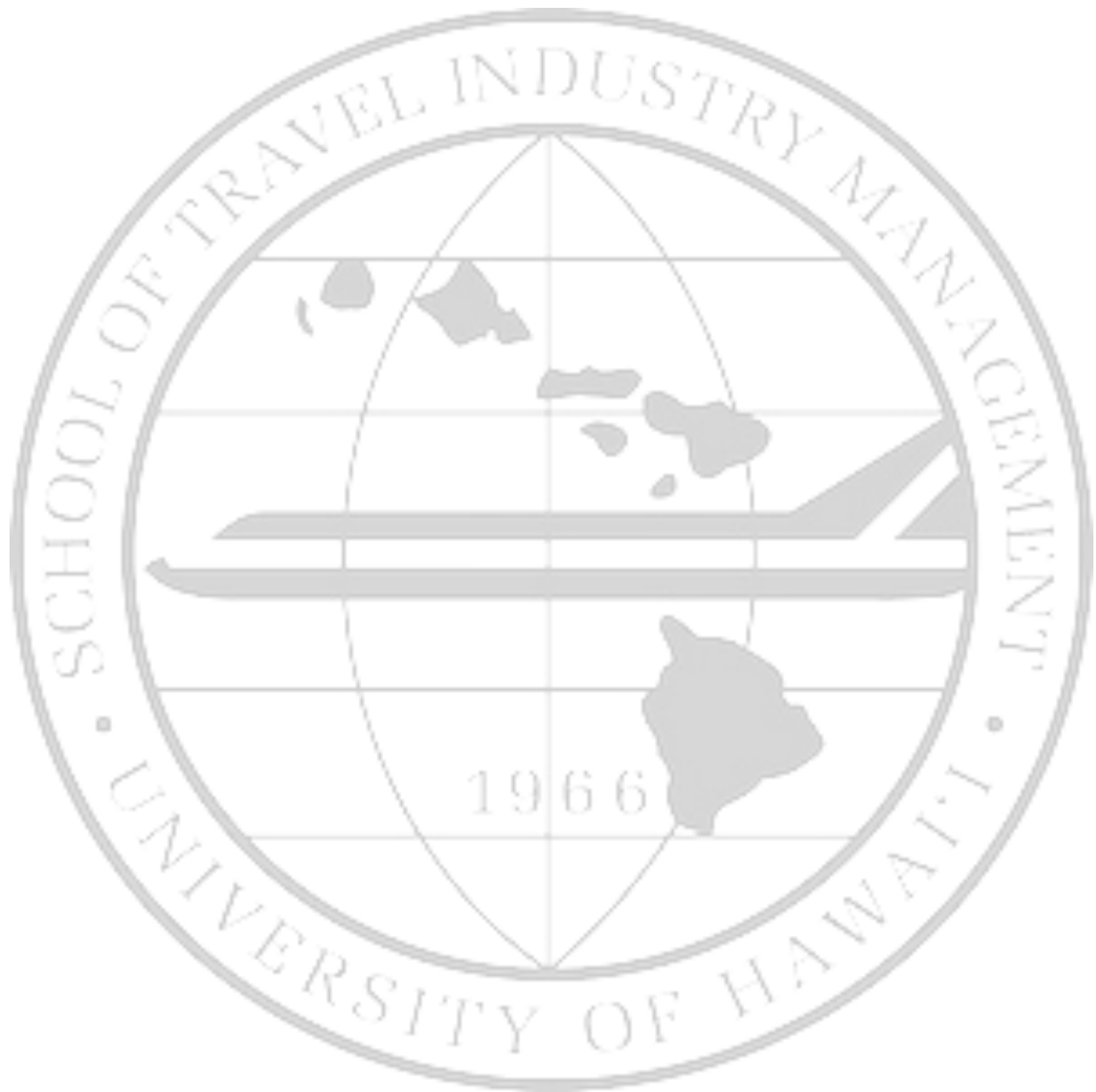
The official exam should consist of written and oral sections, as well as a practical test via a simulated guided tour. Those who fail the oral or written exam will not be allowed to complete the final simulated guided tour test. One must complete the exam with a pass mark of 80% or above before moving to the practical training stage. During practical training, tour guides would be required to have completed a number of in-field hours, during which they would be observed by experts in the field before taking the final simulated tour guide test. After completing a number of in-field hours with satisfactory performance and after successful completion of the final simulated tour guide test, one will be able to apply for an official guide license.

For this program to be financially viable and self-funding, we recommend that the State government allocate some of the accommodation tax to cover the majority of administration and operational expenses associated with this program. The rest of the application fee, assessment, and recertification fees can be split between employer and tour guides.

All certification should carry a three-year recertification requirement. Certified tour guides will be able to recertify, with certain conditions. These requirements include a minimum of 12 months' relevant work experience as a tour guide and completing continuing education activities (complete training in current issues updates once every year), taking exams, or a combination of both.

The State government should promote this program to foster more awareness and accountability. Procedures should be established to ensure quality control of the training and key performance indicators should be set up to evaluate the training's effectiveness and success. A regular feedback loop with industry practitioners should be set up to keep the program fresh and adaptable to ever-changing needs. A future consideration could be the provision of certification in different languages. Through this study, we found that the local community thinks that tour guide certification should be a priority in the State of Hawai'i and it is important to Hawai'i's economic recovery. It should be a requirement for tour guides to obtain a license through the tour guide certification program. Such certification program should be regulated by a government

agency. Eventually, it would allow government to incorporate the desired shift toward better destination management, improve resident sentiment regarding the management of tourism in Hawai'i, align viewpoints from different stakeholders on how to move the industry towards a more regenerative model, and improve the quality of the visitor experience. The benefits associated with an official certification program far outweigh the costs associated with its implementation and management.



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Appendix A –Transcripts of Focus Group Study

Transcripts of First Focus Group Study

User Upload 2022-03-13 20:45

Host Ivan Wen

Workspace NaHHA Grant

Length 1:45:53

Start Time 6:03 PM on Mar 13, 2022

Exported 8:03 PM on Mar 13, 2022

Highlights 2

Recording Link <https://grain.co/recordings/8c8235f5-d247-4c5b-ae92-bd7bc720d392>

Participants

Transcription

Hi,

Speaker 1 [0:19](#)

Nice to meet you.

Speaker 2 [0:20](#)

Hello? Hello.

Speaker 1 [0:21](#)

Hello. Let me share my screen with everyone.

Speaker 3 [0:25](#)

Okay.

Speaker 2 [0:28](#)

How are you doing? Good to see you here.

Speaker 4 [0:29](#)

You with the beard.

Speaker 2 [0:31](#)

Yeah. When you're wearing a mask Boulder, some things up and happen.

Speaker 4 [0:35](#)

Yeah, I guess so.

Speaker 1 [0:37](#)

Uh, I have one question. Okay. Yeah. I set up the meeting at 7:00 o'clock. Is this a good time to meet because the people need to walk in the daytime? So is 7:00 a better meeting or some other better times to meet in the daytime because everyone's schedule,

Speaker 4 [0:54](#)

I, I couldn't do it in the daytime. I'm too busy.

Speaker 1 [0:57](#)

Okay. Yeah, because I thought a seven o'clock meeting time is good for most people because everybody finished their works already. Now for this project, NaHHA and HTA asks me to host three focus studies before I create a survey. So it's very important for me to get input from key representatives from the stakeholders in the state of Hawaii. Therefore, I think it's very important to get as many people as possible.

Speaker 4 [1:21](#)

Sure. Are you at the Tim's school currently?

Speaker 1

Yes.

Speaker 4 [1:25](#)

What do you teach?

Speaker 1 [1:27](#)

I teach the strategic management, hotel management, and information technology.

Speaker 4 [1:34](#)

I'm a, I'm a nineties. I have a 97 graduate from Tim's school.

Speaker 1 [1:42](#)

I joined the school in 2006.

Speaker 3 [1:48](#)

Yeah.

Speaker 4 [1:48](#)

Yeah. But nobody knows me as Kayla or cuddle club either

Speaker 1 [1:55](#)

Forgiving me, I have a difficulty to link the name with the face.

Speaker 4 [2:02](#)

Oh, sure. No, no. I mean, I, I've only, I've been associated with the tennis balls since 1993. And then I graduated in 2000 in 1997 and then I've helped. Um, I worked with Deborah Fitzgerald. I was working with her too cause she and I were classmates. Oh, we graduated at the same time. And then, and then I was helping recruit students from the Tim's school to come work at four seasons

Speaker 1 2:28

Oh four season here or Maui,

Speaker 4 2:32

Uh, four seasons on at hawala lie on Hawaii island.

Speaker 1 2:36

Oh great. I think that you're probably hire two TIM graduates. I mean master's graduates. Right?

Speaker 4 2:44

Um, they were maybe masters, but mostly, uh, undergraduates, like the, their bachelor of science once they were finished with the program.

Speaker 1 2:52

Yeah. I think I have some of them before. When they finished my capstone class, they got a job offer in the Big Island and they all told me they land on good jobs.

Speaker 1 3:06

I only remember their face but cannot remember their names. Sorry.

Speaker 1 3:13

16 years. So many names. Sorry about that. They always told me. Okay. They land a good job in four seasons. Yeah. So I think they are fortunate to have your property to take them. Yeah.

Speaker 4 3:27

Thank you.

Speaker 1 3:28

Thank you. So we still have couple minutes. Let's wait for other participants?

Speaker 4 3:41

How many people confirmed I'm in?

Speaker 1 3:45

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Uh, I think a five. I think it's a reasonable because this focus group study. You don't want to have so many people in one section, we want to get deeply inputs and not just a superficial input. So when I talk with NaHHA and they said can I squeeze like a 10 to 25? I say, sure we can, but too many people join a section to talk won't be a good thing. And also we want a quality, not quantity in terms of inputs from key representative stakeholders.

Speaker 1 4:19

So we need the input because I think that HTA wants push state government to set up some kind of official certification program rather than keeping this certification unofficial.

Speaker 4 4:34

We've been talking about it for a long time,

Speaker 1 4:37

But state government wants to see how the local community react about this idea? Yeah. Because they don't know about it. How does local community think about it recently? They don't want to push it without getting the inputs from most of stakeholders in the state of Hawaii.

Speaker 1 4:51

I always say, where did you get the idea you want to make it mandatory? Yeah. I did get a certification in Taiwan before, so I know. How does it look like? Yeah. We still have one minute to 7:00. Let's wait for another two minutes.

Speaker 5 5:13

Yeah.

Speaker 5 5:15

Maybe

Speaker 1 5:56

Okay. I, I don't want to spend time to wait for those registered participants because I set up the registration the way that whoever registered can join any time. Okay. So thanks for joining us tonight and spend the time to talk about this program. Okay. My name is Ivan Wen and I am associate professor in TIM School. I joined TIM school in 2006. Okay. I put the, my reference on the slide for your reference. Before I came to U S, I work as a certified tour guide in Taiwan then worked in hotel industry. Then I decided to come here to study then, finish master degree and PhD in US. Then 2006, they decide to hire me. So I came here, stay here. So I guess, unless something happened, otherwise I probably will be retired here because I love here, okay. So as you can see my skill and my contact in the future, if you need to contact me or reach me, feel free to drop email or call me. Okay. Before we start the whole discussion, I just want to give you the information about a project. Because according to Hawaii Destination Action Plan, all of stakeholders value the importance having official statewide tour guide certification program. But right now it's only halfway because it's not through the state government. It's only hosted by KCC. So that they want to study this program first and they want to figure out how does local community stakeholder to think about the function and the value of current certification program. I send the handout or reference to registered participant this afternoon and I hope that everyone got it. Okay. But if you didn't have time to read that, don't worry. I will go over this program quickly. Before we jump to a discussion. After we get the input from the representatives of stakeholders, I need to do a landscape analysis about the current program and assume the input of everybody here and the data to focus, to study. I can figure out what are possible strengths and weakness opportunity and challenge associated with this program.

Speaker 1 8:27

Then getting idea from different categories, stakeholder, because we have five confirmed registrations today, but before I send a send out 30 invitations to the people from different segments, so we have a quiet diversified representative here. And also we want to know what's idea over a formal certification program and use the finding in the report to convince state government that's the direction we should go for that. Okay. Every input is welcome. We need to let know what is the future about this program? Okay, so far the task of hosting focus group study is in the second phase, I already done the tasks for the first phase. I survey different countries, different destinations to find out what are unique requirements for other certification program. So in the second stage, I'm doing a three focus group studies with representatives from the different segments in the travel industry in Hawaii, to understand what do I don't know about the program whatsoever here, then continue do the analysis to figure out the strengths, weakness, how can we improve, and what it will be future opportunity. Then try to see the possibility and acceptance about a mandatory certification program. So far, our programs is a simple program, but NahHA and HTA think about maybe we should consider the different tier certification program because some countries,

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they do have this one in place. Then get further insight, prepare, report to see what kind of suggestion, what kind of recommendation, which you go for. It. That's the goal. Okay. Then current certification for how are you professional tour guide program. Okay. After this, I'm going to briefly go over what is current program? Okay. So first the current program is created, developed by KCC and the tourist and training council in 1993, they think, okay, if we want to be the professional workers in the service industry, like a tour guide, we should have knowledge, a skill and what required in this kind of program. So this program is also supported by department of labor and industry relations.

Speaker 1 11:06

Next okay. So the program covers following courses, six courses as: Introduction to the Service Industry in Hawai'i, Servicing the Global Customer, Ho'okipa Me Ke Aloha, Foundations of Hawai'i, Communicate with Impact, and Know Your Islands. I know from the title is difficult to know what has been covered in these courses, but you can have hints on what has been covered. Okay. What is service industry in Hawaii? The second are good global customer. And third one would be our aspiration then foundation of how our culture and this one will be about Sustainability issue, then finally geography, tourist and geography. So those are courses covered in this of training program. Okay. So next the course work, including the training module or cupboard or subject apart and after participate finished each module they will continue to take certification exam. I think the KCC and HTA expect whoever finished those modules will know how to apply the professional standard in terms of Ambassadors of Aloha, and also they know how to apply the professional standard, managing a customer service situation, and also how to show hospitality with Aloha and to diversify customer audience, and also create unforgettable customer service experience based on their preference. These are outcomes set up by KCC and HTA. So in order to get a certification, people, whoever participate need to pass the exam. Then you could see, come with two parts, okay. You need a score minimum 75% on both parts. The part one is about knowledge exam regarding professional standards, how are your understanding in history, language, culture, and importance about a relation between local people and industry? Okay. So that's part one and part two design and delivery, a simple tour that demonstrated the whoever tried to get certificate their capability to show, to let know how to design a customized tour based on customer preference and Island special interest and attraction. The second one, they need the demonstrated culture sensitivity. This is important too because a lot of people from mainland and they don't know the culture sensitivity here. That's when sometimes you see people try to take some rocks and put it in a suitcase and bring back to the mainland because they don't know culture sensitivity here and also deliver factual and respectful information about Hawaii history, culture, and language. Okay. Those are three part they need to demonstrate in the second part exam.

Speaker 1 14:44

So sorry. Not yet. Okay. So

Speaker 1 14:50

next one, before we hear about

Speaker 1 14:55

everybody's thought about certification for professional tour guide program. The reason you got invited is because you are a key representative from the different segments in travel industry in Hawaii? So your opinion, your input are valuable to us to know how do we design a better program in the future? How do we move it to be a better program? Every input is welcome and there's no wrong answer on these matters.

Speaker 1 15:24

because my role here is only moderator. I try to let everybody talk and I try to record everything. Yeah. So feel free to share whatever you think. Okay. As you can see, I am recording this one because my GA she's not able to attend, so I cannot write on everything, but I don't want to miss anything you talk. So there is no name will be recorded and don't worry about a confidential. I won't use any names in the report. We only use the first name basis in the discussion today. So in any case, feel free to talk. I create some questions for us to think and to talk. So before we started talking, would anybody mind to introduce what is your name and which industry segment you come from? How about the lady from the top of screen.

Speaker 1 16:24

I have difficulty to pronounce your name. Okay.

Speaker 1 16:28

How about from the lady? Uh, I think it's sorry. I have difficulty pronounce your name. Yeah.

Speaker 4 16:37

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Yeah.

Speaker 1 16:39

Thank you.

Speaker 4 16:39

Thank you. Aloha. My "K". Um, I am Kayla cuddle Orca. I worked for **four seasons**. I spent 19 years with who all alive in Kona and then three years at, uh, London, E and then a year and a few months with uncle Danny in the **Hawaiian culture department** at Mona Lenny. But I'm recently back with four seasons, but I am now back on the island of and I'm responsible for all the **learning and development and training with the resorts**. I, my title also supports all of our Hawaii four seasons learning people and Bora Bora. So I'm a regional for the learning and development, but I've been involved with since 2007,

when they kicked off the will have Hawaii program. And I remember always hearing about KCC and kind of, sort of wishing that I was involved with the KCC hospitality program as well as the temp program. So I'm also a graduate of the school of travel industry management. And I'm, I'm feeling very, um, blessed that I hit accept so we can have this conversation is something we've talked about for a long time and figured out. I mean, I speak with my Como about it and other culture practitioners. And as much as I love Hawaiian culture, I don't consider myself a practitioner. I just am. I keep her a things that I want to make sure it's not cheesy and continuously. Um, as, as it had been sent many months ago that the, the, the tourism rapes the culture and, um, I just want to be a good steward of all these things. So I'm happy to be a part of this conversation.

Speaker 1 18:24

Thank you. It's good to have you here. Yeah. Thank

Speaker 4 18:27

You.

Speaker 1 18:28

And how about the, uh, "E", sorry. We'll use the first name basis today. Okay. Yeah,

Speaker 2 18:36

You're all good. you can all hear me, right?

Speaker 1 18:40

Yes.

Speaker 2 18:41

Well, wonderful. Uh, my name is "E" and I work with the natural resources, Aloha INR team at Moana Lani. So I actually used to work with Kayla, um, when she was there. Um, so essentially I, my main job is within the natural resources realm. I help operate our whole new conservation program, which is a green Caesar at all raise and release, but we also work very closely with, um, uncle Danny and the rest of the living culture department to help inform on not only guest programming, but also employee programming in regards to Hawaiian culture and making sure, uh, to reflect what Kayla Kayla was saying, that we are doing things in a porno way and are appropriate and all of our actions and procedures.

Speaker 1 19:22

Okay. Thank you

Speaker 2 19:23

For having me.

Speaker 1 19:25

It's good to have you here. Thank you. And how about the, is it "G"?

Speaker 6 19:30

Yes.

Speaker 1 19:31

Sorry.

Speaker 6 19:32

Um, yeah, my name is "G" actually, I'm not well versed in the tourism industry. I took a KCC course and got

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certified because I wanted to launch my own, uh, tour company, but we COVID 19 that got placed on hold. But my background is that, uh, it was in telecommunications, but I was their international, uh, manager, regional manager for MCI at that time. And I covered, uh, the vastness of the Pacific, uh, from, uh, Tahiti to Fiji and a smaller, the Micronesian islands, Micronesia allow, uh, marshals or the two summer wars. And I saw a lot of their, um, different cultures and, uh, you know, that got me more interested in doing what I want to do. Maybe for selfish reason. I have two grandchildren and, uh, I'm in my late seventies now. And as I look forward, I don't see much opportunities for them, uh, in Hawaii, unless they get involved in the tour.

Speaker 6 20:48

And what I wanted to do was learn enough about it or as much about it, so I can impart that onto them so that when they get old enough, because there are still Keikis right now that they'll have something to latch on to because, uh,

Speaker 6 21:06

it's probably going to be the most important, uh, industry for, um, all the young people coming up today. You know, I'm, I'm, I'm one of those that are, um, disheartened by the, uh, Exodus of, uh, local people, especially the native Hawaiian people. You know, they move off island because of economic, uh, conditions. And yet those are the people that we really need to retain. So this program that, uh, you know, you're trying to build, I think it's, it's critical. Uh, not for days we need the immediate, uh, response needed, but for long-term. So I'm hoping that, uh, I can contribute my thoughts that can help expand the program because, uh, the cake is don't know it yet, but that's what we're doing. We're trying to formulate, uh,

Speaker 6 22:10

we're trying to formulate a program that will benefit them over the long haul so that they can live in Hawaii and now they live, but to live not, but to live in Hawaii where they can contribute as well, because when I'm gone, they're going to have to take care. Right. And we're all going to go sometime. And so we need to leave some kind of legacy behind that they can build on. So if we build the foundation now, then the, it will be much better for them going as they grow older.

Speaker 1 22:50

Yeah. I totally agree with you. So I pretty sure you probably be a few participant who have experienced finished this certification program before. Right! So you will give us firsthand experience. Maybe we can make something better to improve it. Well, thank you. And how about the gentleman? I didn't catch up your name. Sorry. Yeah.

Speaker 7 23:13

"D",

Speaker 1 23:15

"D".

Speaker 7 23:16

Yeah. Aloha,

Speaker 7 23:19

"D" from novelty. I work at SMS Hawaii. It's a, um, it's a research and polling company, uh, but we also do strategic planning. And in particular, in my area is tourism, tourism research and tourism planning. So, uh, most recently I was involved in the Demand. We helped to write some of the, um, plans for Maui county and, um, Oahu. And then we also, um, also we, we work not only in Hawaii, we work also in Fiji, I'm responsible. We started, uh, international visitor, uh, survey program there. And then most recent project I've been working on currently is working with, uh, which is American

Indian and native American travel association, which also includes a native Hawaiian. And, um, they're working to kind of develop what kind of technical assistance that, uh, native owned businesses need in order to, uh, survive and prosper in the tourism industry. So we're working with some money. I don't know if you've heard about the native back, a large amount of federal money that's coming down to help more native owned businesses and native peoples who participate fully in tourism and benefit from it.

Speaker 1 24:47

Great. Okay. So thanks for, everybody spend time to join us. Okay. So let's talk about **how do you feel about this program?** Okay. So first one. Okay. Let's talk about **how do you, what do you think about this program?** How about if we found the top? Okay. Carrying on. Yeah, I'll do. Yeah.

Speaker 4 25:08

已註解 [HW1]: Motivation to participate this study.

已註解 [HW2]: Value of tour guide certification program

已註解 [HW3]: Value of tour guide certification program

已註解 [HW4]: Value of tour guide certification program

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I do believe it's **great** that there's people that can formulate a structure for certification. Always. The question is, uh, like kind of like when you are unique, you through being a kumu hula, everybody wants to know who your Kuma was to vet that you were **given the proper information and the right way by whoever that person was**. So that's a big question on who are the facilitators of their pool of, um, each of the modules and how we gather that information when we deliver it. Um, I, again, like, I love when people can formulate, cause I have all these great ideas in my head and I don't know how to formulate them. I do like that. There's a set of things that you have to go through. Cause when it's difficult, that's when you're growing. And I think people think it's really easy to just come to Hawaii and tell stories. And it's really not like that. You have to love enough, like uncle "G" to learn more, be able to tell the stories and tell them properly and not come up with crazy contrived things and know what the differences between a true moral level and a contrived moral level. So, um, what I would like to see is it, after getting it off the ground, **how long does the certification last and when would you have a recertification?** Is it good forever or is it let's circle back and make sure, make sure that you're still a master of your craft or that you're learning more. So we kind of,

Speaker 1 26:44

Yeah. Okay. Sorry. Sorry for interrupting. Okay. Currently the original certification is good for two years, But tricky parts after you grab the certification, say, okay, reach to two years, right? Or as long as you asked your employee in the tour guide to accompany, you don't need to go through the process, this kind of training you can just apply and the

Speaker 1 27:13

recertification. So let's cut chaste, but I have a question. Do you mean, okay, we want to make sure the **facilitator or the instructor for these module reflect whatever supposed to be.**

Speaker 4 27:31

I mean, in my mind, I'm thinking of really amazing people that I've learned from, and that that's why I'm passionate about non a certification and truly being a Hawaiian and being in the presence of people who have **all this like awesome** knowledge. And, uh, I like to share what I can, but I feel there are other people more, more certified than I am maybe, or maybe it's their, their length or, or association with other Hawaiians in the industry or those from whom they've learned. So when it comes to who is the one delivering, I'm guessing NaHHA worked with HTA to figure out **who those facilitators** are. Um, but again, it's the thing it's like when you get your call Apollo and you get your paper, other people are going to ask, well, how you got that paper and who was your, who was your teacher? That's always a big thing. So just knowing who the facilitators are, most people are like, oh it wasn't Clifford uncle cliff. We're known as the best. Awesome. great. That was a whole clicker or, oh, it was uncle Danny who taught you that thing. Great, awesome. Canelo is well-known so those kinds of cool in, in the, **in the training or the educating of each section or of what they're doing and then checking in and making sure they're doing a good job.**

Speaker 1 28:45

So I think, okay. You mentioned about one important thing about, okay, what will be possible, better direction for us improve the program.

Speaker 1 28:55

People can learn the program from different facilitate, but doesn't mean they got a same thing, send authentic thing about whatever it is supposed to learn, right? Yeah. Do you want to edit something or can we move to the ISA?

Speaker 1 29:10

Thank you, "E". What do you think about his program?

Speaker 2 29:15

So I really bottom line is **I really like it. I think it's important and I think it's a good next step.** Um, I do agree with, on what uncle was saying that probably tourism is how you're going to make it in Hawaii. If you can, as someone who is younger from here would like to stay here. That's very much where I'm at right now. And I think just one thing that I want to be certain about is would there be a type of **charge for this program or is something that people would just be allowed to do?** Because what, my only, I think it would be great if this is an, a program that **incentivizes people to be better at what they do.** I don't think it would be so great if this acts as another barrier for people like uncle to start up their tour business. Um, so I just wanted to make sure that is hammered out. Um, and then beyond that, I also want to make sure that we're addressing and I'm sure this would, um, **not only cultural best practices, but also environmental best practice.** Like, um, the last thing we want to see is more trash on the beach and you know, that's not all from tourists, it's us too. But as hosts when the best things that **we can do is make sure that our guests, um, behave in the best possible** way. Just like if someone came into my house, it's on

已註解 [HW5]: Authenticity.

已註解 [HW6]: Qualification of facilitators of those courses.

已註解 [HW7]: Authenticity associated with knowledge and information been delivered in this program

已註解 [HW8]: Criteria of administrating this program: Formulate a great certification program.

已註解 [HW9]: More information regarding this certification program.

Period of certifying tour guide program.

已註解 [HW10]: Criteria of qualified facilitators: awesome knowledge.

已註解 [HW11]: Pool of qualified facilitators for this program.

已註解 [HW12]: Quality control of these courses in the training module.

已註解 [HW13]: Consistent delivery on the program outcome (Consistent authenticity).

已註解 [HW14]: Concerns on this program: Fee, accessibility, and barriers.

已註解 [HW15]: Focus not only on cultural perspectives but also on environmental best practices.

已註解 [HW16]: Educating visitors through this program.

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me. If I don't let them know to take off their shoes first, you know what I mean? Um, th those are just some things that would occur to me, but by and large are real like the idea. Um, I think it's exactly the kind of thing that will. **at the very least improve the perception that many locals have** tourists. And it's just making sure that we do it in the right way.

Speaker 1 30:44

So I hear you say, okay, maybe we should add **more content or material to adjust the impact of sustainability issue**, right?

Speaker 2 30:57

Yeah, I would say so. Yeah. You know, I really can't speak to how much is already in there. I know you mentioned it. I just want to make sure that that is given, um, importance that, that has given importance.

Speaker 1 31:10

But I agree with you from the title. We know they try to cover is one, but we don't know how deep they cover is one. You see, okay, tourists kind of, we kind of overload with number of visitors, tourists, you know, no offense. We always emphasize numbers. We didn't emphasize quality. People always say, okay, we want to create sustainable tourism, but we are not going to that direction for sure, because we always emphasize, we want to more and more people come here. No offense. So we, I think it's truly spoken. We can do something about our environment for sure. Yeah. And do you want to add something? Can we move to the uncle "G"?

Speaker 6 31:54

Yeah. Okay. Um, I think **this program is much needed**, uh, because if we don't, um, do the right things now or try to implement the proper things, now it's gonna get more and more difficult. Uh, as **we moved on, uh, in the years, especially with newer people coming in and when they find out that there's not too many, uh, opportunities**, uh, to make a living, they're going to gravitate to being, uh, a tour guide or something to do with the tourism industry. And that's where I see a danger because, um, know, and I've seen it done **make up stories just so that they can eat up the time**. All right. Uh, some of them, I would just shake my head, all those, I will just walk away from, because it's just too much for me to, to hear what people are saying. That's not authentic, not true. And there's spinning, uh, stories that, um,

Speaker 6 33:06

you know, that people are hearing. **And one thing about human beings, you hear it from somebody today, you're going to pass it onto the next person. And pretty soon the meaning is lost**. And that's what I think we're trying to do is to preserve everything that's authentic. Uh, again, it's not only for us, but for the, uh, Keikis coming up, uh, you know, up in the world today. I mean, if they hear all these, um, not so accurate or not true, uh, level, uh, you know, they're going to carry it on. So whenever I hear my grandson, he's 10 years old, he said, oh, he heard this. They heard that. And if it's correct, I say, oh, okay, that's good. But if it's not correct, I correct in, you know, uh, because you got to catch them right now when we're in there, there's just like a, uh, a board on a flower board, you know, this talking about an energy, but if they pick up the wrong energy, the output is going to be wrong. So we, we gotta make sure that they **get the right information**. And that's why I think this program and what you're trying to do with this program is much needed.

Speaker 1 34:31

Yep. Okay. And anything else?

Speaker 6 34:36

That's all for me now.

Speaker 1 34:38

Thank you. And "D". Yeah.

Speaker 7 34:40

Okay. Um, in terms of a certification program, **I strongly support having that**, um, that **all people that are giving tours have gone through a process**. Like I remember when I went to new Orleans, you can't even tell anybody or lead a tour anywhere in new Orleans, unless you have the certification and it's abroad, it's a sticker that the police can, you know, arrest you or, um, fine you for it. Um, even if you're taking your friends on a tour, you actually can't do that either.

Speaker 7 35:14

So, I mean, it's that level. And I think **we need to be at that level if we want to stay authentic in the, and competitive**

已註解 [HW17]: Improving local perception through this program (educating visitors).

已註解 [HW18]: The reasons why this program is much needed (for future generation whoever want to be a tour guide).

已註解 [HW19]: To pass the AUTHENTIC information to visitors or young generation.

已註解 [HW20]: Through this program, to CONSISTENTLY pass authentic information about Hawaii to next generation.

已註解 [HW21]: To make it a mandatory program.

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against other destinations. Um, just from the quick overview, I have a couple of things that I'd like to ask about. I really like that it is you KCC or something. So it has **some level of, uh, respect** okay. From the academic side. But at the same time, you know, um, the people who are teaching the courses like Alice said have to be experts too. I mean, it's equivalent to a PhD. If you went through Niki, I went through Nikki. It's a lot of work I can tell you now. And we've learned a lot and we have a deep commitment to our, um, our culture and the facts that we know it's the same level. And that's the kind of people or people who are respected by kupuna and have, or their community, and who have been pointed out as experts. Those are the ones who should be teaching the courses, just like most courses at the university have to be taught by somebody who has a PhD. So to be that level. Um, and then "E" mentioned some programs, but **natural resources**. Yeah. I would like to see also the big issues right now are one is a safety. I didn't see too much about **safety**. That's a big issue. That's happening all around for a lot of tour guides, even if you're just taking them around town or the beach or something. And the other

is community. I didn't see much **about interacting with the community**. Cause that's where you get your authenticity from you. If they have respect and they actually are communicating and working in the community and know the people in the community where they're taking these tours, or, you know, talking to people about that, they feel more, uh, respectful to keep it authentic and to learn the stories from those communities. So they're making it authentic as kids. I didn't see much about interacting with communities and learning how to be a part of, uh, interacting with communities.

已註解 [HW22]: Value of this program.

已註解 [HW23]: The issue to make this program more valuable:

Respect for this certificate, instructors/facilitators must be experts too, work load and knowledge they learn from this program, training coverage on nature resource and safety, interaction with the local community,

Speaker 1 37:11

Yeah. Okay. I think they probably try to cover that subject in when they cover the housing culture, but like you say, deep, when people who teach the program or facilitate the program have different ways to deliver. So their expert idea will be necessary in the future for us, make sure we carry on the authentic experience or authentic culture. How are your culture? So before we move on any additional thought about our rose issue or point of view?

Strengths associated with current certification program

Speaker 1 37:52

No. Okay. Thank you. So let's move on next one. So, so in terms of current certification program. So in your perspective, what do you think of a past post trends?

Speaker 1 38:09

How about we start from K?

Speaker 4 38:12

I don't even know what our current certification processes for tour guides.

Speaker 1 38:18

So what kind of good thing you think about his program?

Speaker 4 38:21

Oh, for the program. I mean, **formalizing is definitely a strength**, um, **having a curriculum**, a strength, and, uh, actually **requiring people**. So this thing about hearing what you have to do in new Orleans, amazing. I mean, that would be the ultimate dream goal is that nobody can go around and talk about Hawaii, unless you have gone through a certification that says, yep. You know, the right for that. Like, you don't get to make up anything. It's, it's the stuff that our kids are learning in their, their Hawaiian thoughts and their emergence schools that have been **passed on for generations**. Like great. That's I'm hoping that that's, what's going to happen with the who more, the educators that are helping with the certification piece.

Speaker 1 39:09

Yeah. I think that sounded fantastic if you didn't get a certification and you cannot even talk about Hawaii related perspectives in order to make sure we pass authentic thing. I think that's the very important, especially we are living in the information age. Internet can get you everything, but nobody know what's true or false.

Speaker 4 39:32

I mean, we're in another precarious position where Hawaiians are not wanting tourism to be the thing still. And **so this is a way for us to like the Aloha promise that was with the island of Hawaii and your promise that you will take care of**. And they brought, they, they took a whole listing of practitioners that helped put all that together. Like that's what I see our certification being is everybody agrees. This is worthy and this is what we're going to teach. And this is how we're going to certify. And we're going to start getting alignment of people and not just the people that

已註解 [HW24]: Formal structure

已註解 [HW25]: To make it a requirement professional tour guide can make this program even better because (next comment).

已註解 [HW26]: To pass authentic perspectives to future generations.

已註解 [HW27]: Reduce negative attitude toward tourism among local community.
Deliver authentic experience to visitors.

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stepped off the plane that came from another places that I'm going to need. Well, if you're going to be to her any better know how to be a good Hawaiian person with and that you're, you're, you're validated. So I agree about **being able to keep our people in Hawaii**. I definitely want it to be part of tourism and not be embarrassed to be part of the culture. And I was when I heard home any Trask in 1993, talk about **tourism raping culture**. And I'm like, you know what, I'm not going to let that happen. And so I love that that's what this strength is for it's for certification so that we can be proud about what's being shared.

Speaker 1 40:50

Okay. So anything else before we move to "E", thank you. So, "E", what do you think about possible strengths associated with this kind of program?

Speaker 2 41:02

So I agree. I think there are certainly strengths to establishing a standard operating procedure and making sure that, um, **there are guidelines for how things are done to make sure that falsehoods are not being spread** to make sure that people are **not being taken into unsafe conditions** and **to make sure that local values needs are being respected**. Um, again, my only concern and the only hedge I would have against us being a system like new Orleans is just making sure that this **type training is very easily accessible**. Um, and, and I don't know if there's going to be a fee attached to this, or if so, how it would be very modest or maybe not. **So budgets**, my only concern would be making it more difficult for people to make a living here than it already is. Um, as long as we're limiting ourselves to providing a set of tools, I think that is awesome. That's the best thing we can possibly be doing. Um, I just want to make sure that **we're not hindering people while trying to help** them.

Speaker 1 42:04

So make it accessible to the people, whoever wants to create a certification and

Speaker 2 42:10

Whatever. Sorry, please finish.

Speaker 1 42:12

No, no, no. I just try to summarize you say yeah.

Speaker 2 42:17

I think what I'm trying to say is I don't want gatekeeping on this. Like I want as many people to know the actual Model and the actual best practices as they're interested. And if you just got off the plane yesterday, I'm fine with that. Just come learn. So, so basically, I just want to make sure that this is open to anyone who wants it,

Speaker 1 42:35

If you mentioned about a fee, right!? So I believe right now it did incur some fee although not really heavy load, not a very, very heavy load. So I think maybe that to be concern for young people who want to learn about a certification, but it fee cannot be too high for people who cannot afford it (will kill their motivation). Right? Yeah.

Speaker 2 42:59

That's exactly what I'm saying. So, yeah.

Speaker 1 43:01

Okay. So anything else?

Speaker 2 43:05

Um,

Speaker 2 43:07

Yeah, I think just again, that all in all, I'm very supportive of it and I think it's a very good thing.

Speaker 1 43:13

Thank you,

Speaker 1 43:15

"G", what do you think?

Speaker 6 43:19

Well, you know, um, the current, um, certification, I think set up, foundation in that it covers, you know, not only the history of the islands, but also the culture, uh, you know, practices. So that's a good starting point. But what I

已註解 [HW28]: This program can help us to retain young people in Hawaii (because they can make a living through this certificate). Prevent tourism raping culture from happening here.

已註解 [HW29]: Concerns on this program: May not be easily accessible and cost related concerns.

已註解 [HW30]: Reduce barriers for people to get certification through this program.

已註解 [HW31]: Suggestion: To have as many people to know actual model and the actual best practices as they are interested in this program. Open to anyone who wants it.

已註解 [HW32]: Strength: Current program set up foundation for histories of islands, culture, and practices.

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would like to see is that, uh, the certification program, as you know, right now, when you complete the certification program, they give you a little pin, right. Um, people like my age, you got to go up really close to see what it says, but, um, I know in some countries, uh, like in Japan, uh, certain areas, uh, the tour guides are noticeable because of the badges that they carry

Speaker 6 44:20

on their person. And, and even like in Japan, they're very cautious as to what kind of information is, uh, disseminated or, you know, uh, provided to tourists. Right. So I think the current program, uh, is a good start. We just gotta figure out what else can we add to it that will strengthening it. And, um, you know, I would like to see a program where, uh, it's not looked at as, oh, I want to be a tour guide, or they go and get a certification. So it can make some money because at the heart of all, this is really the heart of the people, because when it comes from the heart, you know, they they've got everything in the right place, but if they're just there to chase the money and you're not going to get the quality of people that you want. So.

Speaker 1 45:20

Okay. And anything else?

Speaker 6 45:24

No,

Speaker 1 45:24

Thank you. I remember just to summarize, just come. Cool input. Talk about a badge. I remember when I got a certification in Taiwan, we do have a big badge with us. You see, okay, I'll certify in terms of different languages or in terms of different fields. So whoever joined my tour group, they know my expertise, you know? So in any case, I think it's kind of showing other people the honor associated with tour guide certification. So people, will value and people will respect this kind of thing. Yeah. Okay. How about other participants? Do you want to add something about, what do you think about strengths about this program? Yeah.

Speaker 7 46:04

Um, I like what you just said about it shows some kind of honor or prestige, it strives for people to continually learn new things. If they're in the visitor industry, that they want to step up and start to learn other more complex issues, you know, they're involved in, um, tours with hosting people and guide them.

Speaker 7 46:30

I like that.

Speaker 1 46:31

Okay. Anything else

Speaker 7 46:35

That's for now? That's good.

Weaknesses associated with current certification program

Speaker 1 46:37

Thank you. So we talk about the strengths of current program right now. We want to hear some negative perspective, although I think the some of you covered these issues in the previous slides, why, but I just want to spend more time talk about the weakness because we can, can help us to show the government, the HTA, and NaHHA, okay. We need to improve this one to make this program a better program. So how about we start from “K”? What do you think about weakness of this program? Yeah,

Speaker 4 47:10

I think again, for me, weakness would be **not by bought in or the buy-in of culture practitioners**. I, I just, I hope that it's been a collaboration with those in, in our, that our educators kumu, hula immersion, like there, anybody that, and even Kanaka in the industry that have been working really hard to make sure that what we're sharing is, um, holy and, and that everything that we're passing on has been vetted even by our kupuna and, and historically in our newspapers and all of that information. And, and that we're having someone who is a, uh, respected person doing the training or educating or certifying and whatever that panel looks like. So the weakness for me would just be that **it's unknowns**, which I, I highly doubt with the amount of, um, connections that non HTA have in the industry and with the Conocos that are in the industry and even just amazing practitioners that do tons and tons of

已註解 [HW33]: Suggestions: To make it prestigious through some technical approaches like badges.....

已註解 [HW34]: Strength: Current program is a good start though we need to figure out what else to add it to strengthen it.
To bring more value associated this program; so, whoever got certificate can make more money to stay in Hawaii.

已註解 [HW35]: Suggestion: To make it prestigious.

已註解 [HW36]: This program can motivate people to keep learning

已註解 [HW37]: Not buy-in by culture practitioners.

已註解 [HW38]: Faculties/facilitators in this training program are unknown.
Not sufficient qualified instructors in this pool.

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research. So I, I just, the weaknesses, **making sure that whoever helped build all of the curriculum and who deliver the curriculum are legitimate and respected in the industry and with our point** people.

Speaker 1 48:37

Got it. Thank you. Yeah. And how about “E”? What do you think of a possible weakness, a social visit this program? Yeah,

Speaker 2 48:46

Uh, I mean, I think I kind of, I don't even know that really call this a weakness, but I think just, um, the need for more refinement in exactly what we're trying to accomplish and **exactly what the content would look** like. I do agree completely with “K” that, um, Houma was key, um, depending on who the teachers are for each of these individual modules that can really kind of make or break the program. And then, um, my other concern would just be what I already said. Um, just making sure that **the program is as accessible as it can possibly be**, and kind of to clarify what I was saying earlier, I think kind of, so this is designed for people who want to be tour operators, but this is kind of what uncle “G” was talking about earlier. **Ideally like it would be great if this is somewhat something that people would just want to do to further their understanding of Hawaii**. Like, even if you have no intention of starting a business, these are the kinds of things that we just want people to know here, because this is where they live and this is their heritage.

Speaker 1 49:48

So “E” is saying, okay, maybe we should open this program to whoever wants to learn about Hawaii in terms of tourism perspectives.

Speaker 1 50:01

Okay. Okay. And thank you, “G”, what do you think about weakness about a program because you took this program before, right? So probably you can give us more input. Yeah.

Speaker 1 50:16

“K”, sorry.

Speaker 6 50:18

Yeah, no, I was listening to “K” and, uh, my thoughts echo that because the, in the program, the way I look at it is that we've got great instructors, excuse me. But, um, I think we **need, um, more of a variety of, uh, uh, of instructors** too many, but what I'm looking at is different perspectives from different or well-verse or professors, uh, to give, you know, uh, another, um, perspective. And I think that's where I see part of the weakness is that, uh, once you leave the program,

Speaker 6 51:24

hopefully you keep up with whatever. Um, uh, you know, you learned in the, in the classroom and whatnot, what I would like to see that **extended to a post certification program so that they can keep track and see what's happening with, uh, uh, the people in the tour** industry, especially the tour guys, to see how things are going and get feedback from them. Because I don't think there's any feedback coming back from the field currently. And I think that would be good if we, uh, if they would, uh, implement, uh, something where they can get feedback from the field and, and ask them, you know, gateway, you know, what do you think that you need now? You know, what, what tools do you need? Things like that. I think that will help, um, push, uh, the tour guys to be more diligent in their work.

Speaker 1 52:27

So, okay. Let me summarize. Okay. Uh, one thing you mentioned in pods, okay. Regarding current program, didn't get a feedback from whoever complete such a certification program. So it's like, it's kind of gap between ancient/old standard and whatever happened in the field right now.

Speaker 1 52:48

meet match with each arm. Right. So the feedback from whoever, like keep update, keep training, **get a two-way communication**. That's what you suggest. Y yeah.

Speaker 6 53:01

Yeah, because that can lead to, uh, an **interaction between the program and the field so that they can see what's happening**.

Speaker 6 53:11

已註解 [HW39]: Whoever develop and deliver the training may not legitimate and may lack of respect in the industry and with Hawaiian people.

已註解 [HW40]: Contents in each class in the module are not clear and transparent to outsiders.

已註解 [HW41]: Program is limited to tour guide professional but not extensive to every public.

已註解 [HW42]: Profile of instructor pool are not varied.

已註解 [HW43]: Not much different/variety perspectives in terms of instructors in the pool.

已註解 [HW44]: No post tracking program to see what happening with those certificated tour guide in the travel industry.

No two-way communication to get feedback from those certificated tour guide.

No formal evaluation on the effectiveness of this training program from whoever participate this training program. Without those feedback, the program cannot be updated to fit with current environment.

已註解 [HW45]: Suggestions:

meet match with each arm. Right. So the feedback from whoever, like keep update, keep training, get a two-way communication

已註解 [HW46]: Suggestion: More interaction between the program and the field.

. So in other words, if we have five now, maybe, maybe we need 10 and someone may say that that's
versed | uh, uh, cous or we're all

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You know, they're in a classroom situation and that's great, you know, we need that, but we need to give them feedback. And probably part of the licensing is that they need to do

Speaker 1 53:27

Got it, and thank you, "K". Do you want to add something?

Speaker 4 53:32

And just again, I'm kind of piggybacking on "E", like wedding, wedding, people who say they do Hawaiian weddings, what does that mean? Like, just because you speak in Hawaiian, doesn't make it a Hawaiian wedding and, um, and whatever it is that you're doing with your, I've seen crazy people like having weird drums and throwing flowers and just because you're in Hawaii, it's a Hawaiian wedding. So again, that kind of a certification and we can go so far. So why, so I know we have to have a starting point and then it would be great to kind of be able to, to, I guess, align all the other things that people are making big bucks off of, and then plater, like making weird concessions about it being a Hawaiian wedding. Like, what is that exactly. So, anyway, that was my thought to piggyback on "E".

Speaker 1 54:21

Got it. I think it's just deliver whatever, authentic Hawaii experience through this program, they just put everything with name of Hawaii and try to make a big buck on the name of Hawaii. Yeah. Thank you. How about "D"? Yeah.

Speaker 7 54:36

Um, I like what I was going to say the same thing "G" about, because it's said in a classroom setting, you know, it can get stale real fast and our industry moves so quickly, you know, issues, uh, change, uh, client interests change as well. And, you know, customers and visitors want different things. So we need that feedback loop with others in the industry, keep it fresh. And also it would encourage people to come back again, like you said, you know, and they could take the class again and again, because things have changed and of course, uh, topics have changed. The speakers have changed, so they just want to keep refreshing

Speaker 1 55:15

So they need to continue update the curriculum material and the subject, and also get a two-way interaction between the field and the costumes setting, and also

Speaker 7 55:29

Kind of industry council or something that can always be there to give input as well as the participants. Yeah.

Speaker 1 55:36

Good, thank you.

Speaker 7 55:37

So then also a barrier, another barrier, not just the price, but is this like a regular day program at KCC or something?

Speaker 1 55:46

So I believe right only offered in online. Yeah. And I think in the future, it's hard to say, okay, should we go to the go offer the pure online, because I'm not a big fan for online education.

Speaker 1 56:05

I still believe in person interaction, but the giving, we have different islands, right. Probably we can have some kind of physical teaching and also doing some training online. But right now I saved this one for later past. What is future looks like? Yeah, because I think the current programs is not really bad, but it's not a fit with current environment. So I think that's really, we need hosting the discussion to see how can we improve that?

Speaker 7 56:39

Yeah. It has to be flexible because we're all working. Right. And so it has to fit between your work or even if your company sponsors you to attend, they still got to fit within your work schedule. So some routine work, but also being able to attend maybe short sessions. So you can take it during your lunch break or something or something like that, or, you know, that kind of thing needs to be thought about.

Opportunities associated with current certification program

已註解 [HW47]: Through this program, we can align industry practices to make so-called Hawaii experience authentic to visitors.

已註解 [HW48]: Suggestion: Need to have feedback loop with industry people in order to make it fresh and quick to change to fit with current environment.

已註解 [HW49]: To include industry council in the feedback loop.

已註解 [HW50]: Weakness: Schedule in the training program and delivery methods might not be flexible to accommodate public's need.

已註解 [HW51]: Program should be flexible.

Speaker 1 57:02

Yeah, totally agree. Okay. So moving pm. Okay. Now next one. Let's see what our possible opportunity for this program. So let's start with the "K". Yeah.

Speaker 4 57:15

I mean, I think it's endless opportunities for the program. We have so many, um, different people doing involved with hospitality and tourism and not to mention the, all the VRB owes and people who are hosting that way. And they're not necessarily too great tour guides, but they're representing places in Hawaii. So there's, it's infinite. I think in my opinion, in the way of opportunities, uh, **it also allows those who have always wanted to be involved with Hawaiian culture and maybe also being a good facilitator or teacher or trainer or educator or anything like that.** And they want to be involved, but they also, they don't, they don't really fit into the mold of hospitality, but they fit in the mold of being really great teachers that are super kinesthetic and really allow people to, to want to keep learning. So they're inspirational. So there's, again, tons of opportunities, especially for collaborating, like "D" said with the community and others, you can go very far and very wide.

Speaker 1 58:22

So I see, okay. You think, okay. In the future, if everyone can get through this kind certification. So everyone could be like an ambassador to the visitor. It doesn't mean he or she must work in the hospitality, even for local community, we still can provide the first hand experience.

Speaker 4 58:45

There's such, yeah. There's such a need for **educating anyone who comes to Hawaii, who works in Hawaii, not just for hospitality, but for business.** And we know, I think anybody who comes to have a, I call them an ex-pat because they may think that this is a state of the 50 states, but it's so different than you come to Hawaii. It's really not like any other state. And then you come to a little tiny island like Lanai, and that's not even like any part of Hawaii. So you just have so many different variations of business in Hawaii when you're coming here. How do you, how do you conduct yourself? Uh, you're gonna write, I don't know. It could, it doesn't necessarily just have to be hospitality and tourism. It could morph into other things.

Speaker 1 59:27

Yeah.

Speaker 1 59:29

Thank you. Yeah. So how about "E"? What do we think about possible opportunity for this kind of program? Yeah.

Speaker 2 59:37

Uh, just to build off "K", I completely agree. I think one of the big opportunities about a program like **this is that it is open to beyond just people trying to make a living out of it.** And that's, there's absolutely nothing wrong with people making a living out of a tour guide, but just speaking for myself personally, I'm born and raised in Hawaii. I didn't really start learning about Hawaiian culture and Hawaiian language until I'd started my professional work in my early twenties. I mean, like I knew like the basic stuff, like basically the little Panera, all that kind of stuff. Um, new command him and his name. Um, I certainly didn't know the history of how he came to conquer unite depending on what side of that you fall on the islands. Um, and so, yeah, I think there's a lot of opportunity there **for just people to have a better understanding of the place that they call home.** And then I also think there is an opportunity to **open up new avenues of employment for people.** And specifically I'm thinking of dolphin tourists, as we know, they just got shut down recently. Um, there are some very good reasons for that swear by science, but it also put a lot of people out of work. Um, and that's something to think about too. And just speaking of other places you were talking about how things are like New Orleans, uh, or Japan when I was in Mexico, the way they have things set up with their well sharp tourists is they're managed by the individual communities. And basically each family with their boat has **a turn and they have gone through a training to earn that turn.** And everyone has a set amount of time to be out there in the Harbor. And what that means is basically they're able to have that industry **without negatively impacting the natural life cycle of those animals.** And I think that if we can get something like that, going for things like manta rays, for things like sharks, things like well sharks, that's only a good thing for us and that's only a good thing for our Ana. So I think that's a real opportunity as well.

Speaker 1 1:01:36

Okay. Thank you. So how about "G"? What do you think about a future opportunity this program?

Speaker 6 1:01:43

I think this program, um, uh, will have a **far reaching, um, arm, uh, not only within the tour industry, but in a general, uh, business communities as well.** Um, one of the things that, uh, uh,

已註解 [HW52]: Opportunities for opening to whoever want to participate.

已註解 [HW53]: Model hospitality industry with true Aloha spirit.

Cooperation among local communities.

Inspire industry people to be more acquitted with Hawaiian culture.

已註解 [HW54]: Opportunities:

To make it a broad program to everyone in Hawaii; then, we can educate visitors to better behaviors in Hawaii.

已註解 [HW55]: Opportunity:

For people to better understand our home.

New employee avenues for people here (Make it mandatory for possible travel business).

Reduce negative impacts on our environment..

已註解 [HW56]: Opportunity: Far reaching to general public.

Speaker 6 1:02:05

one of the things that I, that occurs to me is that, uh, when I was picked for, to be the regional manager for MCI, I did an award was going on. But years later, when I talk with a then executive director for the region, who said that, you know, we send people out there, uh, after a year to give up or two years, and they can't get, seemed to get things off the ground. So they gave me a timeline of five years based upon what their experience was. Uh, uh, we turned everything around in a year and a half, so they wanted to know what was the magic key. And I said, well, **you've got to understand the culture.** As I said, you know, the people in Fiji don't have the same culture as the ones in Tahiti, right. And, and then they asked me, this is your given name is "G". Why do you use Keoki? I said, well, Keoki in Hawaiian is "G". And a lot of the people I deal with in the south Pacific, it would rather deal with somebody that kind of understands them, you know, and then I'm using Keoki as, as a, um, you know, as a way to get to know them, **but it was more of trust.** And they said they never had that kind of trust before. And so it would take, you know, it, it was common. You can place a phone call to a CEO and not get a response for a whole year. And that was my experience with, uh, American Samoa. But one day, just as the year was turning, I got a call and the guy stops laughing. He was testing me to see whether I had the stamina or the patients to see things through. And I think that I learned from a lot of my teachers that I had, um, you know, in high school, um, you know, and there were local people, there were Hawaiians and wanting, they always told me, you know, have patience, right. Be honest, but have patients. And that's what turned to turn the tables are on in year and a half. So this program I see can, uh, can be extended to the business community, which is dynamic, right? Uh, the person that you see today, uh, may not be the same person you see tomorrow of it, that person that you're going to interact with is coming from the mainland. You're going to have to know how to deal with them and to teach them a thing or two so that they don't make the mistakes that a lot of people do. So that's opportunity that I see that Israel notifications is great. It can go any industry.

Speaker 6 1:05:10 That's all.

Speaker 1 1:05:11

Thank you. How about “D”? Yeah.

Speaker 7 1:05:17

I love that about you learn the values and then the values can be applied anywhere right in your day-to-day work. Um, I think a good opportunity is that once you have all of these ambassadors, you have your ambassador Corps. Now you have a network of people, um, that can be tapped into to spread the word, or if you get the to call and do something, you know, there's an issue, there's a natural resource issue. That's, uh, important. It can spread quickly through this network and get the problem. You can have the eyes out in the community to look out for a problem, or, you know, something like that. There's a safety issue or, um, and then, and then feed it back up in the loop. So yeah, by getting everybody trained the same way, talking about the same things in the same way, uh, then you could communicate well with each other as well, build trust and friendships amongst each other.

Speaker 1 1:06:14

So you have built on “G”'s input. Okay. We can build on a network based on ambassador to exercise, kind of inference about the local community and to make sure we work together, preserve the culture environment. Right. Yeah. Okay. That's

Speaker 7 1:06:34

Great. Are important messages out

Speaker 1 1:06:38

Important and also authentic messages out to the community. Yeah.

Challenges associated with current certification program

Speaker 1 1:06:43

Okay. So next one. What are the challenges associated with the current program? Yeah. So how about, what do you think about challenge?

Speaker 4 1:06:56

I don't know. Um, maybe that

Speaker 4 1:07:01

已註解 [HW57]: Opportunity:
Build up trust through this program.

已註解 [HW58]: Opportunity:
Create more ambassadors, a network of ambassador, and synergy through the network of ambassador can help us to deal with any kind of problem.

已註解 [HW59]: Opportunities:
Consistent training, consistent message, consistent approach, consistent communication; then build up trust, friendship and relationship amongst each other in our state.

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maybe accessibility, like “E” was saying, I, I don't know what the cost is to be certified uh, and how do people find it easily? So how do you market it, that kind of a challenge. And then how are we going to ensure or make sure that, you know, and four seasons does this too. Like, we're so good. We don't need that stuff. And so it's like, how do you get these places to say, no, no. If you actually really give a shit about being in Hawaii and that you care about Hawaii, this is what you have to do. This is, and who's, who's the who's vetting that and who's helping support that. So again, something like the HTA and all of the people who are, um, involved with being members or what that, what does that mean? Right. So, um, again, the challenge of telling people this is serious and it's not, it's not a, maybe you should do it it's you must do it.

Speaker 1 1:08:04

So I think you are saying, okay, the charities, how do we get everybody buy in this program?

Speaker 4 1:08:09

Yeah. Yeah. I don't know. I mean, again, with the current certification program, how does it get, how do you get people to say, you must do it and moving forward, or here's the five here's the five-year plan, like in the way of making sure that everybody is on board and that this is the direction we want, you know, includes absolute safety and education. And, um, it's about stewardship and it's about preserve preservation of, of knowledge and storytelling and place names. And I just want to know like, whose, I don't know, I'm tired, sorry, but I just want to make sure that there's a support and that it's serious and that people know you have to be certified. Like how do they know about it?

Speaker 1 1:08:55

Okay. The support, and also remove the barrier and the motivated people to join this kind of program to go through this program and the pilot,

Speaker 4 1:09:06

“E”. Yeah. Which is what “E” is talking about. And even my colleagues who are not from Hawaii, but are realizing how important it is to be involved in Hawaii and understand the culture they want to get certified. And I'm like, oh yeah, let me figure out what's out there. And this is it. So I want to get them involved so that I can say, okay, I found you something. Now you have to really make sure that you are good students have it and get through it.

Speaker 1 1:09:29

I think my experience is where I come from. My country require you need this one to work as tour guide. But if you don't require, I don't think a lot of people will say, okay, I love it how I can coach you. And I want to get one because no offense. I've been here for 16 years. Yeah. I still think about people. Just try to put the, how I in and charge more than what is so ever you see there. So I don't think it's fair to the culture here. Yeah. But I think this is beginning work. If we know how to move this program, revised program to repair to one. Right. So we can get community cooperative to make sure this one's accessible to everybody. Why would you put the start? Yeah.

Okay. So anything else?

Speaker 4 1:10:22 No, thank

Speaker 1 1:10:23

You. Thank you. “E”, what do you think about possible challenge? I think you mentioned about something, right. But I would like to say, do you have anything, want to emphasize about perspectives regarding the challenge?

Speaker 2 1:10:37

Yeah, I think, um, definitely echoing Kerala and I apologize. No I've been doing that all night. Um, but I, I think a challenge will be, um, a potential challenge might be accessibility and also just awareness people knowing that this program is available and it's out there. And then kind of another thing that might be a challenge, and this is what you, you know, it can get kind of dicey to talk about. But, um, the, um, stick at the other end of the carrot is enforcement. Once this goes out, um, because you see this a lot with things like, um, with dark leg, if you have a fishing law in place, but there's only two Dar agents for the entire islands. Like that's not a real law, that's a guideline that people are going to abide by or they're going to ignore. So this will be the same thing, um, is, uh, a potential challenge might be enforcement.

Speaker 1 1:11:30 Okay. Okay. Anything else?

Speaker 1 1:11:34

已註解 [HW60]: Challenges:

- | Accessibility,
- | Cost,
- | Marketing/awareness to promote it,
- | Put all important perspectives in this program into reality (To train visitor to better respect Hawaii culture and better behaving in Hawaii (Convert the idea in the training into behavior/action).
- | Get everyone buy-in this program

已註解 [HW61]: Challenges:

- | To align it with destination management plan,
- | Support from all of stakeholders to put it in the place,
- | Remove the barriers and motivate people to go through this program,
- | Resource to enforce it in the state of Hawaii should such license be a mandatory requirement,
- | Get visitors to respect and to adopt this program,

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No. Okay. Thank you. How about “G”?

Speaker 6 1:11:37

Yeah, I'm following, um, uh, piggybacking on “E” and “K”, uh, access is going to be important, um, for, um, you know, for local people, especially, you know, you, you have got to give them something to work with, but if you don't have the right tools for them, then they won't get involved. And then we're going to lose that, um, important resource because the people that we have today are the ones that is going to carry things forward. So we've got to be aware of that and, um, make something, uh, that's available, uh, accessible to them. You know, I'm not sure how that would work, but, uh, one of the things in the back of my head is that, you know, we're talking in general terms about, uh, the, you know, if people are wanting to be within the industry, but I'm thinking about what about the, the students in high school, you know, by the time they hit their junior year, they're wondering what are they going to do? And a lot of them have no clue as to what they can do. You know? So one of the things I would like to see is that there's some kind of a program where they can get a good, uh, training, um, within the high school level that will prime them for, uh, you know, for a certification program, by, you know, going to like KCC and, uh, taking it from there, you know, and in other words, giving them a leg up on the industry, not waiting for them to graduate and wonder what they're going to do well for those who are interested. And I know there are young people who are interested, uh, to give them, um, you know, a pathway to get to the certification. So it might be that whatever the cost is, maybe there'll be a program that will, um, write part of it all for maybe a scholarship program. But again, it's all about access and not only to adults, but to the younger generation, who's going to be the adults in a, you know, next few years,

Speaker 1 1:14:08

Better access and the awareness among the young people about this program. Okay. Yeah. Okay. Thank you then “G”, what do you think about possible challenge for this program?

Speaker 7 1:14:21

Um, from the other side, visitors, you know, are they going to respect the program or even use the pro uh, respect, people who have the certification, um, right now, or in the past, you know, a lot of people wanted to travel alone or on their own independent travel, going out their own sites. And that's where they get into so much trouble because they keep going to sites on their own. How do we encourage them to actually take advantage of, uh, tour guides who are certified that can take you, uh, safely and help and, you know, and you learn authentic stories and such, so

Speaker 4 1:15:04

Almost like we have to make our own Yelp.

Speaker 7 1:15:11 Oh, sorry.

Speaker 1 1:15:12

Yeah. You mentioned about one important thing. Okay. How do we create awareness to the visitor? So Link together to make sure they do know our culture and avoid to making many mistakes,

Speaker 7 1:15:27

And the importance of the yeah. Of going to take advantage of these certified operators and ambassadors.

Speaker 1 1:15:36

I think it will be motivation. There will be motivation to encourage people to go through this program because well, if required by law, they need certified tour guide. Right. in that case, it's win-win situation because people have more employment opportunity and for a visitor, they will get authentic experience. And for us, for environment, you know, we respect our culture. Yeah. Okay. So anything else before we move on? No. Okay. So next one. In your perspective, what are the values see in the current certification program? Yeah.

Values associated with current certification program

Speaker 1 1:16:19 Uh, what do you think,

Speaker 4 1:16:24

Uh, do you mean, like, can you, what values you see in the current certification? Yeah. As in the value is that you are educating like kind of it's. Um, so it's like kind of, as we are aligned, we have the right people. We have all the

已註解 [HW62]: Suggestions:

- | To put this kind of program in high school,
- | Yelp program to promote certificated tour guide,

已註解 [HW63]: Suggestion.

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connections we're having, we're having networking. Is that what you mean? Those values, right.

Speaker 1 1:16:48

It can be directly to go. What are the benefits for having such program in Hawaii?

Speaker 1 1:16:56

So it's kind of broad, a very broad, yeah.

Speaker 4 1:16:58

Yeah. The values that you are, as “D” was saying is you're getting the seat. You're getting people educated in the same way with the same information so that they, now, we now have a network of people who are all in the, like thinking the same way. So that alignment is, is huge. Um, and, and again, we feel confident and comfortable that these people have put in the effort they have put in the time to get certified so that they aren't con making up things. And, um, that hopefully they're also the ones that say, Hey, I took attorney and that's not what they said that that's about, do you need to go get certified?

And so the value is that you create a, um, a, hopefully a **movement of all of us swimming in the same direction now, instead of all, any kind directions**. So it's, it's really an alignment of, of I feel good. And, uh, the value of that we are perpetuating what we're supposed to be perpetuating. And, and that, it's this feeling that I'm not, I'm now making things that were or things that were pulling all I pull away. So all of those kinds of things that, the values that come from that is respect, um, honoring our places in our, and our ancestors and our culture and, um, you know, getting everybody to feel the, the same goodness together. So That's what I feel.

Speaker 1 1:18:25

Great. Thank you. How about "E"?

Speaker 2 1:18:31

Yeah, I think the, the real value of this is as **one tool and part of a larger effort**. And I really refer back to what "D" was saying about the need for this to extend to guests as well. And I think that's where things like the Pono pledge and other things like them are going to come in and maybe having, um, videos on flights and things of that nature. Like I just know that, um, when I went to New Zealand, they, they take that kind of stuff really, really seriously. Like you get off the airport to new Zealand's and you're getting like sprayed down by pressure washers to make sure it bring germs. Um, there's a whole introductory, um, educational process. And I think it would be entirely appropriate for us to have even not the exact same thing, something very similar that anyone coming here, they at least had that information available to them in a very obvious place. So I think that comes with partnering, um, with airlines and that side of the industry as well.

Speaker 1 1:19:28 Okay. Got it. Thank you.

Speaker 6 1:19:36 Okay. Um,

Speaker 6 1:19:39

the values that I see in the current sort of education is that is **putting the right information out there to the students**. We're wanting to be certified. You're making sure that, um, you know, everything is correct. Everything is authenticated as one of the things that we learned in the, in a certification program is that whatever we uncover or discover, make sure that we cross reference with three different sources so that we come up with the same answer. If you cross-reference and you only come up with one and that's not good, you know, so I think these are the things that, uh, have strengthened the current, uh, uh, certification program. And it kind of like puts everybody, uh, in the canoe, in the one canoe paddling in the same direction. So we don't get mixed information or, um, information that's not, you know, not right.

Speaker 6 1:20:48 Yeah.

Speaker 1 1:20:48

Okay. Thank you. "D", what do you think about value?

Speaker 7 1:20:55

Um, I think this came up early on, it's like I'm with a quality program like this, **it changes the attitude towards tourism** that it can live as a viable industry here in Hawaii without, you know, right now there's a lot of negative opinions about tourism because there have been a lot of problems because of not enough training and the people

已註解 [HW64]: Values:

- | Consistent education
- | Consistent information/knowledge,
- | Network of people in the professional tour guide program,
- | Strong alignment among different stakeholders in Hawaii,
- | Authentic Hawaii culture and experience,
- | Synergies among stakeholders,
- | Great tool to pull off everyone together on preserving Hawaii culture,
- | Putting right/authentic information out there to participants in this program,
- | Change attitude toward tourism,
- | Build up trust among local community,

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going out and getting harmed or, uh, taking advantage of communities. But if we do it correctly, then it can live as, uh, with the communities and everybody can benefit, you know, we get paid well. Uh, hopefully these people are certified, get paid more or paid for what they're worth as well. So I think it'll help the tourism industry in general,

Speaker 1 1:21:49

If I can summarize your input will **be changed your attitude and the behavior about the tourists**. And also we can change the perception. Local community's perception about tourists, so to reduce negative perception. Okay. Thank you. So next, let's see. Okay. Future about a certification program. So right here, K component. Okay. For component in the existing program. What should we continue to keep for future program? Okay. What do you think? Yeah. Remember we have a five, subjects cover in the training module, right? Yeah. So do we want to meet, go back to let it slide?

Components which you should keep in current certification program

Speaker 4 1:22:34 Yes, please.

Speaker 1 1:22:35

No problem. No var yes. Hold on. So, okay. Yeah.

Speaker 4 1:22:45

Um, I mean, I can't say that we would change anything now. Not knowing, not have gone through it. I, **I would want to go through it to understand who the, you know, who's delivering the messages** and sorry if it's been going on for a long time. I mean, we only did our older Hawaii portion in 2007, eight, and then they finished it off in eight and nine. And so I'm wondering if that's part of the whole keep on making Aloha or if that's the, um, KCC programming that had been going on for many years, but I can't, I can't say that I'd want to change anything. Cause I don't really know if that makes sense.

Speaker 1 1:23:25

That's okay. But all these modules, So far so good. Right.

Speaker 1 1:23:32 Okay. So how about "E"?

Speaker 2 1:23:37

Yeah, I agree. I think it looks really good. Um, I also know that we **don't want to crumb too, too much in there** course we still want it to be approachable. The only things that I would want to see **potentially added, like we were talking about earlier is a focus on how to interact**, um, **in ammo sustainably and environmentally upon away, and then maybe a small focus on how to interact and positively benefit the** community. Um, and maybe that could be like, um, if a resource could be **creative areas where visitors could potentially volunteer**, I don't know exactly what that would look like, but something of that nature.

Speaker 1 1:24:18 Okay. Thank you, "G".

Speaker 6 1:24:21

I, uh, um, I having gone through the program, um, I don't see anything here that I would change, but uh, echoing "E". I like to see some of the things that he's brought up included in it that, uh, uh, is lacking right now. But as, uh, the modules are set up, uh, right now I have no problems with any of them.

Speaker 1 1:24:49

Okay. Thank you. And "D", yeah, I remember you mentioned about safety, right?

Speaker 7 1:24:55 Safety. If we can add safety.

Speaker 1 1:24:59

So everyday I'll stare saying,

Speaker 7 1:25:01

已註解 [HW65]: Suggestions:

- | Need more information to make recommendation,
- | Not crumb too much in these courses (want to make them approachable),
-

已註解 [HW66]: Possible additions:

- | How to interact with local community,
- | More sustainable subjects,
- | Create areas where visitors could potentially volunteer (volunteer tourism through extension of this program),
- | Safety subject,
-

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Oh yeah.

Speaker 1 1:25:02 Okay.

Speaker 1 1:25:04

So let me go to next slide. Okay.

Speaker 1 1:25:14

Okay. I think this one is somewhat people mentioned about it, but before we move on, anybody want to add something should remove change or add? I think the east center, "G" mentioned about a resource, lack of resource, something, they there in a sustainability issue. So it could be into that direction part, adding something here and a safety. Then you mentioned about safety. Why? Yeah.

Components which you should remove, change, and so on in current certification program

Speaker 4 1:25:45

I'm sorry. I had a thought for a second. So even though we have the certification, what happens when something like

Speaker 4 1:25:53

our kochia Imana happens? So when you have something big that is affecting all of the Hawaiian culture. So from, from an example of even a practitioner that I interviewed, I asked her, what did you think, what do you think of what's happening in the moment? And then she got really angry and said, Hawaiians are not, um, they were never, um, she say they never picked it and they did these things. And I said, okay. So if you're going to be a practitioner that talks with guests, you can't make people feel bad, you have to educate them. And so what, how, how is it that our, how is it that our tour, how do we deal with it? How do we translate that information to tour guys when they're asked? And a lot of people ask, what does the mom mean? What's that whole thing happening? So in, in the future, potentially if there's a, like a system where we can say, Hey, if you'd like to talk about what's happening, current events, how do we talk about it? How do we educate ourselves on it so that we feel good about it? And then it's, uh, we're aligning with hopefully the same message. Cause that has, I mean, there's a lot of ramifications in there when you talk about that stuff. So I just want to be able to know that we're talking about it in a healthy way and a poorly way and educated way.

Speaker 1 1:27:13

The communication regarding the current event,

Speaker 4 1:27:16

Because that might pop up. Yeah. Cause it might not fall into the modules, but it's very much a part of what you should be talking about in, in Hawaii.

Speaker 1 1:27:26

I think probably we can cover in one or two of courses in the module or depending on who covered it, but important issue because we don't want to give the wrong perception, wrong idea about it that we just want to reflect truths. Yeah.

Speaker 4 1:27:44 Okay.

Speaker 1 1:27:45 Thank you. So next one.

Speaker 1 1:27:48 Okay.

Speaker 1 1:27:50

So let me just put every issue, every points here. So for everybody's meat. Okay. So how to make stronger professional program in the future. I put some suggestions first optional versus mandatory or Official or Unofficial, update on the training, updating subject after training methods. And do we want the go for different piers like advanced tier or do we want to create a different destination based on different cultures or different languages so let's discuss. Yeah. I, I feel bad to keep calling "K" to voice input. Yeah. What do you think about, should we go for

已註解 [HW67]: Suggestion to add training on how to healthily communicate current events/situations in the state to visitors (To preserve the true meanings associated with those events and avoid miscommunications to visitors).

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optional or mandatory?

Speaker 1 1:28:40 So mandatory.

Speaker 4 1:28:46

I'd like to say if we want to make a difference, we should start somewhere. If it's optional, we'll never do it.

Speaker 1 1:28:52

So okay. If you go for mandatory, can you raise your hand so I can see,

Speaker 1 1:29:00

So "E", what do you think?

Speaker 2 1:29:03

So my only caveat with that is, again, I worry about barriers to entry. Um, and if he, and then also like, um, just, I have had friends that visit me from other islands and we'll go like out to like hike down to . If I have an officer stopping me and asking me for my papers, like as a local, there's gonna be a lot of locals and really have a problem with that. You know what I mean? Um, I, I think, but on the other hand then it goes into what you were saying earlier about if it's not mandatory, you know, there's gonna be a lot of people just kinda like blow it off. So, um, I guess the comrades that can see there is mandatory, but very, very available. Um, and maybe this is where we kind of go into simple versus advanced tiers. If you're just someone who lives in Hawaii, maybe you can be at that lowest simplest tier that's as far as you need to go, if you're someone who actually wants to operate a tour, maybe that's where the highest higher tiers are available.

Speaker 1 1:30:02

So it's depending on our context. Right? So for our local, even, maybe they go for simple one for like a professional tour guide, they surely go for advanced tier

Speaker 7 1:30:12

Yeah. They're getting paid for it. Yeah. Getting money.

Speaker 2 1:30:16

Yeah. So I'm not against mandatory. Just I would have concerns.

Speaker 1 1:30:24

Okay. **The barrier and also resource.** Yeah. Even if laws are not a concern, definitely we should go for mandatory. Right!? So should we update the training methods because course subjects, we cover in the previous slides already. So we want to discuss other issues. We want to talk about, should we change or make some kind of update on the training method?

Speaker 7 1:30:51

I do input. I want it to say, and that is, and **this reflects more on the Hawaiian values and Hawaiian way of learning.** So when we go through Niki, **we don't take a test, we get observed.** So, um, you go through you, you're constantly being tested. Like you said, if you go out in the community, do things or do something and you've been observed and people watch your experts, watch you and see if you're doing the right thing. At the very end, you, you have core of experts that are just looking at you and seeing if you're doing it right. I think it has to be integrated a little bit more than just a test. I mean, making it too difficult, but there should be some parts of that in this training. I don't see any of that. It seems like it's very, very Western education.

Speaker 4 1:31:37

I mean, if you're going to be a tour guide, so, you know, "D"'s going to go along and listen and he's going to mark, and then uncle "G" is going to go and listen, and then "E"'s going to go and listen, or **whoever's on the board.**

There should be a minimum of, you know, six, six different places that they go on that we agree that they're respectful, that they are able to, to reiterate or tell the story in a way that is a polo lay. Like all those things you're observing them. Um, making sure safety is first. You're making sure that they're educating on the INR and taking care of Ina and what, what significance has had to the wines, all of that stuff and your rate, making sure that their actions match their words and that they really are in the know of the, of the information that was shared.

Speaker 7 1:32:24

And it can be, doesn't apply sometimes, you know, you get a freeze up and the written test and get it all wrong, but you're a really good person and you, you know, your stuff and you can apply it in day-to-day life. So that person

已註解 [HW68]: Suggestions:

- | Make it mandatory requirement,
- | Simple (For leisure purpose but not mandatory requirements) VS. Advanced (For commercial and mandatory requirements)

已註解 [HW69]: Suggestions:

- | Assessment method can be changed to reflect more on the Hawaiian values and Hawaiian way of learnings. Rather than purely relying on test, more observing approach will be more fit with the culture and environment here.
- | Practices through observation can be part of assessment method in front of assessment board.
- | Mentorship program
- | Make it official through state government
- | Get the seal through business bureau
- | Commercial: Advanced tier and mandatory
- | Leisure: Optional/simple/unofficial
- | Different language designation in professional tour guide certification program (But if you had someone that speaks to your language and can communicate with them effectively, that only enhances their experience)

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needs to pass the course.

Speaker 1 1:32:39

So maybe the other way, like a **mentorship program**

Speaker 1 1:32:47

Sr facilitator whoever know the Hawaiian culture. So you have observed, okay. See, really behave based on what they learn from program. Right. Okay. So how about official or unofficial? What we have now is not official certification. Official certifications need to go through state government. So which direction you folks prefer?

Speaker 7 1:33:24

Official? Like there's a big seal on your, whatever you're doing or

Speaker 4 1:33:30

Like a better **business bureau** like that kind of as like seal that you

Speaker 1 1:33:35

Yeah. Either goes through the department of commerce, you know? So you apply and you pass that whatever mentorship whatsoever. Right. And you've got certificate

Speaker 1 1:33:48

Although it is an unofficial tour guide certificate!

Speaker 1 1:33:52

Yeah. But right now it is unofficial. Okay. You pass the programs of tour certificate, you got one, that's the difference between these two? We all know which one come with more value. Right?

Speaker 2 1:34:05

So again, I hate to be harping on this, but this is where I really think it comes in a, to commercial versus just showing your friends around. You're showing your family around because for commercial, I'm 100% supportive of how have that big seal, let, let people know that you have demonstrated that you can respectfully interact with place. But like, I, I don't know that we need to expect every resident of Hawaii to have like a little sticker or anything like that. So I, yeah, I guess, um, my take would be, if you want to operate as a commercial tour operator, I'm in favor of something official, but where the dividing line there would be.

Speaker 4 1:34:49

It's like "D" said, if you're going to get paid then mandatory and it has to be official

Speaker 1 1:34:56

To advanced tier!? Yeah. But if you just want me to take your friends around, you go to optional/unofficial/simple one. So it will be win-win situation, right? Yeah. Okay. So final one. What do you think about designation based on a different language and culture? Okay. Let me give you a background here in our country, depend on what kind of language you go through the training for anybody go, okay. If you go through training with Japanese language, they will have a different designation with Japanese language. For whoever go through training with English, they would get designation with English. These are two different designations. Should we go for that route? Or you just keep using English designation (use only one language designation). People mentioned this one because we know there are a lot of Japanese visitors coming here. So if somebody pass training program in Japanese language, and they could have a badge say, okay, I am a tour guide whose designation is Japanese language, something like that.

Speaker 6 1:35:58

I think, uh, this is "G". I think language is so important. We cannot expect, uh, people coming in, for example, Japan or China or Taiwan to understand, uh, English, even at the basic level, they will have a hard time. But if you had someone that speaks to your language and can communicate with them effectively, that only enhances their experience. And therefore that kind of experience gets carried back to you know, wherever they come from, Japan or Taiwan or wherever that you know, they took a guided tour and they really liked it because it was in their own language. Right. Because I think one of the weaknesses, uh, in Hawaii, uh, being a mafia, ethnic state is that we haven't pushed language as, uh, as, uh, as, as something that should be, uh, taught to the students. Like if you go to Tahiti, everybody learns French. Everybody learns English and everybody learns the Tahitian. Right. And then, uh, one guy, um, uh, I met said he was criticizing this lady because she couldn't speak English very well. And I told him, you know, the most illiterate people I've come across in my travels. He thought he was, I was going to say some other nationality or another nation, but I told them Americans and he was shocked

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Speaker 6 1:37:49

at, uh, because I asked him, I said, do you speak French? He goes, no. Do you speak any the Pacific languages? No. I say, what language do you speak? He said, English, of course, you know, like, he's really proud of that. But then I had to tell him that wherever I go, nobody speaks English, but, and that's their second language, but it's could be their first language because they're so proficient at it. You know? So wherever I used to go in the Pacific, that's what I noticed everybody was multi-lingual except yours truly humanly knows English.

Speaker 1 1:38:27

So I think it's optional maybe in the future, if we can include language designation into different tier to serve visitors from different language contexts. So before we move on any additional thoughts? No. Okay. So next one. Okay. Prospective future program.

Speaker 1 1:38:56

the structure. I think we somewhat cover everything. It's quite just looking for something missing. We haven't covered. Okay. Because we already covered key issues. What would be simple certification program and what kind of courses we want to include. Right. So I just look for something if we didn't cover. Yeah. If everybody think of we already covered, then we'll skip this one. Yeah.

Speaker 2 1:39:24 I'm actually very happy.

Speaker 1 1:39:27 You're not happy!?

Speaker 4 1:39:28 Happy,

Speaker 2 1:39:29 Happy.

Speaker 1 1:39:30

Okay. Okay. If you're not happy, I want to know how can I make you happy to get all of your ideas.

Speaker 1 1:39:36

Okay. Next one. Okay. With all of things we discussed. You have one minute talk with governor. What would you say about this program?

Speaker 1 1:39:51

Just the, yeah. Okay. Now, what do you think?

Speaker 4 1:39:54

I think I should go through it.

Speaker 1 1:39:58

Do you think it's kind of valuable for you to go through that? Or

Speaker 4 1:40:02

if this is a KCC program that I always said, I wanted to be a part of, I should probably go through it, like, just so I know.

Speaker 1 1:40:09

Yeah. I think they should include you in as the facilitator, but I would say, okay, you definitely will go for it. Go through that one, right? Yeah. Okay. How about "E"?

Speaker 2 1:40:26

Yeah, I think, I just say that I am very glad a program like this exists. It's certainly something that I personally would appreciate having access to. Um, and I look forward to something like this. Rolling out.

Speaker 1 1:40:41 Okay. Thank you. And “G”.

Speaker 6 1:40:44

已註解 [HW70]: Perceptions toward this program:

- | This program is valuable for everyone to go through it,
- | Glad to have this program in place,
- | Appreciate having access to this program,
- | Program is really good, and hope to improve accessibility to local community,
- | Move fast and put it as high priority because it can solve a lot of problems as well as to put us in a better frame of mind.

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Yeah, I think this program is really good. Uh, as I mentioned earlier, it sets the foundation of, or, you know, to be, uh, to build on it so hope they continue it and I hope they improve on it and improve on the accessibility.

Speaker 1 1:41:06 Okay. Thank you. And “D”.

Speaker 7 1:41:10

I would tell them to move fast and put it as a high priority, it seems to solve a lot of our problems, Um, and put us in a better frame of mind. So it should be a high priority.

Speaker 1 1:41:27

Yeah, I think so. Yeah. So next one.

Speaker 1 1:41:33

What to you is the most important? We talk about so many things, right. But

Speaker 1 1:41:38

people have different priorities. So I want to know what's the most thing to you or the thing we discuss here?

Speaker 4 1:41:45

Good Lord. Um, accessibility, like “E” said, ease to be able to be part of the certification class and, and making this a priority, like getting it out there to the masses. And I mean, there's a few people that are like, oh yeah, I did the KCC thing. So great. How many more people can we get to good. Do the KCC thing or the certification and how do we call it that, you know, I don't know that uncle “G”, did you call yourself certified? Were you a KCC certified? Like, what is it called?

Speaker 6 1:42:17 Uh,

Speaker 6 1:42:20

yeah, just, you know, being certified,

Speaker 6 1:42:25

you know, so people ask me, uh, what, um, what does it mean? So I just give them the short explanation and I tried to tell them to take the course.

Speaker 1 1:42:38

Well, I think it's the, getting the certification most important to me. It's kind of honored to show, understand the culture. So I think if you asked me, I would say the badge of honor,

Speaker 1 1:42:52

I understand a culture. Okay. So isn't, what is most important to you? What,

Speaker 2 1:43:00

Um, I really like what you just said about taking pride in having this knowledge and to taking pride in being a good representative, um, and steward of our island. I think the most important things to me would be access to the program and then ensuring the program has the success has the support and respect of the local community. And I think that that are really come a lot from who is who the teachers are, who is teaching the modules.

Speaker 1 1:43:30

Okay. Thank you. And if they're new.

Speaker 7 1:43:33

Yeah. Same with me. I think that that respect and interaction with the communities and the support of the community is very important.

Speaker 1 1:43:42

Supportive to the local community. Yeah.

Speaker 7 1:43:46 Both directions,

Speaker 1 1:43:47

已註解 [HW71]: Most important things in the discussion today:

- | Accessibility,
- | Put it high priority,
- | Taking pride in having this knowledge,
- | Be a good representative and steward of our island,
- | Ensure the program has the success, support, and respect of local community,
- | Instructors/facilitators who teach these courses in the module,
- | Respect and interaction with the communities and the support of community on this program,

□

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Both directions. Okay. Next one. I think we are. Okay. Have we missed anything?

Speaker 1 [1:43:58](#)

I think I, I really learned a lot, although we only have a few participants today but way beyond whatever imagination I got from everybody here. Okay. So, I just don't know how can I explain my appreciation to everyone here? Okay. Because your input really helped me to know, okay, what am I missing here? What a good thing for a program, you know. Definitely, I will put every suggestion in the report and no name for sure. So don't worry about that one. So, but anyway, if you have any thoughts afterwards, thoughts, comments, suggestions, you feel okay. I forgot to tell him something, here's my email address. Okay. You can just email me anytime so I can, you know, include that part into the report. And like I say before, it's already occupied so much time. Okay. Like I say, uh, I need, I will give you a gift certificate. Right. But according to the state government, right. I will need some sensitive information from you like social security number, because then they wanted, you know, so I probably sent you the form. So once I got it and I will pass them to fiscal office, keep them in complete safe place, and then I will send you a certificate, if you are okay with that, and everything will be confidential. Okay. And I really appreciate your help today. Okay. Anything else?

Speaker 1 [1:45:33](#)

Because we're doing the research. Thank you. And I hope to see you somewhere sometime in the future. Appreciate your input. Okay. Thank you. Have a good night.

Speaker 1 [1:45:47](#)

Bye.

Transcripts of Second Focus Group Study

2nd Focus Group Study

Host Ivan Wen
Workspace NaHHA Grant
Length 1:58:59
Start Time 5:03 AM on Mar 18, 2022
Exported 7:03 AM on Mar 18, 2022
Highlights 0
Recording Link <https://grain.co/recordings/396674d8-65d0-43b7-8051-43c72929e4fb>

Participants

Transcription

Speaker 3 [3:53](#)

Okay. So at the first, thank you so much to join this session, to share your opinion, your input about this program. My name's Ivan when I, with the UH Manoa TIM School. I'm moderator for today's section. Let me give you some background information. Pardon me? Okay. I put the, my CV here. I got my BA in 1999 and an MBA in 2002. And I finished my PhD in 2006. That's the time when I met with "R" in TIM school, I believe "R" was teaching Hawaii culture in TIM.

Speaker 4 [4:40](#)

Yeah.

Speaker 4 [4:42](#)

Appreciate that. Yeah. The Dean's office at the time.

Speaker 3 [4:45](#)

Yeah. Well, we had really close collaborations with "R" about, uh, I think, uh, about how do we promote? How are you coaching this kind of thing?

Speaker 4 [4:57](#)

Yeah,

Speaker 3 [4:58](#)

Before I came to U S study for my degrees, I was the certified tour guide in Taiwan. Then I moved to the hotel industry to be an assistant manager. Then I joined in school, started my academic career. Right now it's my 16 years. So as you can see, here's my other one in the future. If you need to reach me for whatever issue or something you want to discuss, just feel free to drop email to me, then I will reply your email as soon as I can. Okay. That's about background information. So before we jump into a discussion, I want to give you the background information about this project. The reason the NaHHA/HTA asked me to do this project, because according to Hawaii destination management action plan. They figured out the all stakeholders really value the importance of an official state wide tour guide certification program in state of Hawaii. So you might say, okay, I thought we have that one right now. We do have that one, but it's not official. It's optional. It's not mandatory. So I think a NaHHA and HTA, they want to know, okay, how does the stakeholder like you and others perceives functions and the value of the current program. And also they want to me to get input from the stakeholder and conduct a landscape analysis about current program. So then through this study. I can identify, we can identify the strengths, the weakness opportunity, and the stretch about an existing program. And we get idea. We get inputs from stakeholders in different sectors in the travel industry, in a state. And then we figure out what we can do to create a better program. Eventually we want to use that findings to convince state government to put this one as official certification program. I think that is the future direction. They want us to go for that. Okay. So, the goals of this project, first goal, first objectives identify study. The profess is to look best practices and programs from other destinations from other countries. I already done this one. Before I moved to the second objectives, i.e. survey everybody here, we want to have 3 focus group studies in this month. According to the agreement with NaHHA and HTA, I need to host three focus group studies in this month. Then use input to create a survey, to local tour guy and local travel companies. And everybody is part of this kind of study after I gathered a result from survey, I will analyze, okay, what are the majority think about the possible strengths, weakness, opportunity, and challenge

associated with current program. And we want to see any possibility and acceptance for advanced certification

program. So far it's only one tier. So we want to know it's any possibility because through objective one, we do find the other destinations, other countries, they do have different tiers in their tour guide certification program. They even have a different destination for language or culture, but right here, we want to see a possibility and get further insight from everything we

learned from objective 1 to objective four. And we want to know, okay, if we want to propose a formal certification program, what it looks like, and we want to prepare a recommendation to NaHHA, HTA, and state government. Let's go over current certification program. Yeah. In that case, I did send out a reminder email with attachment about the current program this afternoon. I don't know whether you already read it or not, but don't worry. I will briefly go over current program and then we move to discuss, okay. So right here, the current program is actually developed by KCC and Hawaii state tourism training council in 1993. And at that time, they think, they recognize a professional tour guide here should have required knowledge, skill, competence.

Okay. So that is the reason they use guideline to develop the whole program. Okay. So right here, the certification for Hawaii professional tour guides is valid for two years. Okay. So once you reach the end of the two years, the candidate,

Speaker 3 9:57

after completion of a two year period, candidates can apply for recertify or as long as they provide evidence for continued employment or ownership of a licensed Hawaii tour company, but tricky part here is okay, it's not mandatory that they need to go through a training again. I assume whoever got a certification first time, it was only, they have proofs here. They can continue apply for re-certification, but in order to pursue certification, one must provide a proof or verification for current employment with the license of Hawaii tour company or documentations show the ownership of a license Hawaii tour company. So that's the two required documentation or proof. So in that case, whole training courses, including covering the following topics, introduction to the service industry in Hawaii and serving the global customer and Ho'okipa Me Ke Aloha, Foundations of Hawai'i, and communicate with input and Know Your Islands. And I think the whole six courses cover the culture, cover service cover language also cover like sustainability, that kind of perspective although currently we don't know how deep they cover on each subject because it depends instructor who are facilitators, they all have a different way to

Speaker 3 11:40

instruct each course. So moving on here, the program, including the training module, cover these subjects, we just go over. And also once people finish those module, they need to finish the certification exam. They assume, by the end of the course, participants will be able to use whatever they learned from the program to: apply for professional standard for ambassador of Aloha to the job related to travel industry. Also they will know how to apply the professional standard when managing a customer service situation in a travel context, in the tourist context, the third one incorporate service principle about hospitality with Aloha in the job role as a professional tourism company employee, and also they know how to respond to the diversified customer audience and provided unforgettable customer service. Those are objective social with each class. So moving on here. Okay. In order to obtain the certification for Hawaii professional tour guide program, one must successfully completed two part of exam by scoring of minimum 75% of both part of exam. Okay. So in the case, the part one you can say, including

Speaker 3 13:19

Knowledge exam including professional standard Hawaii ambassador of Aloha? The second part is Hawaii history, language and culture, the third one is about the importance of Ho'okipa and its relationship to Hawai'i's visitor industry. That's the first part, then, the second part.

Speaker 3 13:43

Oh, sorry.

Speaker 3 13:46

Second part is kind of scenario testing and scenario playing. Participants design or deliver a sample tour that demonstrate the capability to design a customized tool based on customer preference and island specific interest and attraction. The second one is to demonstrate the cultural sensitivity and the appropriate response in serving the global customer base. Third one deliver factual and respectful information about Hawaii history, culture, and language use the learned communication, presentation, and a storytelling skill from this module. So that's the requirement for two parts in the certification program. So before we jump into discussions, okay, the reason you got invited because you are representative from the different sectors in the travel industry in Hawaii, and we want to get the input from you and also please feel free, share your thoughts. There's no wrong answer. Okay. We are welcome to positive or even negative comment because we want to know, we want to keep a good perspective and improve the poor perspective to promote this program for forward. So even though we have a tool, so far have few participants here, but I think it's reasonable because according to academic setting focus group study should

2

be not a big because people can have a lot of opportunity talk their thoughts deeper. Normally is like five to six. Last time we have a five or so, even though we have few here, I still have it. I can get inputs from key representative. Okay. So feel free to talk to share whatever you think. Okay. You might notice I am recording because sometimes it's easy to miss whatever your input, whatever your comment. And we, we don't want to miss any comments, We just want to use those comments to prepare report and there is no name will be included in the report, but in, we are in our discussion, we only use the first name basis. You can call me Ivan and I will call "R" though I know "R" is senior to me. I should call "R" Mr.

Speaker 3 16:09

"R". Okay. But right here, we want to have a friendly open environment, you know, relaxing, but so we use the first name basis. Okay. So before we started discussion. Okay. How about from "P"? Can you tell us okay. Your industry background related to the tour guide certification program.

Speaker 5 16:37

Okay. So, um, in 2020, I hopefully you can hear me. I'm seeing my connection says it's unstable, but, um, in 2020 I did the online zoom class. I think I was in the second class, a group that did, um, tour guides certification. That was, um, partly through, uh, I guess that was through KCC. It didn't have those numbers, the course numbers like you're mentioning, but, um, it was, uh, pretty thorough. It covered most of the things that you listed in your presentation here. So, um, prior to that class, I had been a tour guide and I was giving, um, pretty much day tour, private day tours to, and in some cases, small group, tourist groups, about the size of seven people. Um, my company specialized in photography tours, but we also did all kinds of cultural tours, um, food and sight, seeing regular sight, seeing Pearl Harbor on all of that. Now I'm with a G does bird watching tours. And I do the more like cultural site seeing, and we're doing multi island tour. So prior, prior to the demic, I was, oh, who only, now I'm multi Highland, mostly Oahu, uh, Koa. I add Hawaii island. So, um, that's my background. And I thought that the certification was great. Um, I thought that it was very helpful, although I had done a lot of research, um, because I had been working for a smaller company. We didn't have a certification process internally, which I think some of the larger companies might do. I think a lot who nature

Speaker 5 18:31

Has,

Speaker 3 18:32

Sorry to either argue, uh, can you save those detail when we have a different part? I know you have a lot of share with us. I really appreciate, but right here, you know, just the beginning, you know, because I want everybody introduced himself or herself before we move section by section. Sorry about that. I didn't tell you because I thought right here, I want everybody know each other. Sorry. Okay. So anything else about your personal want to share with us?

Speaker 5 19:01

Okay.

Speaker 3 19:02

Okay. Thank you. How about "R"? Sorry.

Speaker 4 19:06

Thanks “P”. Yeah, I've been, you know, Mr is a title for my dad, so you can call me “R”. That's always been the case.

Speaker 4 19:17

I have the advantage. I guess, of being involved with this particular program, because I was actually at KCC. It was one of the individuals that helped to reform this program in its beginning after Anthony Bobby Mills, and HDCB formulated back in the nineties. And so I was very curious about it, where it's gone and how it's, how it's happened. And so today I still have a company called life and has been Institute of the Pacific. I still do a lot of cultural training, but I'm also with, uh, HPU as a Pacific island leadership Institute there, the director, and then do a lot of cultural planning, uh, in the community with, uh, PBR Hawaii. So cultural, sustainability planning, but in many ways, my consulting business continues to work with the visitor industry, um, both locally, nationally, and internationally. So I've been thanks for the invite, but, uh, it's, it's, it's certainly gone over, you know, different greater over the years. So I back to see it that, uh, aha and HTA wants to maybe do something more with it given, given the, the objectives of HTA. I think that's a good idea.

Speaker 3 20:27

已註解 [HW1]: Perception toward certification program:

- | Helpful,
- | Great,

3

So, yeah.

Speaker 3 20:29

Yeah. How about “J”? Can you tell a little more about yourself? Thank you

Speaker 3 20:37

can you briefly talk about, or your industry experience before we jump into today's subject?

Speaker 6 20:47

Um, I'm the owner of outside adventures, LLC, DBA core hiking tours. And, um, I've been a tour guide for most of my adult life, 25 years or so. And I'm here since 2009. And, uh, so when the course came along, I actually asked KCC if they had any courses like that for tour guides. And then they got back to me later, I was really happy to hear there was such a thing. And, um, I'm also on the board of directors for stocks, sustainable tourism association of Hawaii. And, um, so you know what I learned, I definitely learned things I didn't, I didn't know most of all was just being in class with the other tour guides. A lot of them worked for the bus companies like, uh, uh, Polynesian adventure and, um, does hearing everyone's story. You know, most of the people in the class grew up here and hearing their stories of what they learned growing up and just personal experience was probably the most valuable part of the class sharing in that. And then also just things that you encounter as a tour guide. Um, that's, that's about it. I mean, I have a lot of certifications that have to do with, um, height guiding, which is what I do primarily. I also do driving tours and get all the certifications that I can, and it's still not easy because of the state has a lot of limitations on what you can do as a tour guide. And there's a lot of people without any kind of permits doing whatever they want. I just kinda, I mind my own business though. And, uh, just try to set a good example and, uh, do a good job.

Speaker 3 22:27

Yeah. Thank you. I think that's the reason why

Speaker 3 22:31

they want to know, okay. How do we increase value associated with this program? Because people want to see the value, I mean, about it could be financial benefit or what so ever, so, okay. So next, let's see. Okay. The first area we want to explore is: What do you think about this program and what do you like about this program? What don't you like about this program? Okay. Like I say, because the, uh, “J”, I go over some instruction so that okay. We have not cover any, any serious stuff yet, but we want to open to every comment. And there won't be name will be included in the report because we will see the true opinion. Okay. So let's start from the “P”. What do you think about this program and what do you like and what do you don't like, you know, just feel free to share your idea, your opinion about this program with us.

What do you think about of this program and what do you like about this program? What don't you like about this program?

Speaker 5 23:35

Um, so I can speak to just that the one that I went through in 2020, the, um, it was all on zoom because it was the middle of a pandemic. But, um, one of the things I liked is it did involve people from all islands. So you got like a variety of experience and input and insight from classmates, as well as just from the instructors. I thought the instructors were great too. Um, there were breakout rooms. So we were able to, like, if we were talking about specifically communication and storytelling.

Speaker 5 24:10

we had a chance to present in smaller groups. I thought that was great. Um, just the idea of like being mindful about presenting and, and I call it storytelling, but obviously, you know, a talking story I guess, is a better way to put it. Cause it's more, we're talking about facts, not fiction, really. Um, so I really enjoyed those kinds of lessons about, you know, pre preparing what you want to say and how to say it and being thoughtful about all of that. A lot of the, um,

Speaker 5 24:47

I mean, I guess I, as I said, I did a lot of reading and stuff on, um, Hawaii were things that I already knew, but I also thought it was very helpful to have a lot of that reinforced and, and a lot of it enhanced, just learning more than maybe what I'd already gotten from the surface. So that's what I liked. Yeah.

Speaker 3 25:06

So do you have anything you don't like about a program?

已註解 [HW2]: Valuable parts in the training:

- | Hearing participants' stories of what they learned growing up and personal experience,
- | Things that you encounter as a tour guide,
-

已註解 [HW3]: Concerns on being tour guide:

- | States has a lot of limitations on what you can do as a tour guide,
- | A lot of people do this kind of things without permits,

已註解 [HW4]: Characteristics:

- | All on Zoom, Breakout rooms,
- | Like it because it did involve people from all islands,
- | Got variety of experience, inputs, and insight from classmates as well as from the instructors,
- | Instructors are great too,
- | Able to talk about specifically communication and storytelling,
- | Had a chance to present in smaller groups,
- | Learn how to do storytelling,

| The trainings are really helpful, reinforced, and enhanced,

4

Speaker 5 25:12

Um, but think about that. Um,

Speaker 5 25:20

I thought it was good. I don't know. I can't think of anything. I really didn't like, um, you know, for me, I always just want to get as I wasn't born and raised here. Okay. So I'm very aware of that and I always want to make sure that I'm getting as much correct cultural knowledge as possible so that I can pass that on to my guests. Um, so I would say **the more of that** better, I go to every not straining I've

Speaker 5 25:49

fit in just to get more and more and more not.

Speaker 3 25:53

So I heard about it, you say, okay, the whole training deliver in the Zoom. Right. So how do you feel about the deliver in Zoom or deliver in person? Which one you prefer or you are okay with either one?

Speaker 5 26:15

Well, I think I would that for guides and what we do is an in-person business. So I think **in person would be better**, but in this case it just wasn't possible. So it had to be on zoom.

Speaker 3 26:25

Hmm. Okay. Thank you. So anything else before I move to "R"?

Speaker 3 26:32

No. Okay. Thank you. Yeah.

Speaker 4 26:43

The infamous mute button.

Speaker 4 26:47

I want to ask "P", if you did the **Oh Hawaii program** through , have you participated in that one?

Speaker 5 26:58

I might have done that like back in 2019 or something. Yeah.

Speaker 4 27:02

Yeah. So I was one of the, uh, original kumu that formulated it, that program, Peter APOE, myself and, uh, Josh McCoy. **So their intention was to take active program to the next level.** So, uh, this program was designed for tour guides and drivers, meaning cab drivers, as well as bus drivers. And then because there are, the people were doing it, which is something I think we want to talk about, uh, Ivan, is that how you define what a guide or who a guide is and whether or not they're professional or not. Right. And which is one of the issues that you're talking about, but given the fact that we have different ways of delivering people to their destinations, especially when it comes to drive, share,

Speaker 4 27:56

expanding the definition of who a guide is, if you want proper content, uh, content to be out in the community, you might want to consider that, right, is that you have more people who are picking up now through drive, share at the airport. And those individuals might benefit from a little additional training

Speaker 4 28:20

Charlie's cabs and the tour guide and drivers. Yeah. They were getting the training, but what a lot of people don't realize that back then there was also a, **an incentive program.** So if there's anything I don't like about the program since then now mind you, I haven't participated in the program at well. So **I can't speak to its delivery.** Most recently, maybe, you know, "J" and "P", but the program was designed with a caveat that anyone who got the badge and the completed the certification would then be placed on the list by the state of Hawaii. And they were there. Their company would be promoted as a company that was properly trained. That was in supported by, uh, employment, uh, training funds, ETF money. So many cases, the drivers and the, uh, companies were paying their employees to attend a training, but the training was paid for by the state. So we had a lot more people participating as lot more incentive. Once they took the ETF money away, then it became incumbent upon the companies and individuals like yourself, "P", who said, this is important for me as a, uh, **a practitioner to make sure I get the, make the information, right.** There was no, **there's nothing in forcing correct** information. Right. It's all voluntary to your point, Ivan. Yep. The industry's point. So I think if anything, if we look at other destinations,

已註解 [HW5]: Things which make they don't like the program:

- | Not deep enough to cover cultural knowledge,
 - | In person format might be even better,
 - | No enforcement in making sure correct information,
 - | Unknown about expectation from tour guides,
 - | Certifications can be open to everyone because everyone can be a host,
 - | Participants are well aware of contents of this program but they are not capable to deliver the contents to the visitors,
 - | Incentive to be certificated tour guide are not strong,
 - | Need to strengthen in correcting incorrect and inappropriate information/knowledge,
-

已註解 [HW6]: Who should be target population of this certification program?

Definition of professional tour guide!?

已註解 [HW7]: Define the guide then decide training contents.....

已註解 [HW8]:

5

especially like in London, right? The London cab in order to be a London cab driver, you've got to go through this training they're training, which is a very stringent, very different from our own. So I think it's a matter of raising the bar and saying, what do we, **what should we expect from our guides and tour drivers?** But then again, everybody now given where HTA wants to go, everyone is technically a guide. If we want the community involved, we want people to be, you know, welcoming your family. It might help that you open it up to other people. And **the certification doesn't necessarily have to be with professional guides, but everybody that is essentially a host.** right? If you're hosting somebody, which is the fundamental message under NaHHA. So "P", if you didn't know, I was also the associate director for NaHHA, uh, in, in, in previous incarnations. So this is kind of close to my heart. Um, so the host visitor experience was defined by that, which means if everyone in Hawaii is a host or can be,

then I think the program can reach more people. Right? So it's good that it's online. **As far as delivery is concerned, the content part, people knowing the information,** but having a practicum part, which is a delivery to your point scenarios. I think that's an important part. **A lot of people know the content, but they don't know how to deliver it.** **And if they don't have to deliver it, then people aren't going to get it. So unless you have a profession or you've been in the profession yet, and you're comfortable speaking to people, content isn't enough.** Style is important, right? So there's style, there's demonstrating on the delivery as well as constructing it, which you've talked about. Those are the mechanical things. But I think the relational thing is how people actually deliver the content because they know it. They're not just remembering it. As I recall, each driver would get their, their book and they could take the book with them on the, on the bus, but it was incumbent upon them to memorize it or to know it well enough that they didn't have to go to the book.

Speaker 4 32:08

Um, so those would be some of the things I would observe over the years, that if there's a way to improve it, it would be to **extend it to anyone that is technically a host and become certified as a host, then incentivize becoming that host with some kind of reward or acknowledgement.** Um, and it's not so much to create competition among the professional tourists, but it is to say they were raising the bar and everyone was being held at is being held to a higher standard of delivering, uh, appropriate correct content, uh, petty. I don't know if you said when you arrived here, but there was a time that you could actually get off the plane and within several days become a tour guide driver showing people that you just wrote in on the plane with right. And silly, silly comments, like the difference between a male coconut tree and a female coconut tree. I won't go any farther. You can imagine the answer, but these are the kinds of things that you people used to say, um, go to Maui and you have to get the honey nut butter and Ana, right. Because all of these different kinds of things, and it was funny for some people, but at **some point people recognize they're paying for something and they weren't getting the truth.** So this comes back to the original reason this program was established was to begin to unify or at least, um, correct. **A lot of the inappropriate and incorrect knowledge.** So I'm glad you folks have taken it, but that's about it. I haven't, I may have gotten a lot more, but I think to this point a lot to be liked about the program. I think there's a lot that could be enhanced, but I also think looking at who defining who and what a guide is these days is also,

Speaker 3 33:55

So I think, okay right now. Okay. I hear you saying, okay. We, we are not really clear about a position of this certification. **Do we go for everybody? Or we go for like a professional tour guy because each have different focus.** Right. So in any case, I think it's, uh, your input did mention something for a later subject: **How can we improve or how can we fix the program?** Yeah. Okay. Thank you, "J". Yeah. What do you think about the program and then what do you like about this program? What do you don't like? Yeah. Anything you want to share, just feel free to share with us.

Speaker 6 34:41

Uh, I liked **that it was in person.** I just, I just found my, uh, paperwork from, it was from 2018 and I like having physical handouts cause I don't look looking at a screen too much. Uh, so I was going to see if I could anyway, you don't need to see all my book, but I **got a ton of notes in here and I got, we've got great** handouts. Um,

Speaker 6 35:07

and

Speaker 6 35:10

what else did I like? I mean, I liked the information. I think that, um, "R" brought up a good point is that you can only go over so much in a class. And also if someone, even **if someone's good at test taking and remembers it,** it doesn't mean that they're going to be able to present it. Well, I wasn't aware that it meant that we had any special credential with the state besides being able to maybe, you know, advertise it somewhere mentioned that you've taken this training and you were in passed the test. Um, I know stop being a certified sustainable tour operators, uh, has been in the past before the pandemic of pretty involved with someone coming out and inspecting every

已註解 [HW9]: Good things about this program:

- | Lots of notes,
- | Great handouts,

已註解 [HW10]: Things they do not like the program:

- | Gaps between be aware of contents and delivering those contents,
- | Need to strengthen the value of getting such certification (Make it a honor certificate or a valuable permit),
- | Enforcement on gatekeeping with this program,
- | Falsifying advertising, making up stories, and incorrect information,

6

aspect of a person's operation to before they're certified. And then this is one of the, could be one of the components of being a sustainable certified sustainable tour operator. Um, but I could be wrong. I might not just not have known about what it meant to be, have completed this program. Um, so I think that maybe

Speaker 6 36:24

to "R"'s point is, uh, having it where it's like part of a longer process where it's just, um, it counts for something that you can, you know, **say that you had this training and that you pass the test, but that it doesn't mean that the state is endorsing you,** but whatever permits you need for whatever kind of guiding that you're doing, that you, you still have to get those and that it helps you maybe get those permits, but that it's not like an out the gate type thing.

Um, and then there's, I don't know what stage it would be that you would be checked off by the state, but maybe if there's extra, like you were talking about the prompts, that's something about what would I think about advanced training?

Speaker 3 37:09

Yeah. Talk about the different state. Okay. I did a survey, the 50 state in us, I think right now there are certain states. They are very strict, like in New Orleans, if you don't have a certification, you cannot even guide a tour group. You know? So for Las Vegas, they have different thing, but most time, okay. If we talk about certification from central government, like countries in Asia in China, in Taiwan, you need to get a certification because where I come from, if I didn't get such certification, I cannot lead a group. Even though I worked in a tour company, I can, I can only stay on my desk. I cannot go out to, serve a group. You know, you need to have a legit license. And for visitor, whoever come in a tour group, they need to hire the tour company to find the tour guide. So I think that's the value internal financial incentive or you know, legal perspective. Yeah. But you know, we, we can talk more about the later part in this, in today's discussion. So anything else?

Speaker 4 38:17

Yeah, I've been, if I can answer "J"'s question or thought he has. What I was referring to is that **when the program** first started, it was driven by the state. And so it was really trying to get tour guides and companies involved. And so the state actually had employer funds from the labor department and they paid for the training. So we were getting everybody participating because what they ended up paying for, it was just their employees times. Now, one of the incentives was once you went through the program, you graduated, I think it was 16 hours versus 48 hours. **And then the delivery part was really left to the company to train their people.** **The content part was being done by KCC and or the various programs at the time.** But what it did was you could put the label on your bus, your van or your car. And then you also wear the pin saying that you were certified. The next level would have been that the state had a page on the HVC B page. Here are all the tour guides and companies that have been certified. If you weren't certified your name wasn't up there. Right. So fast forward, **what it could be is that it distinguishes you between someone else who has been certified, who is not now, tour companies may have the same permits to go, but only one is certified to actually do the training.** So that gives you credibility in terms of the next guy next to you. But here's what we found out. We found out that there are certain tour guides who would piggyback on other guides because they were telling the stories for their people, right? So they were getting very lazy. They would just walk along with the other group and let the other tour guide tell the story. And they wouldn't tell the story, right? So it got really bad there for awhile. And there, there were **basically false advertising and then they would make up a lot of stories.** So I'm not sure, uh, Ivan where it is today, but that would be one way of incentivizing or giving someone a reason if you want to be listed on the state certified page or the stock page or the ecotourism Hawaii page, those are the certifications that sets you apart from somebody else. But right now, really, I don't think it has anything to do with the state anymore. Right. Ivan, in terms of the state certified trainer,

Speaker 3 40:42

They want to upgrade to state level. They want us to think about, any possibility or how does everybody think about, okay, we put this whole certifications to the state level. So it will be more legit, more official. And you know, when you get a permit from state government, people believe that because quality control, something like that. But right now I think we stuck in between that you say content delivery, but nobody to check, okay. Does everybody know how to deliver whatever they learned from the program or just to make up story? Because everybody is good at taking a test, but whatever, how did you deliver? That's another question. Why, so they want to see, because right now, uh, people are not happy about the tourists. We are too crowd because most of the time they are not sensitive about our culture here. Why? So they want to use this program to be the win-win situation.

Because my understanding, they think if we can put on this perspective, the tour guide will be some kind of leader to host those visitors to teach them what behavior should follow whatsoever so that when they want, I want to see the possibility about official, mandatory tour guide certificate program, you know, like, uh, Asia countries, you know, you need to get the one from top, but they want to hear everyone's perspective. Yeah. Okay. Okay. Anything else before we move on next part. Okay. Thank you.

已註解 [HW11]: In old time, the incentive to go through this program are:

- | State government had fund for this training. Tour company only need to pay for employees' time,
- | Separating people with certifications and people without certifications,

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Speaker 6 42:21

Oh, I might, I'm not going to be able to stay much longer, but um, I apologize in advance. I remember there was a bill that was going to be passed that, uh, uh, they wanted start was Hawaii eco association before that to be because, because the state Senator or congressperson went on a vacation and there's like Maine, the state of Maine has a certification for any guides and saw that there are, these other places have a certification, but they didn't know.

Speaker 6 42:52

Yeah. They wanted one for this state. But, um, then I, I thought there was an advisory council that was the, the building paths. But the conclusion of it was that they put together a group with people from DLNR and different groups to help, um, talk about it and come up with a way of being certified. Does that make any sense? I, I don't remember the Bill's number. It was like five something.

Speaker 3 43:19

So you say that the past bill or they don't want to put this one in that, uh, official certification program. I didn't hear that.

Speaker 6 43:27

Oh, it didn't pass. The bill was saying something that star is a nonprofit to be in charge of certifying, whether you could do guiding in the state and it didn't pass. And star themselves said, we don't, we don't want this to pass. Cause it's not our role. It should be optional if you want to be star certified sustainable tour tourism association of Hawaii, uh, sustainable tour, tour certified. And uh, so the bill didn't pass, but then there was discussion of making a panel to come up with, uh, something new to replace it. I mean the complicated thing, there's one thing about cultural history and natural history, but then they're safe. That's how I look at it. Whether you're a boat tour company or a hiking guide company, there's a wilderness first responder medical training. Um, and then if you're a boat company, how safe are your vessels? Who's inspecting them. So I don't know. I think it's super complicated issue and it's like, almost like, depending on what industry you're in, um, it should be different certifying committee or different at least different standards. And the cultural is, is one huge one very important, but it's one of many.

Speaker 3 44:37

Yeah, I think it's okay right now. If you asked me, I think they really want to see the future about where's the future about this program because everybody just volunteer to get this certification. Right. It's certainly helpful for whoever gets a certification for the local community, because they want to use one as tool to guide the visitors' behavior, you know, to lead the visitor, to tell them what can do, what can not do here, something like that. So that's reason they want to do this project. Yeah. Okay. So moving on here. Okay. So I want to ask, okay. "P", what do you think about the strengths of this program? The good thing about this program, I think you mentioned about something, right. But can you give us more specific detail about the strengths of this program?

Speaker 5 45:29

So the one I went through, um, I think there was like, I will say to "R"'s point there, what we did receive a pin afterwards and a certificate for passing. So, um, one of the, I guess I would call this a strength, maybe a strength, but maybe a weakness is that, um, you could receive a certification in tour guide, uh, operation or a customer service certification. And I kind of, so that makes me kind of think about like our Uber and Lyft drivers. And like we had people who operate, you know, maybe they're a concierge at a hotel or, you know, very large variety of people working in different facets of our visitor industry. So I think it was great that we were all receiving this training. However, I think there may be very different needs between a tour guide. For example, I'm spending eight hours with people in a day in a small group versus someone who's operating a store at the Royal Hawaiian center who interacts with a visitor for 45 seconds. You know, it's, it's different, it's a different kind of training I think. And so while I thought it was great to have two options for people, I think, I almost think that they should be separate courses.

Speaker 3 46:54

So separate courses, separate title about the training. And

Speaker 5 47:00

I think customer service customer service in Hawaii should be its own maybe should be its own. Like it doesn't need to necessarily be as in-depth I think as the tour guide training, I think the tour guide training should be, um, the more longer in depth with the practical, um, exam, so to speak at the end, the presentation and all of that, because, you know, chances are somebody, again, like somebody in the Waikiki who's just waiting on customers or signing them up for surf lessons or something. They're not going to necessarily need to know the depth of knowledge that I think the tour guide here should know on natural history culture, just, you know, even just the

已註解 [HW12]: Not clear about chain of command and who lead and are in charge of such certification program, and involvement of law enforcement.

已註解 [HW13]: Strengths of this programs:

- | To get a pin or certificate,
- | Virtual environment, People from different island involves,
- | Hear variety of experiences and stories,
- | Networking with people from different island,
- | Diversified interaction in the training,
- | Great handouts,
- | do some Oles in the beginning of class,
- | Bonding among participants in the training,

已註解 [HW14]: Weaknesses of this programs:

- | Employees in different facets of travel industry has different need in the training (Currently one set of training for people from different facets of travel industry),
- | Should design courses to fit with context of employee from different facets of travel industry,
- | Certain subjects for tour guide training should be deeper,
- | Subjects in the trainings are not broad enough,
- | Need to strength the presentation on training in each subject,
- | Separate focus of different levels-- basic level just test knowledge. We emphasize the knowledge understanding, but advanced level will be on Delivery and a practice,
- | Exam is pretty easy to pass,
- | Practical application is a question mark,
- | Prentice approach will be better to train delivery perspective,

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functioning of the islands, currently our current government functioning, I get questions about our energy use all of those things. You know, those are things that are a deeper, um, depth of knowledge that I think tour guides need to know, but maybe not so much customer service.

Speaker 3 47:58

So let me summarize your input. Are you saying, okay, we can, maybe we can, but different level of certifying training. Okay. For basically level only cover certain subject, for advanced level, we cover more subjects and a more comprehensive coverage on the subject areas. Right?.

Speaker 5 48:19

More comprehensive on subjects, but also on presentation.

Speaker 3 48:23

I think delivery

Speaker 5 48:24

For the, yeah, for the, you know, for the beyond basic level,

Speaker 3 48:30

It's basic level just test knowledge. We emphasize the knowledge understanding, but advanced level will be on Delivery and a practiced. Right.

Speaker 5 48:40

Yeah. And the strength of my program was that because we were virtual, we could have people from all the islands. So we got to hear about different experiences and, and kind of, I guess, in a way network with like other tour guides and people who are running different tours on the different islands. I thought that was great. Like being able to just have that more diverse interaction than just the Oahu crew, you know?

Speaker 3 49:04

Okay. Got it. Anything else

Speaker 5 49:08

About it?

Speaker 3 49:09

Okay. Thank you. So "R", you must have a lot of talk about a good thing about this program. What are the strengths of yeah,

Speaker 4 49:17

But why don't we go to "J" because I know he has to leave, so, and I give him a convinced to share because

Speaker 3 49:21

"J",

Speaker 4 49:23

I can talk all day long. Yeah.

Speaker 3 49:27

What do you think about good things about a program? Yeah,

Speaker 6 49:37

I like the handouts, honestly. I'm a visual learner. So, um, the handouts along with talking in class, uh,

Speaker 6 49:48

uh, weaknesses, like the final exam would have been pretty easy to pass for most people. I think, I think it was a good idea because, um, uh, there was like two components. One component was like a multiple choice test and actually not everyone did pass that one in our class, so it wasn't, it wasn't super easy, but I've done a lot of reading as well on my own. So I had a lot of historical knowledge just because it's interesting and remembering dates, but, um, like "R" was saying that it doesn't necessarily mean you're a good tour guide. Just if you remember the dates, but the practical application, they videotaped us. Um, maybe it's because I've been guiding so long. I thought that was just really easy. I don't have a, I think if I have a criticism, I should have a better option, but I don't have that right now at this time of what would be better. But maybe if I thought about it for awhile, I could think of a

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better way to show that. Um, but maybe there's like a, like you're an apprentice or so under someone who has even more experience and then after that's how a lot of trades work you apprentice. And then when that person who is more of a, I hesitate to say master, that's saying a lot, but you know, who's more experienced and

Speaker 6 51:08

yeah, I don't know how that would work, but basically like you're an assistant to someone for awhile and then you get your full level, whatever certification.

Speaker 6 51:19

Um,

Speaker 6 51:23

I liked that we would do some Oles in the beginning of class, all in unison. Our teacher was really great at that. And, um,

Speaker 6 51:34

it's not something I would normally would have done on my own, but being with the class, doing it was really special and we all really bonded. Um,

Speaker 6 51:45

that's, that's, that's all I can think of right now.

Speaker 4 51:51

Yeah. The "J",

Speaker 4 51:53

the apprentice, and there are other certifications, especially, uh, Ivan, if you want to go statewide, if you're going to be a massage therapist, you have to sit, you have to do so many hours before you actually get your certification after the trainee. And that's the case with a number of other things. So if it's going to raise it to that standard, that would be the strength is that everyone has actually had some time and

actually practiced at the time. I believe one of the strengths was the fact that the instructors themselves were actual guides at some point in time, however, instructors weren't necessarily professional guys. They were just instructors of content. So they could tell you all the information, a cultural practitioner could tell you how to do hula, but they're not delivering the hula information as if they were a guide. So I think one of the strengths was to have actual guides doing the training because they could actually relate now and they could tell you how they're using the content. Um, so that's, I believe was, was one of the strengths. The other part was that the content that was there that had to be up updated because obviously things change historically, right. We had information up to 1993 and 1999. We updated that information and then we kept on going. So I think it needed to be, um, brought into proper timing. Otherwise we're continuing to talk about 1965 when new were in 2015, but the strength at the time was that it was being updated. And because you had guides, they were active. Uh, they could provide you with real information and not just stories from, uh, Michener's Hawaii book, you know? Yeah. Okay. So people were just relying, there were some people that relying on their own childhood memories where the book was absent. So I remember some guides talking about specific, um,

Speaker 4 53:56

displays at the Bishop museum that are no longer there. Right. But they were talking about Bishop museum, et cetera. They talked about a specific display that they saw when they were in elementary school. Right. So those people are beginning to draw upon their personal experiences. And as an instructor, if you haven't had that, that experience, that's something that I think that guide does is aroma. So I think that would, that was one of the strings.

Speaker 3 54:22

So strengths will be okay. The expertise of instructor in this program, because they are real tour guide, just to give you firsthand now about how do we deliver those kind of things in the perspective in the contents of our guide.

Speaker 4 54:39

Yeah. And it speaks to what you're talking about earlier is that there's content and then there's delivery right. Or practical. So if you can memorize 90% or 70% you can pass, it doesn't mean you can deliver. And so there was no way of testing their ability to transfer that in the earlier programs we did, you'd actually put people on the van, they'd pull a card out of, out of the hat, whatever was on the card they spoke to that told us about their memory and what they'd remembered about the culture or that specific site, Mikey, for

已註解 [HW15]: Weaknesses:

- | Instructors of the training program are not necessary professional tour guides (fit of qualification and expertise to this training),
- | Need to update the contents/information/knowledge in the training module,
- | Drawing contents upon guides' experience to make it interaction vivid,
- | Passing the knowledge exam does not that people can deliver the contents in the training,
- | No way to testing their capability to transfer their knowledge in the contents to delivering to visitors,
- | Consistency between contents and delivery,
- | Experience won't be good if you do not deliver the contents,
- | our training was pretty thin on geology and nature

已註解 [HW16]:

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instance. But then we got to see them deliver the information. So there was that practical, but what happened was they started leaving that up to the driving companies to do the training, right? So the certification program by the state KCC was only the content. It had nothing to do with it delivery.

Speaker 3 55:35

So it's kind of gap between the content and delivery

Speaker 4 55:39

That's right. So

Speaker 3 55:40

You're making consistent.

Speaker 4 55:42

Right. Great. So that's why we ended up doing training for the drivers, for the bus companies directly. They started asking us to come to help them with that because their trainers were now responsible for delivering and they didn't know the content, but they could tell people how to, how to deliver this stuff. So we started working with them directly. This was after the ETF money, but that's only companies that were really interested in doing the right thing. That was

Speaker 4 56:11

Really a business standpoint. They wanted to set themselves apart from somebody else who couldn't deliver the equipment. But as far as strength is concerned, I think you need that. And I think "P" mentioned that as well. If you don't have that content delivery, you don't have that experience.

Speaker 4 56:27

You, the content is not going to mean anything. It's just like carrying a library around when do you bring it up?

Speaker 3 56:33

Yeah. Is that okay? We have a content layer, but we need the capability based on the content. And consistent. Because if it's content at the very core from two parties no way we can have consistent measurement. Right. Yeah. That's great. Yeah. So let's try. Okay. Talk about weakness. Okay. "P", what does think about a weakness?

Weakness associated with existing program

Speaker 5 57:01

Um, well, I mean, "R", not to totally echo "R", but I thought you're spot on. I think, um, if we could get a combination of practitioners and real presenters to actual tour guides, that would be great because as much as I did love my instructors in the class, um,

Speaker 5 57:25

You're right. It was a lot of like sharing of knowledge and, um, our handouts, our reading was very valuable, but actually getting through a presentation, um, I think was not, not as strong. Um, we did work on it. We did work on it and that was, and I thought that was incredibly valuable. I'd like to do more, I guess. And then also, um, now knowing that it wasn't possible again because of the pandemic for us, but yeah. Doing like whether it's, I do not know, maybe a ride along or something on another tour and hearing and more experienced tour guide presenting and stuff, I think would be really cool. I mean, maybe it doesn't have to be an 80 hour apprenticeship, but maybe like two or three tours that you ride along on or something like that. That would be, I think incredibly valuable as I said, not possible for us, but I don't think that's, I don't know what's going on now with any training, but um, just that again, practical hands on, like I'm a very hands-on learner, so it's like I can read and regurgitate for a test. No problem. But what I really need to do to learn is to actually put it into practice and do the things. So I think more of that will be better.

Speaker 3 58:40

Okay. Can I say, Even though for whoever passed the test, probably they still have problems or difficulty to put into the practice to the deliver whatever they learn from the training, Right!?

Speaker 3 59:00

Okay. Thank you.

Speaker 5 59:04

Yeah.

已註解 [HW17]: Suggestions:

- | Instructors should be combination of practitioners and real presenters to actual tour guides,
- | Sharing of knowledge, handouts, readings through actually presentation,
- | Practical demonstration from experienced tour guide in the training,
- | Certain apprenticeship (Practical hands on training,
- | To learn how to actually put whatever learned from training into practice and do the things,
- | Learn how to create a memory, draw it out, get them engaged, laugh, cry, all those things,
- | Need to deliver training on storytelling,
- | Develop the oratory skills,
- | How to cultivate entertainment/edutainment in the tour guide service,
- | Put equal emphasize on wisdom,
- | Having practitioners who were guides helped deliver the program, made it a much more meaningful experience for the students that were in the class,

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Speaker 3 59:06

So need the **more hands on practice**, like a **mentorship practice**, **apprenticeship**, something like that.

Speaker 3 59:18

Do you want to add something?

Speaker 4 59:21

Think that's it. So the strength is the weakness to a certain degree, right? But **the weakness is a string**. The, as we know in **Hawaiian culture**, at least in leadership, one of the, um, coveted skills was oratory. Right. And if you

Speaker 4 59:38

are good at oratory, you can move people regardless of what you're saying. Right? So **part of it is to create a memory, draw it out, get them engaged, laugh, cry, all those things**. That's just not with content. Right? In fact, I've been on tour guides on tours with guides that went through the program who had memorized the paragraph and basically said, the paragraph in memorization, everything on your left would be on your right when you come back, when your right goes left, you know? And they're just like, it's just very like that. No, no **storytelling**. They were just reporting. If that's the case, you could have just recorded it and let, let the recording go in the bus that they could have just drove. Right. So I think that's, **it's developing the oratory skills, the delivery, and to become a true storyteller**. **Um, that's going to enhance the experience for the visitor, but I think it's also gonna enhance the experience for the guide because that's when the tips come, right. People who say at the end, well, that was great. And you see guys getting tipped because they made it fun. They made it connected with people rather than the guy that was just saying everything on your left is going to be on your right.** When you come back, you know, avocados are green coconut to brown, the beaches wet. The water is me. That's where sharks live. Right? No excitement, no story. It was just a matter of uttering the facts, you know, and the way he has eight islands, you know, the colors are yellow, red people don't want to hear that. **They want to be entertained**. So there's an **entertainment component**. Or I should say, **edutainment**, you know, you can be an, uh, an instructor, but you're not necessarily an educator. That's different, you know? Right. So edutainment, I think is part of it because that **experience is, uh, what's gonna establish a memory for you**. So part of it is developed, developing an experience and a memory which means oratory or the delivery of the program is important. So I think that this, if you don't follow, if we don't follow that, um, and my last thing is, there's a **difference between knowledge and wisdom**.

Speaker 4 1:02:00

We've got a lot of people chasing knowledge, but no wisdom to help you understand how to use that knowledge. And that's why I think **having practitioners who were guides helped deliver the program made it a much more meaningful experience for the students that were in the class.**

Speaker 3 1:02:17

Opportunities associated with existing program

Yeah. Okay. Anything? No. Okay. So moving on here. Okay. What would be opportunity for a current program? "P", what do you think?

Speaker 5 1:02:35

I just go back to **those incentives that "R" was talking about**. And I think that it would be a great opportunity to be able to **advertise** like, Hey, I have this certification, I've gone through this training, um, to be on a list of operators in the state to say, you know, these, these are, are, you know, respected, endorsed organizations who who've gone through that training. And I think that would be a huge opportunity for, for us to assume we're trying to operate and trying to sell ourselves out there. Um,

Speaker 5 1:03:12

to me also, I mean, it's, it's honestly, because I have **expanded my reach beyond just Oahu**. Like I'd **like the opportunity to learn more and more about the other islands** that I'm going on right now. It's, it's a little bit of a confidence thing, right. So I would love, you know, to enhance my confidence, which I'm doing with, NaHHA doing all the place trainings with them. But, um, I think just learning about all of the islands is, is really important, no matter which one you're working on. And I will confess, like **my training was a bit Oahu centric**. I think. And I mean, I, we had somebody from Molokai, you know, I don't know there was probably things she didn't really feel she was getting out of that training, but because it was so, you know, so focused on, on Oahu. But, um,

Speaker 5 1:04:00

so I would say it **just opportunities to gain confidence in being able to talk about all the different islands and**

已註解 [HW18]: Opportunities associated with this program:

- | Promote this program to bring more businesses to those certified tour guides,
- | Bring comprehensive knowledge to tour guide on different island,
- | Improve tour operators' expertise on different facets of state of Hawaii,
- | Possibly recognize key tour guide with official award,
- | Edify what a good trainer is by giving them a, uh, an award at the end of the year would help to do that,
- | Acknowledgment or recognition those certified tour guides,
- | To find a way for metric of success associated with these certified tour guides, and people can strive to improve themselves and be recognized by that,
 - o like in the Olympics, they give people different, uh, measures for here's the stuff you got to know, and then here's the creative stuff you do
 - o figure out different way to award people with different levels,
 - o So you can basically begin to separate rather than making everybody compete for the same thing. But then you get people phasing and looking to get more knowledge, each time or knowledge, more skill. So that by the time you become a master developer or the master tour guide after twenty-five years, that becomes, you know, the core or whatever it is
- | Through this program, we can educate visitors how to appreciate Hawaii as a unique tourism destination,
- | To promote certified tour guide service,
- | Up-certify based on different levels,

□

different facets of our, again, our society here in the present, as well as, as our history.

Speaker 3 1:04:16

Hmm. So financial incentive, whoever got this one have financial benefit. Right. And also the culture awareness, through this program we can know better about the culture history and language is something like that. Right!?. Yeah. So, Yeah.

Speaker 3 1:04:36

Okay. So Renzi, what do you think about opportunity?

Speaker 4 1:04:40

Uh, same thing. I think everything we've said so far has an opportunity to it. Right? All the things we've talked about enhancing and expanding it. But I think, uh,

Speaker 4 1:04:51

the idea that a certification is going to be recognized in the same way that the native Hawaiian chamber of commerce recognizes a businessmen each year with, uh, with, uh, an award, is, is there a way of recognizing, uh, key guides, right? So they get the NaHHA tourism guide of the, of year award that begins to show what leadership looks like. If you don't, if you're not seeing it, how do you, how do you replicate that? Right. Uh, so the Hawaiian term is we learned by observing, if I'm not observing someone who's doing it, then I don't know what that looks like. And so maybe to begin to edify what a good trainer is by giving them a, uh, an award at the end of the year would help to do that. And then everybody would want to strive for that award. Um, whether it's a scholarship or something else, it doesn't have to be cash award. I just think the acknowledgement or recognition, uh, again, I would support the idea of saying that I've gone through the certification and it's not just, I know that I've been certified, but others, so that if somebody were to ask, are you certified? And you can say yes or no. Um, that gives you an advantage from a marketing position, right? Why is that important? Because that's what HTA does. That's what HTA is money that's all about. Not, has really kind of the content side of things. It was focused primarily on the professionals in the industry, but everyone was starting to not have her content because they were, we were the cultural professionals in the industry. The industry at large is really kind of looking at well, are we delivering good services? Are we selling, you know, enough beds and seats and all that kind of stuff. That's their metric of success. This wasn't the metric of success. Right? So if you're going to make it, if you're going to use this as a metric or a measure, then you need a way of, of doing that. How do you measure it? How many tours are you doing? How many you know, et cetera, et cetera. Right now there's no metric, right? It's, it's just kind of how many good comments you get from your guides? And who's really monitoring that. It's, it's the Yelps, the, how many thumbs up and how many Yelp votes you get? Uh, there is no official methodology of doing that. So I think the opportunity is to find a way to do that. That would be an opportunity so that people can strive to improve themselves and be recognized by that.

Speaker 3 1:07:25

Yeah. But before that one, I think it should

Speaker 5 1:07:28

Be back in here for a second.

Speaker 3 1:07:30 Yes.

Yeah.

Speaker 5 1:07:31

I was just going to say, you know, something that came to my, to, uh, while, while you were talking is, you know, the opportunity for

Speaker 5 1:07:40

tourism in general right now, tourism, we're struggling with it, right? Because we have so many tourists who are coming in and a lot of them hire professional guides, but many, many more do not. And I think that this could be an opportunity to say, we have this amazing stable of poor guides who are really going to enhance your experience here as a tourist. And what we, what we are is we are the people who can teach them the greater appreciation of this place. And we know which is something that's come up in a lot of discussions about how we, you know, redo tourism here on Hawaii is that, you know, we can get too many people who just want to drink a Mai Tai and not enough who care about our culture. And I think that this could be an opportunity for us to promote this industry. And, um, and also by the way, when someone's driving a tour bus or a tour van, how many cars are you taking off the road when you're getting all those people into one vehicle? Right. So I just feel like promoting, um, the tour

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guide training to tourists might also be a good opportunity.

Speaker 3 1:08:51

Yeah. I think this sounds great, you know, but okay. I just want to add on "R"'s input. Okay. We want to like have that kind of recognition, we need to make this one mandatory requirement for, to have this kind of certification. Right. So in other case, they are in a system, then we can do some kind of metric to measure their performance, to give an award like tour guy of the year, or tour guide of the season, something like that. Right. So I think it's the long-term goal. We want to call it well, so people will your honor this certification.

Speaker 4 1:09:27

Yeah. I, I would be careful though, uh, "I", because I think there are practitioners who know far more than some of the guides do about their particular places. Yeah. So there may be the levels that you are actually awarding and certifying people for. Right? You cultural practitioner, a tour guide, because to your point, "P", if we go to another island, I may not know the deeper concepts of that place, but if I'm partnering with somebody in that place, then we can really deliver a good program. So, uh, "I", I think like in the Olympics, they give people different, uh, measures for here's the stuff you got to know, and then here's the creative stuff you do, right. You get points for, for execution. So there may be different ways of rewarding people for their levels, right? Um,

Speaker 3 1:10:17

Like a golden level, silver and a something with different level,

Speaker 4 1:10:23

Just using the Hawaiian plant system or the animal system. Right. And keeping it consistent. But you might, you might get the, which is that's the vine that crawls on the sand, you just starting out. Right. So in the polo who we leveled, we got these guys, oh, now this guy, he's a Cooper Cooper, he's a Fern, he's a little taller. The Cooper Google award goes to, someone's been doing this for more than two years. Right. Then the five-year award might be the Ilima one, right. Or something. So you can basically begin to separate rather than making everybody compete for the same thing. But then you get people phasing and looking to get more knowledge, each time or knowledge, more skill. So that by the time you become a master developer or the master tour guide after twenty-five years, that becomes, you know, the core or whatever it is. Uh, but that way you're not measuring everybody off the same thing, because not everybody's equal. Right. Everyone's going to be recognized equally for whatever they're doing. There's a difference

Speaker 3 1:11:25

For differentiation based on different components to measure their performance. Right?

Speaker 3 1:11:32 Yeah.

Speaker 4 1:11:33

So, cause then now you have, now you have opportunities to incentivize at different levels. You can, you can **up-certify, you can add on that's where your mastership comes from**, but again, if you can have a way of measuring it and you don't have a goal to shoot for, why would I do it?

Challenges associated with existing program

Speaker 3 1:11:47

Yeah, that's correct. Okay. So anything else before we talk about a challenge? Okay. So "P", what do you think about a challenge, associated with this program?

Speaker 5 1:12:03

I think fun, actually, it's a challenge figuring out **who pays for it and how**, um, I think, you know, I liked what "R" was saying earlier about how it was, it was, um, handled by the state. And so companies were just paying their employees,

Speaker 5 1:12:17

for the hours they were working. Um, I, when I first came here, I looked into the program. It wasn't running at the time. Um, and I thought, oh boy, I'm gonna lay out a lot of money out of my pockets, but I can have this training. Um, now personally I'm pretty motivated to probably do that, but I think it's, that's a big ask for a lot of people. So I'd say, um, **funding is probably a big challenge**. Um,

已註解 [HW19]: Opportunities associated with this program:

- | Promote this program to bring more businesses to those certified tour guides,
- | Bring comprehensive knowledge to tour guide on different island,
- | Improve tour operators' expertise on different facets of state of Hawaii,
- | Possibly recognize key tour guide with official award,
- | Edify what a good trainer is by giving them a, uh, an award at the end of the year would help to do that,
- | Acknowledgment or recognition those certified tour guides,
- | To find a way for metric of success associated with these certified tour guides, and people can strive to improve themselves and be recognized by that,
 - o like in the Olympics, they give people different, uh, measures for here's the stuff you got to know, and then here's the creative stuff you do
 - o figure out different way to award people with different levels,
 - o So you can basically begin to separate rather than making everybody compete for the same thing. But then you get people phasing and looking to get more knowledge, each time or knowledge, more skill. So that by the time you become a master developer or the master tour guide after twenty-five years, that becomes, you know, the core or whatever it is
- | Through this program, we can educate visitors how to appreciate Hawaii as a unique tourism destination,
- | To promote certified tour guide service,
- | Up-certify based on different levels,
- | Functions of tour guide through this program,

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Speaker 5 1:12:47

You know, I, I guess, you know, again, um, **differentiating who would go into what category**, you know, if you did a separate category for customer service, for example, versus tour guide or, you know, kind of outlining different levels and everything could be pretty challenging and people figuring out which one they fit into.

Speaker 3 1:13:09

Okay. Thank you. Anything else?

Speaker 3 1:13:13

No. Okay. So "R", what do you think about a challenge?

Speaker 4 1:13:19

Uh, I just think the challenge is **keeping the information and content relevant**.

Speaker 4 1:13:25

Um, and I think making sure that

Speaker 4 1:13:30

People are, um, they integrity maintaining integrity of the content, as well as the delivery. It's all the same stuff. We pretty much talk about it's. How do you, uh, enforce it? I think that's the challenge.

Speaker 3 1:13:48 Uh, may I enforce? What

Speaker 4 1:13:50

Exactly? What are you going to enforce? I mean, if you're going to have, if we're going to make something mandatory, how do you enforce it? Right. So you go around asking the same way that we had the COVID band-aid or, you know, the vaccines. Are you going to go on and ask every single tour guide to demonstrate? And then what are you going to do if they don't have right. Or if I took it, but I don't know the content. So I think the challenge is how do you **enforce expectation**? I expect you to be able to do this. You need to come in and do a, uh,

Speaker 4 1:14:23

a demonstration or do you create, uh, what do you call those, um, secret shoppers, right? Somebody goes on the tour and, and listens to the person that says, you know, what, how do you know what the test is? You can study for a test that you don't know. Right. So I think that's the challenge. I think the challenge is **how do you maintain the quality of the experience without enforcing it or providing people, uh, something to strive for on a regular basis**, right? Is it how many words do you use? How quickly you deliver it? How many laughs, how many cries, right?

How many people come back? How many people leave? There's so many different things that you need to measure to say you are the ultimate guide. What is that? So that's the challenge. **It's challenges establishing our criteria for measurement**. What is that going to be? Otherwise, it's just going to be, I like him, you know, he was funny, uh, or, you know, he worked with shoes or, you know, that kind of stuff without the proper criteria.

You're trying to establish equality among equals.

Speaker 3 1:15:31

Mm. So criteria about an expectation about performance. Yeah, because content, why the contents we test it based on the multiple choice now, but how do we move from there to the measure of their delivery? Delivery is very subjective because

Speaker 4 1:15:51

I think "J" said earlier protocol, **if you don't have protocols and you don't have practices**, how do you measure the performance? Right. **They got to have some kind of principles. You live by those principles, but then you have the protocols**. Then you have the delivery of the practice itself. And all those things lead up to the performance. But performance has got to also be, um,

Speaker 4 1:16:19

I'm trying to think of the word right now, but it's proficiency. **Are you proficient?** Right. There's proficiency in, in that, **all this content, but you're not proficient in the delivery.** When you have three sites in a row, the bus is moving and you're still talking about the first site when you're down at the fifth site, that's not proficient. Right? Yeah. So you need to be able to say, we're just right now, we're passing the statue of prince school, ill, who was the first candidate to, you know, the first guy to go to Washington to see. And here's Dukan a local who was known as the

已註解 [HW20]: Challenges:

- | Who paid for training and certification expenses?
- | Funding,
- | Differentiation regarding who would into what category of training (level of knowledge VS different facet of employee in the travel industry),
- | Keeping information and content relevant,
- | Integrity of maintaining integrity of the contents as well as the delivery,
- | Enforcement expectation on people who got certifications,
- | how do you maintain the quality of the experience without enforcing it or providing people, uh, something to strive for on a regular basis,
- | Establish our criteria for measurement on certified tour guides' performance,
- | Principles → Clear protocols → Practices → Solid performance → Proficiency: Built into competence,
- | With all of these contents, certified guides need to be proficient in the delivery,
- | How to get those tour guide veterans going through this training and certification program?

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sheriff of Waikiki. And now on our left is the Gandhi statue and clean copy of money. You've got to be able to roll that if the bus is moving versus stopping the bus every single time and do that or whatever it's going to be. So I think there's levels of proficiency. **So you have protocols, practices, performance measures, and proficiency levels.** Right. All of those kinds of things need to be built in that is

Speaker 3 1:17:15 **Into the competence**

Speaker 4 1:17:17

And the competence. Right. Yeah.

Speaker 3 1:17:19

Okay. Got it. So anything else before we move on?

Values associated with existing program

Speaker 3 1:17:25

No. Okay. Next one. Okay. In your perspective, what are the value you see in current program? Yeah, "P".

Speaker 5 1:17:37

Um, I guess it's, you know, I, I think we've covered a lot of this maybe earlier, but I think that the value that I, I **found was it gave me something to focus in on during the pandemic,** instead of just letting my skills that you wrote or anything. Um, **it helped to reinforce the knowledge** that

Speaker 5 1:18:03

I was pretty sure I already had, but, um, it was great to hear and read more and, you know, talk about it and be asked to present it. Um, so I think that **I did feel like I had more, I don't know, legitimacy when I came back and was giving tours after I got certified.** Um, I did feel more comfortable in what I was presenting and how I was presenting it. So I do, I do think there's a value there. I think that the biggest value we could get out of a program would be just **having a sense of consistency that everyone who is out there giving tours and presenting this information has a consistency of knowledge and a base that they're building off of.** And that, yeah, there's not just people come and going out there and making up stories, you know?

Speaker 3 1:18:57

Okay. So **education and the knowledge and improve capability, consistency** will be the value you see in the current program, right?

Speaker 5 1:19:08 Yeah.

Speaker 3 1:19:09

Okay. Thank you, "R". What are the value you see in current program?

Speaker 4 1:19:15

Like I said, I haven't engaged in the program in a while, but I think the value is, as "P" says that there is a **consistent delivery or pool of information that people can go to.** Right. **And that, that information is up-to-date, that is politically correct, culturally appropriate.** I think that's important so that you don't have people, you know, giving erroneous or incorrect information. So I think there's value in that. I think that there's values themselves in terms of what values a person is **demonstrating in their practice in terms of the delivery of Aloha.** They're they're humble and they're processing their delivery. Uh, but at the same time they're working together with others. I mean, a law in the terms of the acronym that most people know you can go through all of that. But I think, uh, **the value of the program is if you have someone who's confident who is a host who can make somebody who's visited a visitor, feel comfortable where they're at,** and if the host is uncomfortable, they're not going to make the visitor company. So I think the value of the program is finding someone. **And I think you mentioned it earlier to say, um, you are in good hands with somebody who knows this place and that you're going to get accurate information**

Speaker 3 1:20:36

Like we can train tour guides to **deliver, the authentic experience** that visitors supposed to get here.

Speaker 4 1:20:49

Yeah. And again, you know, when you throw those words around too loosely. Yeah. I mean, it's, I've been done authentic commercial Louisville, right. And it's not necessarily, they got authentic songs in it, but we would never

已註解 [HW21]: Values in this program:

- | It helped to reinforce the knowledge,
- | Legitimacy to serve as a tour guide,
- | Consistent information and knowledge delivered by certified tour guides,
- | Education, knowledge, improved capability, and consistency,
- | Consistent delivery of pool of information that people can go to,
- | Information is up-to-date and it is politically correct, culturally appropriate,
- | Practices in terms of the delivery of Aloha,
- | Through this program, people who are confident to make visitors feel comfortable where they are at,
- | Being able to create an authentic experience by creating a safe space for people to be authentic,
- | Edutainment/provide full more experience,
- | Expect a better experience from a train, the guide. I can get the better experience by going to a place or a real estate agent rather than somebody else

do it on this night, on this day. So I think what's authentic is that when I'm delivering the content, it's real, it's coming from me and I'm not just memorizing something from the book. That's the authenticity is that, well, that guy that's just coming from this person, my, you know, so much information. Right. But they may have memorized it, but they've made it part of them. So authentically they're being real because our definition of authentic is what I do, whether you're here or not. Right. That's what I that's me. If I can be me, then the experience is going to be a much more authentic because I'm not putting on a performance.

Speaker 4 1:21:41

And I think that's, **there's value in being able to create an authentic experience by creating a safe space for people to be authentic.**

Speaker 3 1:21:50 Yeah. I agree with you.

Speaker 4 1:21:52 That makes sense.

Components that we should add, remove, revise, and so on in current program

Speaker 3 1:21:52

Yeah. So anything else? Okay. Thank you. So next one. Okay. Future about a certification program. Okay. So in that case, the first part I want to ask your inputs--for current component, for the component in existing program, to think of what should we keep for future program? I presented the current program, right. So beginning of our discussion, do you see, okay, do we want to keep everything or should we keep something and the tech over something like we say here? Yeah. Okay. "P", what do you think?

Speaker 5 1:22:41

Well, um, again, what I said before, I think that there should **definitely be plenty of practical application.** So, um, a lot of focus on **how to tell a story and how to present.** Um, I think that should be a big component on the, in the future, because yet again, we can, any of us can read the books, then we can read the handouts even. So how do you take that information and make it into a valuable presentation for your guests?

Speaker 5 1:23:19

Um, I think **that's the main thing to keep, I think also, you know, the cultural, the cultural education** also. I mean, I think, you know, a lot of we've all heard, um, like, like highway, right? So I think that, you know, uh, enforcing to people how to properly pronounce Hawaiian words and what different words mean besides just Aloha and Mahalo. Um, I think all of **that is very valuable to keep and keep reinforcing in our trainings.**

Speaker 3 1:23:51 Okay. Anything else?

Speaker 5 1:23:55

I guess that's it for me for now?

Speaker 3 1:23:58 Yeah. Thank you.

Speaker 4 1:24:01

No, I, **I would echo all those.** I think that felt important to keep, um, you, you definitely want to make sure that the **content is proper, that the pronunciation is good, that the timing is right.** There are a lot of things that are appropriate under one moon, but not another moon. So this notion of what's porno, um, there are times when you can talk about muck achy w when you don't want to talk about another time. Right. So I think there is that the natural time versus the artificial time forcing a topic. So I think there's understanding that keeping the content, but knowing when that content is appropriate and not just throwing everything in the book, because you got to talk to them and, you know, you want them to have full content. I think sometimes less is more. And it's just a matter of understanding. So I wouldn't take his stuff out. I would just help refine what's there so that people can deliver a much more, um, meaningful, uh, experience.

Speaker 3 1:24:58

Yeah. The content will be there, but the trend, the people will know what is probable time to use that when we should not talk about that, you know, to make sure, you know, we, they have a great experience in terms of enjoy Hawaii culture and.

已註解 [HW22]: Components to keep:

| Cultural educations, Add on components:

| Plenty of practical application,

| How to delivery contents and information,

| Appropriately use contents at right time and in the right place,

| Actively use contents to deliver experience,

| Need to have receipts to cook those contents provided by training program,

o Contents are ingredients and need to teach tour guide play as a chef to play some flavor in experience (based on the background of visitors),

| Using different technologies to delivery experience,

| Incorporate different technologies/methods in the training, Reinforcing:

| Cultural educations,

| So link information, knowledge with the audience to serve all these differently,

Speaker 4 1:25:18

Yeah, because what I remember from the content is that we had geology, we had geography, we had culture, we had all these things and you could read a whole page on, on how diamond ed was created. Right. But there's all this other stuff going on. If you're just talking to them about geology and how the, how the islands came up and you just pass 15 different sites that were culturally important, you kind of blew the opportunity. Right. So being able to read off what diamond is all about, why it was first called diamond head by the sailors. That's okay. If you have nothing, if you're at a stoplight, but once you start moving now you've got okay. On our right. The first aquarium, 1903 was here because of copy of any part to be able do all that. That's not because you memorize it in an order, you know, the content. So that while you've, oh, by the way, this world war one Memorial prior to that was this place that, you know, come on. That kind of stuff. That's the storytelling part. Right? So the value is having all the content, but again, you have to find the plus signs between it. So it adds up to something. Otherwise it's just a bunch of stuff, right?

Speaker 3 1:26:30

It's like a, you do the cooking, you have so many ingredients, but they depend on what kind of dish you want to cook. So probably for a dish, you just pour over something for another dish you just pour all of ingredients, something like that. It's like the content, **but the delivery will be the key,** but, you know, depending on how the, how do we train those people, you know, we have long way to go, right?

Speaker 4 1:26:51

Yeah. So you don't want to put too much spice in it. You know, they don't want it to be too hot too salty. Yeah. You have to be good with the ingredients, but I think there's a recipe. And I don't think that the training program has a recipe. It has content has ingredients, but in your you're relying on the chef to really kind of create some flavor in the experience. And that's, that's expecting a lot.

Speaker 3 1:27:17

Yeah. But we haven't given those people capability to create their recipe. We only provide ingredient. Right. So that the direction would be okay, how do we add something to improve, to cultivate their capability, to be the great chef in terms of cooking whole tour trip, right? Yeah.

Speaker 4 1:27:40

Yeah. And the same way that Noah tourist has a blue line, a yellow line and a red light. So there's certain things that you're going to say on those lines. So once you get past, you know, a couple of Hulu and you're going down to the water fountain, right? There's a number of things you can talk about. There, that's a package. That's the old Honda, that's the stuff that goes on inside that space. Right? So you can actually create that particular menu of items and say, here's the 10 things you can talk about between this point and that point. Right? And here's the ones you might want to emphasize, depending on who is, if you've got a group of veterans, you got to talk about, you know, the world, well, Memorial, but you've got a bunch of surfers. You can talk about queen surfing. You can talk about an editorial. So to know your customer well enough so that you're giving them information. I got a bunch of guys from Vegas, I'm going to tell him there was gambling here in Hawaii. It was right here on this part because we had a horse race here, right. And this was doing, you know, blah, blah, blah, or, and for your military guys, this used to be, uh, one of the first camps. And this can imagine all the tents of all the military guys out here in this part. Now you're drawing up, but that's not in the book. No, he doesn't see any of that. You got to know your information, but you gotta also know your audience.

Speaker 3 1:28:55

So link information, knowledge with the audience to serve all these differently. Yeah,

Speaker 4 1:29:02

That's right. Cause mostly it's just reading the book. They can read the book, just give them the book and then I'm going on the street.

Speaker 3 1:29:07 Yeah.

Totally agree with you.

Speaker 4 1:29:09

Yeah. Yeah. So our bias is to make that an experience.

Speaker 3 1:29:13

Okay. So anything want to add on these two parts before we move on? Okay.

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Speaker 4 1:29:19

The only thing I would offer I have been is because "J" said it is that the original books, there are a lot of pictures because that was the best way to deliver it. And then we went to, uh,

Speaker 4 1:29:31

uh, different kinds of delivery systems, right. Whiteboards to PowerPoint. Well, now you got video, right. So there's different ways of being able to convey the information perhaps quicker and longer. So the educational program itself isn't just static anymore. Right. So I'm not sure if they've integrated video into the new training online, but, um, there are ways that you can really enhance the experience now that we, we didn't have the opportunity to do before.

Speaker 3 1:30:03

I think of with technology, we do need update to multimedia training. You know, we can use virtual reality, something like that to can to help improve training

Speaker 4 1:30:18

Reality. Virtual reality. And you also have QR codes, which is the simplest thing. Now we just did the QR code as you're going down. And the information pops up, which is why I'm saying your guide is your edutainment opportunity. Otherwise I can do that with my phone. I don't need a guide. I can pretty much just hit the QR code and I can hear uncle Joel, come in and say, Hey, welcome to Waikiki. You know, when I was a kid, I did this and I got it right here. I'm hearing his voice. I don't need a guide at that point. Right. So you have to figure out what the guide is for. And that is as, as "P" saying, it's to provide you with a more full experience, right. If the absence of the actual host living there, that's from the Dukan, who's not here anymore, but you can still hear his voice if you want it.

Speaker 3 1:31:05

Yeah. That's the tricky part. Yeah. That's okay. So, Right now I want to see, How do we improve this program? Okay. So I provided some bullet point. So do we, uh, regarding those suggesting items, just to tell me, what do you think? So from "P", so should you go for optional or mandatory? Any bullet point you want to talk? Yeah. Just feel free share your thoughts with me. Yeah.

How to improve this program:

Speaker 5 1:31:46

Okay. You know what I did think that this, uh, designations based on different cultures or languages. I would expand that to say like nature, nature, knowledge. Like I can talk to you all day about call some of the culture and history here. But I mean, I can't really, um, I'm pretty weak on naming, like every single plant I see. I'm pretty good on the birds, but, um, so I would say, yeah, designations based on like a natural, um, knowledge, cultural knowledge. Yeah. Yeah. The different, different knowledge bases, um, would be pretty cool. Um, let's see here now I will say, I thought that our training was pretty thin on geology and nature. So I would like to see more of that in training, if, if this, if it's still the same as it was when I took it. Um, so definitely would update more subjects there then. I mean, we are the endangered species capital of the world. So I know that that's the moving target a bit, but I think those, those, um, you know, statistics on our are different animals, birds, that would be pretty interesting to learn more about. Um, I hadn't thought about this optional versus mandatory question, and

Speaker 5 1:33:13 I guess

Speaker 5 1:33:15

I'm a little torn because feel like if it's not mandatory, people won't do it. I think making it mandatory is the way to make it consistent and across the board, as opposed to just, you know, just the people who care. And I think a lot of people care, but there's just going to be a lot of people who want a shortcut. Um, so my thought would probably be mandatory, but I think one of the challenge going back to the challenges is how do you get the people who've been doing this now who've been operating tours for 20 years here, or five years even, or 10 years. Um, do they have to go through this program? Um, how do you deal with people who've been doing this for awhile?

Speaker 5 1:34:02

So those are kind of my thoughts on these different bullet points. Yeah. And I, we talked about the simple versus advanced. I do think a tiered system would be a good idea because I think that there are people who, if they're

已註解 [HW23]: Updates on training methods:

- | VR,
- | AR,
- | QR codes,

已註解 [HW24]: Suggestions to improve this program:

- | Designations based on different cultures or languages (nature, nature knowledge, culture, history),
 - | More training on geography and nature,
 - | Update more subjects in the training,
 - | Making it mandatory will be consistent and across the board,
 - | A tiered system will be a good idea,
 - | Mandatory for professional tour guide,
 - | Optional for people who wants to get knowledge,
 - | The official tour materials are different from what community know about itself, and tour guides will be needed to train delivery of those materials,
 - | Need to update training methodologies because people learned the materials differently,
 - | Different training methods for different tier of tour guides training,
-

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having brief guest interactions, probably don't need to go into the kind of depth that a tour guide needs.

Speaker 3 1:34:21

Yeah. I think **the simple and advanced, depending on subject and depending on how deep the material cover and which subject, and we should have differentiation on that.** Yeah. Okay. So anything else?

Speaker 5 1:34:35

Um, no, I guess those are, that's pretty much it on all these. Yeah.

Speaker 3 1:34:39

Okay. Thank you. What do you think?

Speaker 4 1:34:42

No, I'll echo everything that, uh, you know, "P" said, but I think you said it. And I used to say this in my class is three words. **It all depends.** Okay. Optional versus mandatory. It all depends. It depends on you will be for me **as a professional, then I think it should be mandatory.** However, if you're not doing it as a professional and we want you, we still want you to do good information. That's fine. Then you can do it. **So if somebody wants to take the class because they want to be educated, that's optional,** but they're not going to be in the tour guide industry. That's why, but if this is specific that it's tour guide, then you have to say, if you want to be compensated, if you want to do this, then it's mandatory. So it all depends, right? Yeah. Um, **if you plan to put them on a list and you want to be considered in the marketplace, but you don't want to be considered, then optional is one mandatory is the other in order to be considered.** So it depends on what, **what the measure is** from official versus he gets the same thing. All right. Um, who is the final arbiter of whether or not you go out and do this or not? I'm, I'm also the precautionary note is once again, you have practitioners and or community hosts who know their place better than anyone else. I'm not going to tell them. They can't tell people about the ope in their pond. When I don't know anything about the pond, right? So I have to be very careful. **The official tour materials is different from what the community knows about itself. So if you're going to deliver these materials, then you need to be trained in the delivery of this material.** But if you're pulling information from, um, history books that you remember, and you're going to put something together, who am I to tell you, right? But if you're going to go by this, then you have to do it this way. Then, then you have an official versus unofficial. That's how I would compartmentalize it.

Speaker 3 1:36:43 Yeah.

Speaker 4 1:36:46

You need to update it. I think you do **need to update the training methodologies because people learn differently today.** There's different ways of doing that. And I think there are simple and advanced delivery tools as well. If I'm doing it for a class of eighth graders is very different than me doing it for a bunch of educators who are coming in on a, a conference out of New York. So I think there's different levels. Here is a, a tier one trainer or a guide. Here's a tier three guy. I, I'm not going to put the tier three guide in with the kindergarteners. Cause he's going to talk over their head. He's just not trained for that. Right. **So it depends on who your audience is, what you want to deliver.** So there's a lot of conditions. I would say that to answer these questions properly.

Speaker 3 1:37:35

I think it depends on the context. Yeah. So far, you know, we just want to get idea to see what's the best direction. Yeah. But even though you choose one direction, doesn't mean we don't need to consider the context. So many factors, so many issues do need to consider, but you mentioned you and "P" mentioned a lot of important points for us to consider for future. Okay. So before I move to the next one, any questions? Any additional thoughts!?

Speaker 3 1:38:04

Okay. Thank you. So what would be future programs looks that I think you and "P" combined the input from previous sites could be a model prototype of future one because so many different directions, but I still need to ask, do you want to add something about a possible structure for future program?

What future program will look like?

Speaker 5 1:38:30

I mean, I'm not a professional educator necessarily, so I guess I would leave that to the experts personally. Um, no, and again, as we've just said, I think it's a combination of your **basic knowledge training, but really your presentation skills, training, communication skills training** are, you know, the two, two pronged.

已註解 [HW25]: •Combination of knowledge, presentation, and delivery,

- | Focus/emphasize delivery and communication skills,
 - | Stepwise certification (certificate parts rather than whole until you do it),
 - | Example: Kola poco, Hawaiian civic club does a glass bottom board experience,
 - | Several required pieces to be fully certified for certain geology areas/island (Oahu)(cutting this and sliver it, uh, cutting it, the slivers, rather than being an expert for all content),
 - | Broad coverage across different subjects VS. deep coverage on certain subject (geology, culture, and so on),
 - | Use **levels of expertise** to differentiate the trainers, the program, the delivery systems.
-

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Speaker 3 1:38:53

So I, let me summarize your inputs: **Knowledge, presentation, and delivery,** all three combined together. Why?

Speaker 5 1:39:01

Yeah. I think you need all of that to be, you know, and I think **teaching delivery and community communication and delivery presentation**, I guess is what we're calling it. That's a whole separate thing from the history of the Hawaiian islands. You know what I mean? That to me is an entirely separate,

Speaker 5 1:39:23 Um,

Speaker 5 1:39:27 Focus that needs.

Speaker 3 1:39:33 Okay.

Speaker 3 1:39:35 Anything else?

Speaker 3 1:39:38 Okay, "R", how about you?

Speaker 4 1:39:40

No, I was the same thing we probably provided to prospective future, but I would think kind of like a boy scout badge, right? You don't become something that you, but you've certain levels. So you've got to do the earth sciences, then you're going to do the social then you're going to do. And I think **there may be steps of certification**, right. Rather than all at one time. So that allows a person to really get into grade. So that one, one way that you could do it, that you're **certifying parts, not the whole until you do it**. So you're tokenizing it basically, right. **You're creating a token of cultural experiences. Um, and it may be that you do it by, by parts of the island**. We used to just not just Oahu or , but south coast, right. West coast Waikiki, um, break it down the way Manoa, uh, bus drivers do it. They have the yellow line and the blue line. So if you **get really good at the Waikiki group, then you get to Waikiki certified** and you get the, Mocha polka. It might be my mocha, right? So if you get trained by the local, you know, the content there, you can deliver the content in that. Moco because simply because I do a Waikiki to her, doesn't make me good in Wainai, I don't know anything about Wainai. So it depends on what my, so you've may actually incentivize a much more unified experience when you say, well, what do you know about why? And I, we certify you for wildlife and we certify you for Cola poco and certify you for Cola law. Why? Because there are groups that do this stuff in their own respective areas, the koala polka, Hawaiian civic club, they do a great glass bottom, uh, tour experience. You know, I don't know that anyone else could do it as well as they do, but have you been on that "P", if you have it, you should. It's, it's really a neat experience. **Cola poco, Hawaiian civic club does a glass bottom board experience.**

Speaker 5 1:41:41

Okay. Hold on. I'm going to write a note about that. Cause that sounds awesome.

Speaker 4 1:41:45

Yeah. My hell on cipher and their group, the colo colo polka Hawaiian civic club. **And so what they do is they actually do a tour from the ocean and they look back at the arena and then they talk about the, uh, in the Moku of Cola poco, but from the ocean.**

Speaker 3 1:42:03

That's the western side of this island, right?

Speaker 4 1:42:06

Yeah. Con Conaway error, state Barron.

Speaker 3 1:42:09 Oh, okay. Okay.

Speaker 4 1:42:10

All the way out to cool ranch.

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Speaker 3 1:42:12 I must.

Speaker 5 1:42:14

Okay. So I got to check these guys out

Speaker 4 1:42:16

From Kola poco, from cava Cola, all the way to all the way to Waimalo, which is Hawaii Kai. That's Kolo Poco. Right? So there's a lot of stuff there, but it's for the tour guides who are really good with what's going in Waikiki, they might not be so good on that part. Right. So that's one way that the future of the program could be is that I now have **five of the required, uh, pieces to be fully certified for Oahu.**

Speaker 4 1:42:51

geology only, right. Or hopefully the experiences. So I think there are ways of **cutting this and sliver it, uh, cutting it, the slivers, rather than being an expert for all content.**

Speaker 3 1:43:05

Not going to include everything it's just focused on specific area certification, then come by to get, it would be that one area.

Speaker 4 1:43:16

Yeah. Because that's a lot of information. **I mean, to talk about the cultural practices, I don't know that you can do that service well enough and also talk about the geology of the island**, wherever you are. Right. I made the fact that we have disciplines for that at the university, right. To expect a tour guide to deliver PhD material. Right. Cause that, that book, I mean, that's a lot of content. I know I had to rewrite it. So, you know, unless you're really drilling in, that's a lot to expect from somebody too. So they're going to be very selective about what they want to talk about. I've seen it happen. You can talk about everything that's in that book, right?

Speaker 3 1:43:59

Yeah. In a way kind of whatever we have covered are quite shallow, not the deep enough to go over those kind of things. I think that would be the concern for some people. They think it's not deep enough.

Speaker 4 1:44:14

Well, and that's my point. Right? **So it's what degree of expertise are you seeing you are receiving**, right? There's a generalist and the specialist. Yes. You have a specialist that talks about an area. Then you have a generalist that talks about everything. So I think that's **one way of perhaps differentiating the trainers, the program, the delivery systems. Levels of expertise.**

Summarized on the discussions today:

Speaker 3 1:44:42

Yeah. Okay. Thank you. So moving on. Okay. With all the things we discussed today, suppose you have one minute to talk with the one who is in charge the program. What would you say to save out this program? You know, just a one minute. Okay. "P", what do you think?

Speaker 3 1:45:10

There's no wrong answer. You know, just how it's like summarize it. Okay. We talk about so many issues, right!?. So right now, what pop up in your mind about this program? When you say.....

Speaker 5 1:45:26

I would say this is an **incredibly important program that we need to take a lot of care with in developing so that we do have a reputation.** I'm not just

Speaker 5 1:45:42

here in Hawaii, but I mean **around the world, around the United States, that we have amazing tour guides here**, that this industry has a lot of thought and care put into it. And that, um, it's, it's going to be really worth your while to book a tour and go on tours rather than just hanging out on the beach or whatever. Um, so I think that **running a program that shows a lot of consistency and really develops people, both knowledge and skills in this.**

Speaker 5 1:46:20

已註解 [HW26]: •Incredibly important program and we need to take a lot of care with in developing this program; then, we do have reputation of having amazing tour guides here,
| Running a program that shows a lot of consistency and it really develops people in terms of their knowledges and skills,
| It is valuable and it needs to be genuine right, maintained, supported, and marketed.

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I guess that's about a minute longer.

Speaker 3 1:46:24

Okay, great. Thank you, "R". What about you?

Speaker 4 1:46:28

Uh, I, I don't know. I think if I did everything I said in the last hour and try to put it into a minute, right. It's basically, they said this **is valuable. It needs to be maintained. It needs to be supported. It needs to be marketed. Uh, and it needs to be genuine right.**

Speaker 3 1:46:50

Less than one minute. Great summary. Thank you.

The most important about discussions tonight:

Speaker 3 1:46:56

Okay. What to you is the most important about discussions tonight?

Speaker 5 1:47:04

The most important thing about this class?

Speaker 3 1:47:07

No. About whatever we just discuss.

Speaker 5 1:47:14 Um,

Speaker 5 1:47:17 I guess, gosh,

Speaker 5 1:47:21 no. Um,

Speaker 5 1:47:25

I think having it be **accessible and universal is the most important thing.** I think giving anyone in this industry, the opportunity to be able to be certified is the most important thing.

Speaker 3 1:47:39 Okay. Thank you, "R".

Speaker 4 1:47:43

Yeah. I think it needed **to be practical,**

Speaker 3 1:47:45 Practical,

Speaker 4 1:47:48 **Practical, and relevant.**

Speaker 4 1:47:53 It's not relevant.

Speaker 4 1:47:55

is going over people's heads right

Speaker 4 1:48:03

back people to remember information, that's not going to be relevant. Take it out. I know there's some content in there that gets really, really deep, right?

Speaker 4 1:48:15

The Genesis names of every fish, every bird, every plant. Is that really what we want in there? Are we just saying

已註解 [HW27]: •Accessible and universal,

| Need to be practical and relevant,

□

there's a, there's a series of animals, you know, and here's an example of the Hawaiian names where that would happen to be the scientific names of it too. Isn't that interesting, but you don't have to have a list of 50 fish. I'm never going to talk about 50 fish fled, only eat five. Right. All I need to do is say the one that's on the menu. That's the name I need to understand. Right. Okay.

Speaker 3 1:48:46 So

Speaker 4 1:48:46 I

Speaker 3 1:48:47 Mahimahi

Speaker 4 1:48:49

Taste good order that right. Make it relevant versus, you know,

Speaker 4 1:48:56 not relevant.

Speaker 3 1:48:58

Okay. Thank you. Okay. And before I conclude this discussion, have we missed anything?

Speaker 3 1:49:09 I think I got

Speaker 3 1:49:15

a lot from you. See, you know, because this is second one. Right. And the first one actually covered different perspectives on this subject. So, uh, whatever we discuss today, actually we barely recover in the first one. So it's total new, new learning for me. So, but before I conclude it, do we miss anything, I don't think so. Right.

Speaker 4 1:49:38

Okay. The only thing I would say Ivan, is that when you say professional, that suggests getting paid, right?

Speaker 3 1:49:48 Yes.

Speaker 4 1:49:49

There's a fee. What are the fees for that one too, to take the core, but then also to deliver the course. One of the things that we find for as, as a culture practitioner is how much you charge, right? So the fact of the matter is you have the same people going through the same course, but their tours made the cost significantly different. And that's a, that's a matter of, of doing their own business. But how does a customer know whether or not they're getting value for their experience? Right. And so, I don't know, I don't know that we can control that, but we do have some kind of controls about what people expect. You should be able to say the cab ride from the airport to Waikiki. Sheraton is 25 bucks. Right? If you get charged 50, you got ripped off. Same idea. If you're going to see it's a professional guide program, do we want to standardize it? Or do we give everybody free market opportunity is in free market. It's not mandatory. Right? So you have to be careful of what it is you want to do, but we haven't talked about that. How do you price things and how do you value it? And because since I've now taken this course, I should be able to price myself higher than the guy who didn't take the course. Right?

Speaker 3 1:51:10

Yeah. That's the big open ended question because that's,

Speaker 4 1:51:14

That's a professional, right? Yeah. I mean, I paid a specialist because I'm paying for his, his medical degree versus the guy who's a traditional healer. I'm not paying him for his degree. I think him for his time, right there, it's, it's knowing what I'm paying for. If you're going into this as a profession at all, then I think we need to start looking at what does that mean in terms of compensation, uh, remote remuneration or rewards. So that's the one thing we've never talked about

Speaker 3 1:51:46

Based on my conversation with Naha and HTA. I think the, the rough idea is okay, if we put this one into the

已註解 [HW28]: Other thoughts:

- | Professional means that they get paid!?
- o How do we decide how much charge on visitors? How do we price service provided by certificated tour guide? o Do we standardize the fees charge by professional tour guides? VS. Free market mechanism!?
- o How do we measure the value associated with service provided by certified tour guide?
- | Enforcement,
- | Expectation about service received by certificated tour guides,
- | Integrity of instructors who deliver in the teaching,

1966 24

mandatory, so probably we can force or encourage people to take the tour with that professional tour and the tour guide can charge more on that tour service. Yeah. But ideas only because they want add value to whoever got this kind of certification, because if no financial benefit to why bother me to go through so many different level of certification. Why just, I love this land, but doesn't mean I have so much time to go through each one different, right!? So they want to add financial incentive. Yeah.

Speaker 4 1:52:38

Well, that's my thing. If you compare it to other certifications in the state, you're going to say, it's going to be mandatory. It's going to be official is going to be driven. Enforcement is important, our criteria. So right now, when somebody comes to my house, he's a handyman, he fixes doors. He's not a contractor. If he comes in, he says a contractor, I need to see his contractor's license because he's going to charge me a lot more than the handyman. Right. But I'm not going to say that nobody can carry a hammer and fix my door because he's not certified. So the precautionary note is that you have people who will not achieve a certain level. If you're going to achieve a certain level where your financing begets change, then there should be some expectation. You know, are you practicing law or are you not practicing law? Right. Same thing. Are you practicing tourism profession or are you just a, you know, a guy that knows history?

Speaker 3 1:53:31

Yeah. I think that should link to the expectation about a different level. So let's add another thing we should study, you know, further. Yeah.

Speaker 4 1:53:42

Yeah. You asked me earlier, right. Or asked this early, where's the value. I think that's the value that I can expect a better experience from a train, the guide. I can get the better experience by going to a place or a real estate agent rather than somebody else. Every industry says that you get a better experience. You get better information from those of us who have been certified as realtors than someone who's not.

Speaker 3 1:54:07 Yes. Right. That's right.

Speaker 4 1:54:08

Better experience with a train guide versus someone who's not that's the distinction.

Speaker 4 1:54:15

So I think if we've missed anything, is, is saying what that is and being able to measure that value. Why would I spend that much time going through a course like this, if I'm going to be compared to everybody else the same way

Speaker 3 1:54:31

And we are going nowhere.

Speaker 4 1:54:33

That's right. Yeah. Yeah. And there's no way for me to, to be measured. Even for myself, I just took this course. Nobody else knows. I'm telling them this information. So why bother right now? I got the course I can charge 50 bucks more. Right. And I don't even have to do it because nobody's really paying attention.

Speaker 3 1:54:55 Yeah.

Speaker 4 1:54:56 There's no enforcement,

Speaker 3 1:54:58

Although we agree with you. Okay.

Speaker 4 1:55:01 So

Speaker 3 1:55:02

Thank you so much spent the time to talk with about this program. You know, I really appreciate the input from all of you. Okay. So if you have any afterwards question, comment or suggestion you want to share with me, just feel free to email me. Okay. Here's my email address. So before, okay. I promise, okay. You know, you will get some

已註解 [HW29]: Final thoughts on the value of this program.

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kind of gift certificate, but the fiscal officers say, okay, right now, according to IRS, I need to get sensitive information like your social security care number before I give you the gift certificate. So I will talk with fiscal officer, see what kind of information, their asks, right. Then I will email you if you are okay with that, we will keep your record into a safe place. You know? So, you know, I can process gift certificate as a small token to show my appreciation to your participations. Appreciate your contribution today. Okay, Yeah. So any final thoughts? No, thank you so much for your participation today. Hopefully we can move this program to a better place based on the input day. Yeah.

Speaker 6 1:56:16 Hello?

Speaker 3 1:56:17 Yes.

Speaker 6 1:56:18

Hey, I just wanted to say something I've been listening. Sorry. I didn't know. There was a gift certificate. It's okay. If I, if I don't get that.

Speaker 3 1:56:25

Well, I thought that we thought you are busy with something you need to leave earlier. Yeah. Okay.

Speaker 6 1:56:30

Yeah. But, but I, I do want to say something that I think is really important. It's really simple too. I think that any instructor teaching this course should tell all the students, if, if they don't know something, it's okay to say, I don't know that, or I'm not sure. Or now's not the time to deliver that information or let me get you a resource and get back to you later. Or someone who's more trained. It's a really very simple, but I think in our culture today, it's a bigger, philosophical issue is that people are taught to act confident all the time and, uh, to present. And that leads to the guides, making up stories and talking about things they don't know about. And, uh, I always feel comfortable telling people if I don't know, or I only know part of the story and

Speaker 6 1:57:16

sharing what I don't know anyway, that's about it.

Speaker 3 1:57:19

Okay. So, okay. Instructors should know whatever they are talking about when they deliver this kind of training.

Speaker 6 1:57:27

No, no. Yeah. But they should, they should tell the students that when they're doing their tours, of course, the guests want to know that, feel that the guide knows everything and they're getting their money's worth. But sometimes people don't know things that they don't remember something, or it's not,

Speaker 3 1:57:43

Don't make up story! Just to say, I'm coming back to you with the more resource, something like that

Speaker 6 1:57:48

And normalize that, um, they should keep, if they didn't know something, go home and learn it and study it. But, um, normalize that if you don't know it, it's extremely important to just say, I don't actually don't know the answer to that. And there's a way of saying that that doesn't sound unprofessional. That sounds genuine. Backed authenticity sounds authentic to who you are.

Speaker 3 1:58:13

I understand what you say because I bumped into that situation in the classroom. So I know, you know, you don't pretend that, you know, everything. Yeah. If I don't know the answer, I would say, let me get back to you later. Yeah. Because it's honest way for us to communicate whatever knowledge. Yeah. Okay. So anything else, if not, thank you so much. And I wish you have wonderful evening, and, uh, you know, hopefully, you know, we can move this program to a better place and I will contact you later. Thank you.

Speaker 4 1:58:51

Thanks.

Speaker 3 1:58:52

Nice to meet you. Nice to meet you.

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Transcripts of Third Focus Group Study

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User Upload 2022-03-24 07:13

Host Ivan Wen

Workspace NaHHA Grant

Length 1:54:45

Start Time 5:03 AM on Mar 24, 2022

Exported 7:03 AM on Mar 24, 2022

Highlights 0

Recording Link <https://grain.co/recordings/9eb76384-b024-4bb5-9477-98bd3f7cfd68>

Participants

Transcription

Yeah.

Speaker 2 0:20

Oh, I share a screen. So you cannot see the screen and the PowerPoint file?

Speaker 3 0:26

Um, it's just showing black to me. So

Speaker 3 0:30

I said that I'm says I'm viewing your screen, but, um, it's just black.

Speaker 2 0:37

Sorry.

Speaker 3 0:38

Yeah. That's okay. Could be my end. I don't know.

Speaker 2 0:43

Uh, hold on.

Speaker 2 0:46

Can you see it? No

Speaker 2 0:52

Did you see this one?

Speaker 3 1:07

There we go.

Speaker 2 1:08

Okay, great. Okay. Let's wait for a couple of minutes. Yeah.

Speaker 1 1:15

Okay.

Speaker 3 1:33

Are you with the university?

Speaker 2 1:36

Yeah. I'm with the UH Manoa TIM school.

Speaker 3 1:40

Yeah. Okay.

Speaker 3

It's still called the Tim's school or is it got folded into the business school. Yeah.

Speaker 2 1:47

We still call it TIM school, although we are being merged, but I think the Dean of Shidler College of Business really support us. So, you know, right now, even though we are being merged in college of business, I think everybody still feel positive about the future.

Speaker 3 2:07

Yeah.

Speaker 2 2:09

I think it's leadership. It's very important.

Speaker 2 2:19

Okay. I think it may be, we can start because last time, uh, even though we have few people to register with this discussion, we almost run out two hours. Okay. Because I think the number of participants is not the concern because a lot of times people have a lot of thoughts. So I want to say first of all. Good evening everyone, thanks for everybody spending time to join us. today we are going to talk about certification for Hawaii professional tour guide program. So next one I will be giving you a basic instruction about myself. Okay. My name is Ivan Wen. I'm the moderator for today's section and rhino. I'm with UH Manoa. I'm an associate professor there. Okay. I got my BA in 1999, MBA in 2002, then PhD in 2006. Right after I graduate from UNLV and I moved to here, started my career. As you can see, I joined in school in 2006. It's my 16 years here. So before I came to U S study, I was a certified tour guide in Taiwan and also an assistant manager in hotel industry. So in the future, if you want to reach me, just feel free to drop a email or call me, you know, we can discuss, we can share some thoughts. Okay. So right here,

Speaker 2 3:56

not sure. I think I sent a reminder email to everybody this afternoon to attach a handout about the current certification program. Right!? But if you didn't have time to read it, it uh, let's okay. I will go over a brief overview about the program, but first I want to give you the background about this project. The reason NaHHA, HTA, and state government want to do this project, because according their destination management action plan, they figured out the majority of stakeholder really value that we should have an official state-wide tour guide certification program in our state, but they want to do a project to know, what's functions, what's values about the current program. And also they want to do a comprehensive study about how does everybody perceive this program? What are possible strengths and weakness about this kind of program after we done. And they want to get idea from different category of a stakeholder because the people have different inputs, they have different situations. How can we move the program to a better place? And how can we create a better tour guide certification program eventually use the everybody's input to create a new program, to get the buy-in about the of idea that we should have official program. That's the background of this project.

Speaker 2 5:21

So moving on, let me go over objective of this project. So the whole project includes six objectives, the first one asked me to do research and do the research to research about every country, about every destination to find out so they have this kind of certification program? official or unofficial how do they proceed to this one and what are their programs? What are procedure. Then I already done this one, but before we send survey to key stakeholders in the state, they asked me to do three focus group study with the key representatives from different sector in a travel industry. So use input as foundation to create a survey. And after this one, I need to do an analysis to figure out, okay, what are majority think about a strength, weakness, opportunity, and threat about this program and see any possibility or acceptance to get like an advanced tier program. Something like that. Eventually that report, we provided some kind of recommendation to NaHHA, HTA, and state government. Okay, let's go over this project.

So moving along here, let me briefly introduce the current certification for Hawaii professional tour guide program. So even though some people didn't take this program before, they still have idea about what is the program looks like. Okay. So currently the programs developed by KCC and Hawaii State Tourism Training Council in 1993 by cooperating with two-party. They figured out: professional tour guy should have a required knowledge, skill competences they designed in the training program. So in that case, the certification program is good for two years, right now up completed two years. Candidate can choose to go for re-certified or not. If they want to re-certify it, they just need to provide evidence of a continued employment or ownership or licensed tour company, but they are not required to take courses or trainings again. So in order to pursue certification, one must provide a proof of verification of current employment and also documentation or documents showed ownership of a licensing company. So in any case, the whole training covers following subjects: introduction about service industry in Hawaii, serving the global customer, also Aloha spirit and the foundation of Hawaii, communicate with input and

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know your island, okay. Those are subjects covered in the training. So in any case, they have a module to cover different subjects.

Speaker 2 8:16

And after the participant finish those subjects, they need to go for certification exam. So in that case, after every participants finish those courses and they expected they have those learning competences. Program learning outcomes include: like how to be ambassador of Aloha and apply for professional standard when they managed customer service. And also how to incorporate a service principle with the Aloha hospitality that is fridge eventually hope. They think whoever went through the program, they should be fulfilled those learning outcomes. In that case, talk about a certification exam in order to get a certification for Hawaii professional tour guide, one must successfully completed two parts exams score minimum 75%. The first part is knowledge exam to test subject on a professional standard for Hawaii ambassador of Aloha, and also Hawaii history, language and culture, the final is the importance of Ho'okipa and its relationship to Hawaii visitor industry. That's the first part of exam. So moving on the second part, It's about a practice about scenario play. So in any case, people need to design a customized tour based on customer preference and island specific interests, attraction, and also they need a demonstrate cultural sensitivity and appropriate response in serving global customer base. Finally deliver factual and respectful information about Hawaii history, culture, language, using the learning communication skills from the training to the visitor in the training. Okay. So before we jump to a discuss, okay, I want to say thank you for joining us, spending time to talk about to this section. The reason you got invited, because NaHHA gave me a list and you are a key representative from different sector in the industry in the state. Your inputs are very valuable to us. So we thought, how do we revise program? How do we keep good thing about a program to make a strong program? Okay. So as you can see, I, I am recording the whole discussion because I don't want to miss anything you talk because everything talks here is very helpful, but don't worry about, I won't include a name. Okay. The report will include your opinion. So just feel free to share whatever you think, even though your ideas are different from other people, they only reflect different points of view to every input are welcome. So before we jump on, okay, tonight we are using the first name basis. Okay. And, um, before we start, okay, how about we introduce each other? Okay. Your first name and your industry background so people can know. Okay. How do we, you know, discuss from there? Okay. How about we start from "R"? Yeah.

Speaker 2 11:40

Oh, you mute yourself. Sorry.

Speaker 3 11:46

Yeah, there we go. Hello, "R". Hawaii forest and trail. I started life or some trial, in 1993. Um, I know "J". Um, and, uh, so yeah, they've been doing interpretive to natural history tours on Hawaii island for almost 30 years.

Speaker 2 12:07

Okay. Thank you. How about "K.", do I pronounce your name right?

Speaker 2 12:19

I think, yeah, he cannot hear me. How about?

Speaker 4 12:23

Yeah. Can you hear me?

Speaker 2 12:25

Yeah. Okay. How do you pronounce your name? sorry.

Speaker 2 12:30

Okay. Okay. So can you tell us your industry background?

Speaker 4 12:36

Um, so I work with Hawaii land trust, uh, over in Waihe'e in Maui. Uh, we have a preserve. So basically what we do is we have, uh, when visitors come down, we try to get them to volunteer on the land to give back, um, instead of just coming here and, you know, um, having their stay at the hotel to be more interactive giving back kind of situation that we try to promote and more of an awareness of the host culture in this, in the islands.

Speaker 2 13:08

Okay. Okay. Thank you. How about "J"?

Speaker 5 13:19

Um, I am, uh, "J". I'm currently with, um, fish and wildlife service, Kilauea Point National Wildlife Refuge.

3

I'm the visitor services manager for the program, therefore, um, interpretation, volunteer interpretation. Um, we host, uh, tour drivers to be able to conduct tours on the refuge, um, and uh, yeah,

Speaker 5 13:56

This place. And then we also work with, um, Hawaii island land trust, um, at Kahili, so right on.

Speaker 2 14:04

Thank you. Okay. It's good to have here, everybody are welcome here. Okay. So the first thing I want, I would like to hear your thought. Okay. What do you think about this program and what do you like about this program? What do you don't like about this program? So how about "R"? What do you think? Yeah.

Perceptions toward the program

Speaker 3 14:29

Um, well, I, honestly, I, when I first started my company, uh, the first certification and, you know, the first generation of the certification program had just started.

Speaker 3 14:42

And, um, I came into tourism, um, in the background as a naturalist stand, uh, uh, being a student of interpretive communication. Uh, so my, my company was, is basically, uh, you know, uh, the foundation of our, of everything we do is from an interpretive perspective and interpretive outcomes. So as I look at the program, um, I didn't see it. Uh, I did see it doing a couple of things. I didn't see it actually doing anything more than we could do as a company, as far as giving, uh, depth and breadth of, of training that was needed for us to accomplish our goals and our mission through what we were doing. Um, and then secondly, I didn't really see any recognition of the program that by doing it and committing to it, um, spending the resources to, you know, have guides do that, uh, go through that program, that it would benefit us anyway way because there was no, you know, there was nothing in the marketplace, uh, that, you know,

Speaker 3 15:54

talked about that there was a guide, you know, guide certification, uh, professional guide certification in Hawaii. And I, um, so, uh, so that was,

Speaker 3 16:06

and I followed it a little bit as it kinda went through different direction, but honestly, frankly, I, I just really, haven't spent a lot of time with it, looking at it further. Um, we do a lot of, uh, we, we have our own training program that we do with our guides. It's, it's fairly rigorous, uh, for a tour company. And, uh, um, we do a lot of interpretive training and a lot of, in a lot of continuing education within our company. Uh, you know, there's kind of a collegial, um, uh, uh, you know, continue to just learning, you know, in our, in our company, as far as, especially, especially the natural history of oil and I speak natural history, you know, not separate natural cultural, uh, and then, but then also a big part of our, our, our program is about what it is it's happening on tour and what we want to have happen about connecting our visitors to the, you know, helping them form their own connections to the resources that we're visiting. Um, and brining out of that. So, um, so I, I didn't see the program doing that. Um, what I like about this new program is much more rigorous. It seems. And it also is, is isn't, um, there's a lot less, um, you know, factual, the original program dealt a lot in, and basically kind of facts, you know, and having, whereas this one is much more about professional. Uh, what currently, you know, there's, there's a lot of good things ended about professionalism, Hawaiian values, um, what will keep are all really important, um, things that I think could bring value to us. So, uh, what I don't like about the program is, uh,

Speaker 3 17:54

there's not any, I don't see, uh, I know HTA is behind it. The TIM school, you know, have been provided by KCC for years, but as far as from a state, you know, like if you go to other, I travel a lot and, uh, I'll use guides depending on where I'm going. And so I've been to Europe many times and you know, their, their level of guide professionals and certification, you know, when you have a certified guide there that they're, they're professional very competent and it's put out there, you, that's something that a lot of places you go into, you can't go into, you know, some of these sites without having a guide. Uh, and those, and only, only professional sort of guides are there. So I don't see the support of the infrastructure of what the industry in supporting, you know, the value of the certification program.

Speaker 2 18:48

Uh, let me clarify. So that's something you think we can improve? Could it be okay right now, it's not really back up by government, have some kinds of infrastructure to enforce or to be more official recognition, some like that

已註解 [HW1]: Don't like about First Generation of program:

- | Depth and breadth of training are not solid,
- | No recognition of this program,
- | No reference on the resource available for prospective tour guide,
- | Weak market awareness regarding this program,
- | Training is not connecting visitors to the resources and what happening there,

Like about the new program:

- | More rigorous,
- | More about professional perspective than original program,
- | Address professionalism and Hawaiian values,
- | Address Hawaii culture on the training,
- | Address knowledge about the place,
- | Have certifications in term of professionalism,
- | Good start,
- | Education for tour guide to understand the host culture,
- | Learn a lot from this program,

□

Don't like about this program:

- | Enforcement on rigorous tour guide management program,
- | Protocol to enforce management of professional tour guide in this state (no infrastructure behind the implementation of professional tour guide management program)
- | Weak value of the certification program,
- | Unclear procedure for re-certification process (Undoable qualification of employee proof related to a certificated tour company),
- | Weak incentives for people to go through this program,
- | Unclear about how to renew the program/certification,
- | History parts are not well covered in recent training,
- | Time management in teaching in the training,

- | Did not cover other islands,
 - | Materials in the training do not match with the materials in the exam,
 - | Who is accountable for what being said/taught in the training?
 - | Perception and no standards,
 - | Cooperation between training council and KCC are not up to par,
 - | No minimum standards,
 - | No recognition on this certificate,
 - | there's a breadth and a depth of information that a good tour guide to have as a professional for professional,
 - | one of the things that happens with certification programs that, you know, uh, focus a lot on information, factual information, as far as that stuff that, you know, should be recited in it you're to be reciting is the fact that, um, uh, you can't even begin to scratch the surface of what needs to happen (No extensive references available for professional tour guide to dig in),
 - | Need to be more semantic,
 - | how to go to sources and find sources and what the three kinds of sources are, you know, for information.
-

4

right?

Speaker 3 19:05

Yeah. Correct. And then the other thing, so, you know, one of the things is, um, in, in there you talk about that, um, you know, for recertification, you have to prove that you're working for a licensed tour company, or you own a license or company, but **there's no licensing the tour companies in Hawaii**. Right. We have to have, if we're transporting people, we have to have a PUC license. We have to have a business license, of course, excise tax license, but there's no specific license to be like a, you know, a tour company. So I'm not really sure what that, um, when you say constitutes a licensed tour company, **what is a licensed tour company in Hawaii? What does that mean?**

Speaker 2 19:44

I think if any part of business interact with the visitors, like this kind of company. Although right now we can see that is a loophole, you know, because there's no protocol, the clear protocols say, okay, how do we enforce that procedure? I think that's the purpose, the NaHHA, HTA, and State government want to see what's the future about this one? Because like you say, we do have a strong foundation about this program, but how do we make it better? Okay. Everybody buy-in the program, okay. This is program and we can help people to certify to get the value and also to improve the local community's perception about tourism because right now people think about the, we are overcrowded with tourists. Right. So I think that's the idea. How do we move from here? Yeah. Okay. So anything else before I move to a next participant?

Speaker 3 20:42

I think that's enough for now. I'll probably have some other comments as we move

Speaker 2 20:47

Actually, we have a lot of issues in the following discussions, so don't worry about it. Okay. Thank you,

Speaker 2 20:55

“J”.

Speaker 5 20:59

Yeah. So a lot of the, um, you know, the things that “R” mentioned are definitely things that I was thinking about. Um, I would like to also add, um, that, um, you know, it, it's kind of a, we need to think about this **from a larger perspective in terms of, um, employees and people who do work for the industry**. Um, I know there's a lack of workers all across the board and a lot of that is tied to lack of housing. Um, I don't know how, you know, how relative that is to oh, or relevant that is to, you know, big island. But I think that that's the case on, um, on definitely on Kauai, Maui and Oahu too. Um, so I think there's a really, uh, a greater approach that we need to think about, um, when it comes to how we want to require, um, employers or employees to have this certification, in addition to all the things that “R” was talking about. Cause that was kind of one of my first things that I hit on was like, wow. Um, why would anyone have **any incentives to participate in this program when there's really no support for it? There's no recognition for it**. Um, that's, that was my initial. Um,

Speaker 5 22:25

I thought,

Speaker 2 22:27

How do you feel, do you like about his program?

Speaker 5 22:32

I definitely liked the idea that if, you know, um, supports all of the, the things that were hit on the culture, you know, the, **the knowledge of place**, um, you know, having, having certification in terms of your professionalism, um, and, and understanding, um, how to make those connections with the splits with our resources. Um, if, if those are things that are required in order to get the certification, I fully support that. Um, and I liked the idea that there's a **greater effort being made to try to, um, gather support, um, to try to create a stronger program. Uh, I'm kind of hoping that that's what this is**, you know, this is what the purpose of this is for

Speaker 2 23:26

The purpose of program is great. But although right now we didn't see bring more value to whoever goes through this kind of certification program. Right. So that is the idea we want to get. Yeah. We will discuss more about how do we create more incentive value after we go to through those issues. So do you want to add something before we move to the next participant? Okay.

已註解 [HW2]: Continued from do not like about the program:

- | Lack of instruction on how to go to sources and find sources and what the three kinds of sources are, you know, for information,
 - | Program should focus on how do we train guides, um, tour guides to be continual students and to understand, you know, authenticity and good research, good delivery, good communication skills,
 - | it's seen as people learning information that they're going to regurgitate (without truly understanding those information) back out on tour, and by having that information that makes them, you know, a professional tour guide
-

已註解 [HW3]: Concerns:

- | Lack of workers,
 - | Lack of housings,
 - | If this program is not mandatory, how does it benefit people who basically went through it? (No benefit or value),
 - | How does it help them with their business and what is the benefit of going through this program?
 - | Training methods or approach might not fit with trainees' need,
 - | Not buy-in by tour guides (only sell to tour bus drivers),
 - | Time are luxury for those seasoned tour guide to spend on training for basic stuff,
-

已註解 [HW4]:

Speaker 2 23:55

Thank you. Can you tell us, what do you think about the program? What do you like? What don't you like about this program?

Speaker 2 24:07

Uh, I think he cannot hear me.

Speaker 4 24:10

No, I can, sorry. I just have to switch to my speaker.

Speaker 2 24:14

Sorry. Okay. So can you tell us, what do you think about this program? What do you like and what don't you like about the program?

Speaker 4 24:22

Um, well, what I think about the program, um, I think it's a pretty good step forward, I guess, to kind of help with the education of guides so that they understand the host culture that we have here. Um, but I mean, to my understanding, it's not really required. Is that correct? To have the certification?

Speaker 2 24:47

Yes. It's not the mandatory.

Speaker 4 24:50

Yeah. So for, uh, my, my question, another question I have too, is that, um, how is this program gonna benefit, uh, these, the our guides basically for doing this? You know what I mean? How does it help them with their business and what is the benefit of going through this program?

Speaker 2 25:13

Well, I totally agree with you. I think that's the purpose of this project because they want to see, okay, how can we bring more value to whoever goes through this certification program, whoever got a certificate and the, should we call for mandatory in the future? Something like that. Because right now like I say, you asked me is it required?

No, it's not required. It's not a mandatory, but it was not a mandatory and believe me okay. Where I come from in my country, in Taiwan before, if you want work in a tourism industry, you must have a certification. Otherwise you cannot be in that part. Yeah. So I think as a, you mentioned important part. Okay. If it's not required, why bother people to go through, unless they just want to learn some culture, Hawaii culture, history, something like that, right? Yeah.

Speaker 2 26:11

Do you have anything else to add?

Speaker 4 26:15

Uh, yeah. I mean, well, what I like about the program is that, like I said, it's a step to kind of helping, um, guides become more, have more knowledge about Hawaiian culture and the protocols and the history of the, the islands and what not. Um, an example is before I started working with wetland trust, I worked with a tour company. We did a canoe tours and kayak guides out on the ocean. Um, so my, my owner kind of went out of his way to make sure that the guides know, at least a piece of the,

Speaker 4 26:51

I guess at least a basic knowledge of Hawaiian culture when they came here. So I thought that was pretty cool. And then

Speaker 4 27:02

I just, for me, I guess what I don't like about the program is the fact that I don't see how it by having, I understand the purpose.

Speaker 6 27:12

I

Speaker 6 27:14

know one of the floor.

Speaker 4 27:20

Yeah. I understand the purpose of educating guides and make sure they know what the host culture and what it's all about. But what I don't like about the program is that I don't feel that it really benefits

Speaker 4 27:34

a company or a tour company by having the certificate. I think if there's a significant benefit to having this program implemented into their company, they should have some kind of benefit for it. So that's kind of the only thing I don't really think is

Speaker 2 27:54

Okay.

Speaker 2 27:56

Got it. Yeah. And didn't see the value and didn't see the benefit to get this kind of certification. Yeah. Okay. So next one. How about the, uh, "K"? Can you hear us?

Speaker 2 28:17

Yeah. Okay. Okay.

Speaker 7 28:20

Yeah.

Speaker 2 28:25

Uh, sorry. We didn't get you.

Speaker 7 28:28

Can you repeat that again? Your questions?

Speaker 2 28:32

The question is, okay, What do you think about this program and what do you like about this program? Or what you don't like about his focus? Yeah.

Speaker 7 28:41

Okay. Um, I took that course twice. Um, this is almost six years after I, um, started the programs.

Speaker 7 28:56

Um, the program itself. I like really, um, I learned a lot of the things that, you know,

Speaker 7 29:05

how I, to that culture, everything we can learn that is a very important for us then. Very good. But as a keep continuing every two years, I'm always looking for, how should I be renew my programs? I was looking back the last two. Um, last time I was lucky because, um, COVID started so HTA gives us free zoom meeting as a class we can take. Then I jumped in, then I took the class. So, um, I did do the, take the class and, um, pass the exam. So I did the back that this year I need to renew again, but I don't know how to start it then how do I refresh the, my knowledge and where do I need to take a test? Those are questions that I always have.

Speaker 2 30:11

So like procedure for recertification is not really clear to whoever want to re-certificate. So you go through twice. Why, so do you learn the same material twice or do they change or revise the materials? Yeah.

Speaker 7 30:29

Uh, yes then, um, for me, the first class was in class. Then two years ago I took a zoom meeting class. So totally different them in class, sometime like a group study or a group discussion. I don't need exactly to do back to the zoom meeting, every single assignment that I have to do by myself, that is more a way to study. And they learned a lot

Speaker 7 30:59

takes up a lot of times too, but yes, it's totally different. The in-class course and the general classes?

Speaker 2 31:08

No. Okay. So, uh, do you have something you don't like about this program or do we want, do you have anything you want add on these three issue here? Yeah,

Speaker 7 31:20

Well,

Speaker 7 31:23

um, first year and the second year, a character is a totally different than the first year. We were way more histories

Speaker 7 31:37

In Zoom meeting. We didn't do most of our histories just like we went through then we didn't divide the, um,

Speaker 7 31:48

you know, the first year, the tour guides. They need to know how I is the history very well. So I like in class, the history is

Speaker 7 32:00

we had.

Speaker 2 32:01

Okay. Do you want to add something else before I move to learn from next participant?

Speaker 7 32:11

Um,

Speaker 7 32:15

well, um, you know, we, I'm sorry, I'm outside the little bit, the noisy. Um, we always kind of run out of time or staff and we didn't do actual like an island or like a neighbor island is a more like, uh,

Speaker 7 32:35

like I say, that we couldn't learn those details. Then of course, every tour guide, those courses are different, then the items is different so we can study by ourselves. But I like to more learn about the island itself.

Speaker 2 32:57

Okay. Are you saying, okay, it's not the broad enough to cover every island?

Speaker 7 33:02

Um, no. Um, firstly, uh, we did the only Oahu because we,

Speaker 7 33:12

the zoom meeting, we did the little bit about every island. So the exam was showed a lot of questions about the big island and Kauai, but we didn't study a lot, so I couldn't answer.

Speaker 2 33:28

Okay. So, but eventually most time focused on Oahu but not extensive on other islands. Okay. Thank you. How about "M"? Can you hear me?

Speaker 2 33:50

I think, yeah.

Speaker 2 33:55

Hi. Can you hear me?

Speaker 8 33:58

Yes. Can you hear me, sir?

Speaker 2 34:01

Can you tell us about, or what do you think about this program and what do you like about this program? What do you like about this program? Yeah.

Speaker 8 34:12

You mentioned

Speaker 8 34:16

about "J" experienced

Speaker 8 34:22

title.

Speaker 8 34:30

Oh, why does

Speaker 8 34:34

control of the percentages for proceeding

Speaker 8 34:42

to be held accountable to what is said? The mere fact, a program like this does a perception that there is no standard. So someone had to cur

Speaker 2 35:04

So sorry. The reception is really not clear.

Speaker 8 35:10

Training council, collaboration perhaps was not effective or up to par

Speaker 2 35:17

So only concern is no standards.....

Speaker 2 35:24

Uh, sorry. Did you just say something? I didn't catch up with your input,

Speaker 8 35:34

Any

Speaker 8 35:38

dare company in the tourism industry. If they really care about this matter that sets themselves from the guys of quality and the really stink, I'll give you an example. My mentor ran the biggest helicopter company in Hawaii. I used to sneak on all these helicopters, every island, just to hear what the pilots would say. So that standard would be kept very, very high. Many of them went to these kinds of trainings. I was the customer service rep for the largest transportation companies, tours in Hawaii at one time in my life for five years, I did all the major VIP's for ATV VBA, Maui visitors, bureau. Yeah. JTB I guess what I'm saying is

Speaker 8 36:29

there's an expectation that everybody knows a minimum level, right? This is Hawaii. This is Hawaii. It should be a minimum, but I be very blunt and honest after that, what people do in the box in

Speaker 8 36:51

then in the two it's one, if they're good enough and they're good, you're going to hear about it. And if they're not good, their bosses will hear about it. And then that's how you separate the chest. So

Speaker 8 37:07

that's my only comment. All right now. Okay.

Strengths and weaknesses associated with the program

Speaker 2 37:11

Okay. I appreciate your input. Okay. Thank you. So moving on here. Okay. Well, I know it's time to talk about what are the strengths, what are the weakness about this program? How about "R"? Yeah.

Speaker 3 37:35

Um, so let me see where, uh, other than what we talked about before,

Speaker 3 37:43

um, I think,

Speaker 3 37:50

Well, I think I guess I'd rather, uh,

Speaker 3 37:53

address some of the, not so much about the curriculum itself, but basically the whole structure of the program. Um, I, uh, it's definitely not. I, I, you know, I've been, like I said, we've been doing this for 30 years. I've interviewed hundreds and hundreds of applicants to be a tour guides. And I don't think I've ever had a single tour guide come to me or asking, come to me, you know, selling themselves with this

fact, oh, I have no, I'm, I'm, I'm certified through the Hawaii, um, certification program. So that's something that people who are wanting to get in the industry don't even see or recognize for the most part. Um,

Speaker 3 38:37

most of the people that I seen who had the certification were, uh, the big bus tour drivers was, uh, my experience as far as the people who, and, um, and, and so it was basically something that, um,

Speaker 3 38:58

they use to gain information to do their tour, but then also get the certification. Um, but,

Speaker 3 39:08

uh,

Speaker 3 39:12

so if you're using a certification program, if you're an individual who wants to be a tour guide and you're using this certification program curriculum to, you know, be your end, all of the information that you need to have to be a tour guide,

Speaker 3 39:31

right.

Speaker 3 39:33

If you're doing that. And so I, I, I think if instead of focusing so much on and also information is really, you know,

Speaker 3 39:44

tell me about Hawaiian history. Um, you know, uh, there are many lenses of Hawaiian history. And so, uh, as a tour guide, you know, the tour guide should be respectful and able to share these various lenses and the history of these lenses and the re-interpretation of, of history over time and understand these in the modern context. And, and you know what I'm saying? So there's a, there's a breadth and a depth of information that a good tour guide to have as a professional for professional. And I'll use an example. Um, you go to Italy and you have a tour guide that takes you into the Vatican. All right. And as it goes through and our talking story and in the real good tour, guides are ones who, um, as your program, you know, also mentioned, you know, it has to be relevant to the visitor, right? So you have to learn something about the visitor and what they, what their interests are, where they come from their background, uh, and to be able to be an effective communicator with them. And so those tour guides can go very, you know, very deep on to all different levels of understanding of both the history of the place, you know, the architecture of the art on the wall, uh, you know, individual stories behind all that there's, you know, there's a complexity to it. And so I think one of the things that happens with certification programs that, you know, uh, focus a lot on information, factual information, as far as that stuff that, you know, should be recited in it you're to be reciting is the fact that, um, uh, you can't even begin to scratch the surface of what needs to happen. And so somehow there has to be more of a semantic, uh, you know, at the Matic training and age train on how to, how to go to sources and find sources and what the three kinds of sources are, you know, for information. Um, it's just like in our modern age of people are relying on their, you know, political information or science information, you know, via social media and things like that. That's a real their service. Right. And so I watch the YouTube videos, um, you know, um, so how do we train guides, um, tour guides to be continual students and to understand, you know, authenticity and good research, good delivery, good communication skills. So taking the stuff that the really good stuff for the program, I think we're, um, as far as the Hawaiian cultural values, the Ho'okipa, um, those things, and kind of taking that same approach to, uh, you know, to the information and not so much that, uh, you know, you're gonna learn this, this, this date, but, you know, basically this framework, you know, of understanding and where this material comes from, how do we know this? Where does this information come from? You know, what are, what are a great source of truth? Where can you go as a tour guide to get, you know, relevant information, you know, who are people in the communities you live in that can share and share their own monotonal to use that's relative to place? Um, um, I don't know, I'm kind of rambling along there, but, uh, uh, that's, I think that's one of the biggest weaknesses of the program is that it's, it's seen as people learning information that they're going to regurgitate back out on tour, and by having that information that makes them, you know, a professional tour guide.

Speaker 2 43:43

已註解 [HW5]: Suggestions:

- | Basically this framework, you know, of understanding and where this material comes from, how do we know this? Where does this information come from? You know, what are, what are a great source of truth? Where can you go as a tour guide to get, you know, relevant information, you know, who are people in the communities you live in that can share and share their own monotonal to use that's relative to place?
- | Train the capability of interpretation,
 - o basically train and certify the person to, you know, be a professional in guiding it's like any kind of apprenticeship, you learn fundamentals, but in the fundamentals, you're learning the strategies and the techniques and the tools in your toolbox that you need to have to be a great guide,
- | With this program to set a higher standards,
- | Different paths for experienced tour guides to get this certificate without going through whole program (Testonly),
- | Maybe have a some bridge level/path for experienced industry professional, you know, so they do not need go through fundamental parts,
- | Different levels of certification,
- | Place based certification VS general certification,
- | Address different aspects of Hawaii and history,
- | Thematic concepts,
- | Have breadth of understanding with what is history and resources and people and the economies and being able to talk different aspects of Hawaiiand,
- | being able to give actual, authentic history, factual facts, facts, and sometimes it's, it's a really difficult subject to bring up because a lot of the, some of the discussions are very controversial

10

So I think you are saying, okay, we can learn information from this program, but there are a lot of questions of program or concern we should have about delivery, because how do we deliver information? That's the key, because we don't just want to memorize. Okay. Here it's Big Island. Okay. What's cool about is we want to, you know, adjust our delivery methods based on background of visitors because different backround will have a different interest. Right. So I think that's the key. We didn't do much good job about the delivery, trained people to do the delivery. Very right?!

Speaker 2 44:25

Okay. Okay. Thank you.

Speaker 3 44:27

A lot. A lot of that has to do with interpretation, right? So, um, you know, looking at, uh, you know, looking at the professional levels of interpretation, uh, you know, the national association of interpretation has a certified interpreter guide program. They have a certified interpreter of host program. Um, and because they're, you know, broad and I mean, Australia has an incredible, uh, interpretive training program and certification program, but that's much more robust than the U S one. Um, and what's good about those programs, uh, uh, is that they, um, uh, they basically train and certify the person to, you know, be a professional in guiding it's like any kind of apprenticeship, you learn fundamentals, but in the fundamentals, you're learning the strategies and the techniques and the tools in your toolbox that you need to have to be a great guide.

Speaker 3 45:27

And then a professional guide,

Speaker 3 45:31

a couple of other things is, um, uh, I think one of the problems too, in the organization from, uh, somebody like me, like say, okay, this is something I want to embrace, and I can see the state is getting behind this, and this is going to be something that's important for me. So I want to support the, uh, Hawaii tourist industry and, uh, becoming more professional, um, of setting a higher standard for what's currently out there. And, um, you know, I think that a certification program is one of the avenues to get there. Uh, pat guides has been working with me for 2022, you know, 15, 19, 18, 17 years, 10 years, who are out there doing it every day, who are consummate professionals and, um, uh, you know, they're working full time. So I think there needs to fight you fight. There needs to be a way for, um, people

who are working already, who are journeymen, you know, guides to be able to have a, um, you know, a steady, be able to take a set of information that the test is, is testing for studying so that they can study.

And then they could just go and take the test without having to go through the whole education program, because if they already have that, you know, if they have those skills and information, they, they spent, you know, a decade or two developing this, um, you know, to kind of force them into this, you know, really rudimentary type of classroom setting where this information is being shared is really a waste of their time. You know what I mean? It's not, it can be, it's not always, but, you know, they all, all the alerts, but in studying for the test, there will be things that they come up that they don't know, but that's that level they're capable of finding out that information and understanding that, and being able to, you know, work through an exam on it. **So finding some, some way for, you know, already working professionals.**

Speaker 3 47:26

to actually shortcut somehow the process to get the certification, you know, as long as it's, as long as it's viable and, and, and there's some kind of, um, you know, they, they get credit for basically, you know, working, uh, you know, working for so many years. So, Uh, yeah.

Speaker 2 47:47

Okay. I got it. Okay. **Maybe have a some bridge level/path for experienced industry professional, you know, so they do not need go through fundamental parts!?:** Yeah. Okay.

Speaker 3 48:00

Right. Yeah. Or all that, all that classroom time, which, you know, they're working full time and it's very expensive for them to do that. It's very expensive for the company to have people set aside to do that, you know, so, Yeah.

Speaker 2 48:15

Got it. Okay. So, okay. How about "J"? What do you think about the strengths and the weakness?

Speaker 5 48:26

Wow. Uh,

Speaker 2 48:27

已註解 [HW6]: Suggestions continued...

| guides kind of understanding authentic history and going through an apprenticeship program kind of gives them the opportunity to really connect with tourists on a different level,
| Intimate details are what sets people apart from somebody else. But this is a minimum certification,
| How to define standard and expectation in terms of delivering experiences to visitors?
| Competency test,
| Place-based,
| the responsibility of the information that is provided to, to, to the guides, the responsibility of what that means to the guides and, and how they are able to, to share that information with the, with the visitors, as somebody had mentioned, not just regurgitate, um, and robotic,
| what is the responsibility back to the community? What is the responsibility back to the land? What is the responsibility back to the native Hawaiians,

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So feel free to share your thought because no name will be included in the report. You know, we just want to hear your input.
Yes.

Speaker 5 48:36

Yeah, no, I mean, I think "R"

Speaker 5 48:41

"R" been in it for so long and he talk about breadth and depth. I, I, I'm pretty much dealing with newbies who are coming on the scene. So, you know, the, the, the basic level is kind of where I'm, you know, the kind of stuff that I'm dealing with. Um, and so the, the current certification program is probably something that would be more along my lines, but I really liked that idea that he's putting forth with regards to, um, um, you know, people who have been in the industry for so long and being able to, um, maintain a certification that isn't, um,

Speaker 5 49:25

that isn't, uh, the basics. Um, I don't know if there's, you know, you talked about **having the different levels of, of certification, um, what that curriculum would look, I have no idea.** Um, I, and, and, and, you know, somebody just kind of way, like you just mentioned about, you know, **place-based or general,** and I think, um, you know, that's where we really start looking into, um, well, even with the basics, you really want to **have place-based information out there, um, for each of the different, um, islands and, and the locations** within that, that people are working in and

Speaker 5 50:07

seeing the tourists. Um, I really don't have a lot more to add because

Speaker 2 50:16

I got it because right now, I think can be either a basic or advanced level, you know, depends on a program which direction we move on. Right. So I think we should find the common ground to have some kind of a foundation program, then have some kind of advanced tier, something like that, because the different level targeted, you know, place-based or general, you know, but I think your, your inputs are very helpful.

Speaker 5 50:46

And not just, not just place-based too, but I think "R" also touched on, you know, the, the, the, the **different aspects** of,

Speaker 5 50:57

of Hawaii and history. And, um, you know, I, I'm, I've kind of always struggled with, with the **thematic, um, concept,** but I, I can appreciate what "R" is saying with, um,

Speaker 5 51:16

in having, um, **that breadth of understanding with what is history and resources and people and the economies,** and, you know, being able to

Speaker 5 51:33

talk about the different, um,

Speaker 5 51:41

oh gosh, **the different aspects of Hawaii** and, and, and everybody is going to want some kind of different information. People, people are, are different in, in what they're interested in. And, um, and I don't know that that kind of certification exists, um, for, for being able to address those different aspects of Hawaii and Hawaii history. And, um, you know, where we've come from, where we're at and where different people would like to see us going.

Speaker 2 52:19

Yeah. That's very helpful. Anything else before I move to the next one?

Speaker 2 52:27

Okay. Thank you. So next one.

Speaker 2 52:31

can you share your thoughts about the strengths and weakness about this program? Do you want to add something?

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Speaker 2 52:43

No,

Speaker 4 52:44

I do. Sorry. Hold on. I just have to switch over to my speaker.

Speaker 2 52:49

Okay.

Speaker 4 52:51

Yeah. I think the strengths are, you know, kind of paying a certification, a baseline of knowledge. It's pretty cool. Um, some other stuff that, uh, "R" touched or really good insight, especially with, you know, people who've been in the industry for a long time, they've done their research and, um, that kind of stuff, which I think is pretty cool. Um,

Speaker 4 53:17

the weaknesses I kind of see with the certification program is, you know, the follow through that happens after you get this baseline knowledge. So, I mean, I don't know if maybe starting some kind of apprenticeship program might be a good idea. I don't know if you can incorporate something like that, you know, how you, you bring in a person who, who comes in and does a sort of the basic certification and also goes through a course throughout the year that, you know, helps him, helps him or her kind of get educated on, on culture and all that kind of stuff. Um, cause, uh, for, from my understanding or what I do personally is, um, I am well, well educated about Hawaiian culture and the history of Hawaii. And, um, a lot of times with programs that do basic certifications, especially for a tourist industry is they kinda give a history of, you know, what the guests kind of want to hear. So for me, it's, you know, being able to give actual, authentic history, factual facts, and sometimes it's, it's a really difficult subject to bring up because a lot of the, some of the discussions are very controversial. You know what I mean?

And I just think, um, the guides kind of understanding authentic history and going through an apprenticeship program kind of gives them the opportunity to really connect with tourists on a different level. Um, as "R" mentioned, there's a huge complexity to, you know, the, the quiet culture and even the sites that you do your tours at as far as archeological significance, what the function of that area was and, um, how it's connected to the community and to the locals. So yeah, I think that kind of stuff, one of the weakness is basically falling through in having something that, you know, keeps the guides

Speaker 4 55:25

learning and also keeps them, um, keeps checking in with their integrity. I guess. And knowing that if, uh, a guide goes through extra amount of years or a year of these courses and other apprenticeship, he kind of moves out to a different level, which offers a better, um, experience, I guess, for the company, which would bring value to the tours and stuff. So,

Speaker 2 55:53

Okay. I got it. Okay. So in the case, okay. Not only about the teacher knowledge or information, but also have some kind of mentorship or apprentice program to have them apply what they learned from the program. That's the thing you think we are short about is poker, right? Yeah. Okay.

Speaker 4 56:12

Yeah. Cause it, cause you can teach somebody something, but they also need to be able to apply that knowledge. And that, that they've learned because if you just teach somebody something just so they can check off a box and say, I got a certification, then they don't have to follow through with, you know, the, the authenticity of Hawaiian culture and all that kind of stuff. So.

Speaker 2 56:37

Okay. Yeah. I got it. Thank you. So, uh, next one, "M". Uh, I have a difficulty to pronounce this. Can you hear me?

Speaker 8 56:52

You can call me a "M".

Speaker 2 56:55

Do you want to add something about the strengths and the weakness? Sorry. Yeah.

Speaker 8 57:01

As I said earlier, the strength is there's a perception out there or reality

Speaker 8 57:09

已註解 [HW7]: Strengths:

| Get a baseline of knowledge and a certificate,

Weaknesses:

| Lack of apprenticeship program,

| No mechanism to keep the guides learnings and also keep checking in with their integrity,

| Do not have a chance to follow through the authenticity of Hawaiian culture and all that kind of stuff before awarding certificate to them,

| Not place-based,

| Lack of acknowledgement of whoever is in that area. And it's hard because they understand the tourist industry on the other islands are very intermingle,

| After getting certification, there is no mechanism to make sure accountability of breaking integrity....

| Who is in charge this program? What are their intention?

| The program is very Oahu centric,

□

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that there is no standardization and one of them means that you can do it

Speaker 8 57:17

for me as a son of an activist. It's what I'm curious to see the curriculum. If it's the same talk on area island, I know the difference place names, but the curriculum. Cause if it's taught differently, you know, a little nuances, but that's fine. Okay. So

Mr. Yeah, the weaknesses, anybody worked this salt, the best two guys in Hawaii, they keep their own stuff and they only share with certain people. Cause that's what separates you from everybody else. And I'm going to tell you why

Speaker 2 57:56

I just call me "I".

Speaker 8 57:58

I'll call you out of respect. I don't know you yet. Okay. When I call you uncle Dan. Okay. So when carnival cruise chose to come to Hawaii for the first time they said, "M", you will meet Mr. Zonas at the airport and take him and his wife to the hotel. You are not to talk about religion,

Speaker 8 58:24

Hawaiian politics and sovereignty. I pick him up from the airport. He tells me "M", my ship is coming into Ke'ehi Harbor. Where should I stay? And I told him, where did they put you up? Or somewhere in Wailea? I go, let's go to the Maui beach so that you can see your ship come in tomorrow morning. That's all we did. He says, let's go have dinner. You pick a place. We did. Okay. We did.

Speaker 8 58:59

When the ship came in the next morning, he says, "M", all of these people are here to greet me. I was told, I have to say hi to the mayor, dah, dah. I said, no, there's only two people. You need to take care of that man. And that man, we did it.

Speaker 8 59:19

That might,

Speaker 8 59:21

he says, "M", I want you to take captain Castilla and me to dinner.

Speaker 8 59:27

And I did. We went to the Swan court at the Hyatt and then we drank at the grand Wailea. The ship was supposed to leave Mr. Wen for Hilo at 11 o'clock. We were still drinking at 12. And you know what? Mr. Zonas and the captain says, you think they're gonna leave without me "M"? No. And I told them Aloha at one o'clock in the morning. And I thought I was done with them. Mr. When I did my duty for my company, I go back to my office. There's a Hawaiian airlines tickets as "M". You need to be in Hilo to meet this ship because we have problems.

Speaker 8 1:00:11

You may think this might not make sense, Mr. Wen. But certain people do things out there to make things happen, to share what they have learned. Yeah. Intimate details is what sets people apart from somebody else. But this is a minimum certification as was previously mentioned

Speaker 8 1:00:32

earlier. People you build upon that capacity. Little did I know Mr. Ware? Then when I arrived at Hilo, two brothers, two companies, they're going to one up each other and use this event to make drama. And I gave it a phone call and I said, don't you dare do that to me. And then to wash everything away, I make a phone call, blue Hawaiian lands, a helicopter and they go see the volcano. I thought I was done. They says you need to go to Kona. Cause we got problems.

Speaker 8 1:01:07

Make a long story short, Mr. Wen, I thought a Harbor master, what kind of help you need? We need to fix this pipes, sir. Fix these pipes, pipes, fixed beautiful trip.

Speaker 8 1:01:20

Anyway. It's just about the standards.

Speaker 2 1:01:25

Standard and expectation!?. Yeah. And also

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Speaker 8 1:01:29

Expectation. Right? Mr. Wen. Whose expectation because people already have a certain level and certain people don't. So I look forward to your program and success because in the end it's about what are we telling our visitors? When you say you love Taiwan. I love Hawaii. I hope what we saying to them. We entrust too many people in Hawaii, Hawaiians or not. Yeah. And if

Speaker 2 1:01:54 They

Speaker 8 1:01:55

Good, they're going to come back. Right. If there's bad tour guides, we're going to hear about it. Okay. I'm going to hear about it. And then we get rid of those guys. Okay. So thank you Mr. Wen for allowing me to listen in tonight.

Speaker 2 1:02:09

Thanks for sharing a story with us. Yeah. Okay. So, uh, next one, "K".

Speaker 2 1:02:21 Yeah.

Speaker 2 1:02:23 Can you hear me? Sorry.

Speaker 2 1:02:27 Okay.

Speaker 9 1:02:28

Yeah. Um, I apologize. I didn't get this here, the actual program. So I don't know how much information I can share, um, regarding the program would be useful. Um, but I will, from what I've heard, I'll just introduce myself. My name is "K". I come from the island of Molokai and there was interest in this. When I saw certification, um, of Hawaii, you professional tour guides, there is some interest in that. And the reason for that being is, as some of you folks already know, Molokai is not a tourist island, nor is it, or will it ever be a tourist driven island? Um,

Speaker 9 1:03:15

I am currently actually, well, what was interesting was I am currently working, um, trying to work with the Hawaii tourism authority on HCV in regards to this program called Kakoa Aloha. And we're in the midst of doing the research in what is

needed and necessary to create a certification. And that's not only for tour guide or for tourism, it's also film makers. It's um, you know, for our visitors. Um, and I asked those questions earlier in the chat. Well, while everybody works was talking right, the competency test, you know, um, from what the first gentleman has shared and talked, spoke about. And, um, again, I think we need to make sure that we're understanding that the place there has to be a place-base, um,

Speaker 9 1:04:09

Acknowledge of whoever is in that area. And it's hard because they understand the tourist industry on the other islands are very, um, they intermingle

Speaker 9 1:04:22

the next is that accountability

Speaker 9 1:04:26

spoken about is, you know, after you make the certification or these certifications, how do you take accountability for that? Um, as the gentleman before had mentioned about the integrity of it and what, what, what what's going to happen when we break that, that integrity and what's going to happen to that certification, how useful really is it, if there is no accountability. Um, and I say that because if you love Hawaii, the way I love Hawaii, then you would understand that even in tourism, when we talk about visitors and we talk about our jobs,

Speaker 9 1:05:11

there, it comes with responsibility. And as Mr. "P" had just shared,

Speaker 9 1:05:19

that's the that's what makes that is the difference. Um, and so, you know, I'm wondering, um, with your program, you know, what is the pure purest intention for the program, aside from the certifications. And we know who's doing what and where, and you know, all this other stuff and who can, and who cannot, what is that? What is the

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foundation of that intention? Because if, if this is led not by people, not by Hawaiian people, then no matter what comes from it, it will be diluted. And then you have to ask yourself what depths in which you are looking to work with these visitors at what depths are you trying to create? Um, educated visitors and if money is the driving force, and I'm sure it is for most of the businesses that are a part of this, and I'm sure it's a hundred percent of the driving force, but in, and there will never be the trust of the community for the work that you folks are doing. And there will never be, um,

Speaker 9 1:06:44 value the same value.

Speaker 9 1:06:47

So, so I think those are some of the things that, and, and like I said, I wasn't here earlier, but maybe some of the things that could be, if it's not in there, I think that it needs to be thought about that needs to be looked at that needs to be questioned. And if it is in there, then you know, how do we bring it to the forefront? Because that could be, um, the difference to make and break it's responsibility. And it's not just getting a certification, the responsibility of the information that is provided to, to, to the guides, the responsibility of what that means to the guides and, and how they are able to, to share that information with the, with the visitors, as somebody had mentioned, not just regurgitate, um, and robotic. And you just say like, you know, to your left is, you know, Yolanda palace, and this is what they did at Yolanda palace, but really get into it. Because I think the visitors today are very, very different from the visitors. 20 years ago, 30 years ago, 40 years ago, the visitors are very, very different. You have a new generation of visitors who are looking for a lot more depth and

Speaker 9 1:07:55

that, that will definitely set one group of tour guides away from the other. But then what is the responsibility back to the community? What is the responsibility back to the land? What is the responsibility back to the native Hawaiians? So I think there has to be those components in there if they're not, and I don't know if they are so, um,

Speaker 2 1:08:19

Well, let me briefly address your question because I briefly go over this program at the beginning. Okay. Right now the programs was developed by KCC and Hawaii tourism council organization, you know, so I believe, uh, uh, they have, I think a group of the experienced instructor to handle this one, you know, but I think it's an

Speaker 2 1:08:45

issues we need to fix this program to get buy-in from different stakeholders. So let's ask me to do the research, you know, to hear everybody's input. I really appreciate your inputs. Very helpful. Yeah. Okay. So moving on next. Okay. Next one will be,

Opportunities and challenges

Speaker 2 1:09:06

what do you think about opportunity and a challenge, associated with this program? Anyone? "R", do you want to input? What do you think? Yeah.

Speaker 3 1:09:20 See opportunities.

Speaker 3 1:09:23

Um, well, I, I, again, I think there's an opportunity to, um,

Speaker 3 1:09:31

You know, to take the, uh, level of, of the experience and, uh, to another level for the visitor, but also not only that, but, um, to honor, you know, uh, the places, uh, uh, the people, uh, that were revisiting and interpreting the sites. Um, one of the things I think that is, uh,

Speaker 3 1:10:02

again, going back to some of the weaknesses, and this is maybe an opportunity here is that I think the way that the certification was born out of when it was originally done, you know, it was, it was designed for tour bus drivers, and basically who were basically doing a travel log tour, you know, a sightseeing tour and okay, here's this, and this is that. And entertaining people keep telling them funny stories, um, you know, uh, and all that. And so it was kind of, you know, an attempt to make that puka shell, you know, tour guide, you know, kinda, uh, make sure they were, um, at least giving accurate information in whatever spill they're doing. And, uh, and so I think the bones of

已註解 [HW8]: Opportunities:

- | Take the level of experience for the visitors to next level,
- | Honor the people (Tour guides/professionals) that they were visiting and interpreting the sites,
- | Giving trainees the skillset and the direction to basically build their knowledge base and their understanding to help them, you know, connect to visitor, to place,
- | Teach the skills and train their capability, and then help them come up unique approach to deliver it,
- | Provide the information that tour guides use on the tour, instead of having this abroad, and the program can also give tour guides a broad sense of knowledge through the state and the history of Hawaii, but it also help them to be able to find authentic and useful knowledge for their jobs,
- | Merge different perspective information to create experiences,
- | Experiences provided by tour guide thorough this program can change visitors' mindset and understand that the host culture is very alive and it's gaining a lot of traction and people are finding more into their kuleana and, um, supporting their law, and so on,
- | Educate visitors,
- | Volunteer tourism,

- | Integration of visitors with the people in Hawaii,
- | So cooperation with local community and bring social value and educational/economic value to the community, not just only financial value,

□

Challenges:

- | For a place-based guiding, how do that in a respectful, honorable and effective way,
- | What can we teach them and what information in skillset can we point them in the right direction and give them to be able to do that job really well?
- | Get buy-in,
- | No enforcement,
- | Build up trust in order to get support,
- | work together to figure out a way to find some kind of, um, value, put value back into the hands of the native Hawaiians and indigenous people of this, these islands,

□

this, and I may be mistaken too, because like I said, I'm not as intimate with the program as I was early, earlier, um, as it's evolved over time. But, uh, I, I think the bones of the program is still basically has that anatomy and maybe there's an opportunity to completely revisit the program, you know, as a place-based like, how do we do place-based guiding because that's what we're talking about now. It's not, um, what's needed is all these people who are now, um, you know, uh, going to places like to, you know, to "J" site, uh, to, uh, to east site, you know, distinctly to go and, and connect with place. And so what's, you know, how do you, what's, what's the proper way to do that? What do you need to be in have in your toolbox as a guy to be able to, uh, do that in a respectful, honorable and effective way? Um, so again, it's, again, for me, it's getting away from, uh, you know, the information thinking about information, you know, you can teach, you can teach like point history and, uh, you know, however, whatever lens that's gone through and all these things. But if you're, if you're a guide in, that's not something, those topics, aren't things that are coming up on your, in your wheelhouse and you're in what people are coming to experience with you. Um, I mean, we take birdwatchers out and go into, you know, pristine 80 to four, see, uh, you know, some of the rarest birds on earth with one of the greatest evolutionary stories on earth. We don't spend, you know, much time at all talking about Hawaiian history. And if you're a guide, who's doing those kinds of things day in and day out. It's just like anything else, if you're not using that information regularly, you know, it's information, it's not that difficult to recall and bring back up. And so what, you know, what can the program bring to a guide who wants to spend their time interpreting, uh, you know, Caldwell Palae volcanoes national park? What, how do you know the people who are doing, you know, specific work at the beach restoration area or reforestation site or people who are, you know, taking care of cultural sites? What, what can they, what can we teach them and what, what, what information in skillset can we point them in the right direction and give them to be able to do that job really well? You know, that's, to me what the opportunity is.

Speaker 2 1:13:36 Um, so

Speaker 2 1:13:38

I think that you are saying, okay, maybe, uh, based on your suggestion here, could it be advanced tier, have a different category, maybe have some, either culture or maybe have some kind of nature, maybe have some kind of history, but basic foundation, you know, we cover maybe place-based, right? So have a cross-board foundation then advanced tier will have different information or knowledge, right.

Speaker 3 1:14:06

Yeah. But you can't, there's no way in a certification program you could cover, you know, all the sites, you know, things, I mean, you could go, you know, get to the big sites, you know, but then a lot of those too, the other thing about the program too, it was very Oahu centric back in the day, because I mean, and rightfully so. I mean, the visitation was, you know, there, but, um, you know, I mean, for example, instead of teaching place names, you know, okay, this is the name of this. This is, you know, this is, it's not diamond head it's, you know, whatever, but teach the, the importance of honoring place names. And, you know, using those as like the place names are one of the, you know, are one of the most immediate avenues you can give to people to help connect with Hawaiian culture because these places, these they're all there. So your job as a professional tour guide is to know these place names, you know, that you're, uh, that you're taking people through. You should know what all who hoopla you on what, who you're in. You should know the, you know, the important sites, the why he popped up that are in this area. And, and so you can in the certification program, teach all those. But what you can teach is that the need for you as a guy, is to be able to learn these. And here's how you go and get this information. Here's these resources for that, here's these other go out. And then here's some people in these different areas that are good resources to learn that information. So, um, it's about giving them the skillset and the direction to basically build their knowledge base and their understanding to help them, you know, connect to visitor, to place.

Speaker 2 1:15:52

Okay. Teach the skills and train their capability, and then have, you know, how to deliver it.

Speaker 3 1:16:04

Yeah. But also what's important to you. What are the important things that you need to do? You know, you should be able to pronounce, you know, Hawaiian, Hawaiian language in a fairly competent way, even if you're not a native speaker, you know, there's just things, what are the standards that we should have as a tour guide that you should? I think that there's some of that stuff in the program, but I think if you take that stuff, that's kind of geared towards the information and tear that information apart and look at the bones of it. Like, what is it about the information that, why, why do we want people to know the history of Hawaii? Why is that important for the visitor to understand why is that important for the guy to have that? What is the reason for that? Right. That's the foundation, the foundation of it. And how do you go about getting that information for yourself and being able to

已註解 [HW9]: Suggestions:

- | To revise it to make it like place-based program (Place- based guiding),
- | Learn how to pronounce Hawaiian language,
- | Take stuff in the program and geared towards the information and tear that information apart and look at the bones of it. Like,
 - what is it about the information that,
 - why, why do we want people to know the history of Hawaii? Why is that important for the visitor to understand why is that important for the guy to have that?
 - What is the reason for that? Right. That's the foundation, the foundation of it. And how do you go about getting that information for yourself and being able to regurgitate it and share it back and have a conversation with guests about it,
- | Cooperation with agriculture tourism, cultural tourism, nonprofit organization, and so on,

regurgitate it and share it back and have a conversation with guests about it.

Speaker 2 1:16:58

Yeah. Yeah. Thank you. Anything else?

Speaker 3 1:17:04

I think challenges again, are going to be buy-in and, um, and having, having some kind of, uh, um,

Speaker 3 1:17:15

uh, again, you know, I mean, for me being in the business, you hear is, I mean, I've got, you know, I see tour companies around me who, you know, don't have PUC licenses who don't, you know, who go on to state trails without state permit, who, um, some of them aren't even licensed companies, you know, and they're going, they're just operating with impunity and there's no enforcement that any of these sectors whatsoever. So what, you know, what, you know, how, what will the sort of what does, what will the certification mean? How are you going to make it important and vital to the visitor industry?

Speaker 2 1:17:51

I think it's first, the, we need to figure out a way to fix issue of recognition because the recognition will be the key. So once you have recognition where we have incentive, right. But right now, I didn't see this in the place. So they ask me host three focus group studies from the local community and from key stakeholders. Yeah. Okay.

Speaker 2 1:18:17

Thank you. So how about "K", "M" and "K"? Do you have something you want to add on?

Speaker 4 1:18:27

Yeah, I'd like to add something. Yeah. Yeah. "R", thank you so much for that explanation. I was amazing also "K" with your last comment, um, with the involvement of community and kuleana, that was awesome. Um, some of the opportunities I see with, uh, this certification, um, kind of sets like a baseline to where you can actually improve the program to where as "R" mentioned, you know, like the information that your, your guides use on the tour, instead of having this abroad, you also have you, you, it gives you a broad sense of, um, knowledge through the state and the history of Hawaii, but you also need to be able to find, uh, authentic and, you know, useful knowledge for your trade. Um, as "R" mentioned, you know, like doing, taking bird people to go bird watching and seeing some of the various birds on earth with like, who are native to this area and how they evolved and all that stuff, it's also showing, you know, more of a scientific and also a cultural perspective and trying to merge the two as far as, you know, this is the evolution of it. And then I can tell you the stories and what we know from our ancestors and what they've said about these types of birds and that come with it, that also tie into the place and all things are significant and in ways, um, because

Speaker 4 1:19:58

yeah, I think that's a pretty critical thing as far as trying to merge both of those things so that people have, I guess, a better understanding of

Speaker 4 1:20:10

how are people thought and how they connected the place and yeah, the sense of places, really the, the big, the big thing, right. And understanding that when people come in and visit Hawaii, they're not necessarily still in, they're not in America a hundred percent, you know what I mean, during a different continent, they're in Hawaii and it isn't there with also the history of Howard other stuff, but, um, it's, um, trying to have them change their mindset and understand that the host culture is very, you know, it's still alive and it's gaining a lot of traction and people are finding more into their kuleana and, um, supporting their law, who we are a lot more. So it's kind of, um, being able to kind of merge the two like science, having, having conversations with visitors, but also educating them and Hawaiian culture sense of place and how to, I don't know, necessarily ask, but how to, you know, be respected, respectful when they're here and visiting and stuff. So I guess that's kind of a thing that's I see how this certification can be, uh, a step towards that and implementing, you know, actually servicing the community, like having people do some kind of service for the residents that are our residents here on Maui. You know what I mean? Like, I do not know, a far left example is maybe cause there's hundreds of tour buses that go through Hannah and Kanye on Maui. Like maybe what if one of the companies partnered up with a terrible farmer from the community who needs help with his lonely, because he's the only one who manages or watches, you know, 15 log in. It's hard for him to keep maintenance or whatever. Maybe once a week, some, uh, a group of people can come down and learn about the area and also give back by helping me maintain maybe a pass that's overgrown or something like that. But

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Speaker 4 1:22:31

that, that kind of stuff is a little

Speaker 4 1:22:36

hard to kind of implement the far left

Speaker 2 1:22:40

Well, but any input will be valuable for us to think about that. Right. So I want to say, even though it's difficult to implement and we just ignore, I think it's a, we want to hear the input from everybody so we know how to improve. Right. Because the next stage will be the survey. Right. So we can put into a survey to see how do majority of people think about that. Why? Yeah. But thanks for your input. How about "M" and "K"? Do you want to add something before we move on or you are okay with the, so far these two gentlemen' input,

Speaker 2 1:23:18

aquaculture, tourist, and nonprofit culture based on okay. I got it. Yeah. So, okay. Yeah.

Speaker 9 1:23:25

Yeah. Just, um, if, if that's an opportunity, if, if, are again, you have to build trust if you want support, but nobody wants tourists. I don't think a lot of us is native. Well, I won't speak for all of us, but, you know, we don't want to see our places desecrated. Molokai is, I mean, it's a good example. When I come in from an island that doesn't, I'm here to let you folks know we don't want tourism. So, um, we're not going to open up those kinds of worms, but, um, but it is prominent across the state. And so we have to work together to figure out a way to find some kind of, um, value, put value back into the hands of the native Hawaiians and indigenous people of this, these islands. But I would suggest, I mean, having conversations and sitting with people who do agritourism, and I'm not talking outsiders, I'm talking about people who have cultural base, um, non-profits, you know, and that's something that we're trying to we're, we're incorporating here on Molokai. Um, you know, aside from the signs that we have that say tourist not welcome and, you know, you know, uh, visit spending, go home. But, um, but we all, we also recognize that there is they're going to come. And so, you know, having opportunities to work with, um, nonprofits that work in restoration of fish, pawns in restoration of low-key, um, they need volunteer, they need work and they need hands in the law. And I get, you know, I get that these people want to meet, they may want to look at for waterfalls and beautiful hikes and you know, all these beautiful things, but you can get the scene attraction when you put your hands into the arena and understand where we're coming from and meet and network with the people of the land. So, you know, they need help to do the things that they're doing as well to keep this the lands the way they are. So more visitors can appreciate it. You know, our, our, our model is come, spend and go home. And, you know, and I tell that to our people, the people who come it's, you can come and visit, but you need to go home. And we got to keep it that way so we can keep this place the way it is. So you'll always have a place to come. And, um, you know, we cannot, we don't want the tourists funneling from Oahu because they're tired of the rat race to come to our islands. But if we can help figure out ways in which we can, um, have more collaboration. I think you're going to, it'll be, it'll, it'll be better to have the collaboration than to work against something and it's there. And if we can do more agritourism where they're working in a low E or they're working, um, on these farms run by native Hawaiians or cultural based education systems in which they're non-profit, and they're, they're, they're run by native Hawaiians, like the fish pawns. Um, I think things like that, um, is, uh, is an opportunity to not create more concrete in Hawaii within finding ways for the visitors to have value to our lands. Cause at this point they have no value and money is not valuable to us, not like not the way in which we all think. So. So you want to look in, in not just the integration of the education, you want integration of the people with the visitors, because otherwise you will always get kicked back. You will

always get kicked back. You're sort of forgetting to mean nothing to the people who are working really, really hard on the island to keep it the way it is without tourism getting out of hand. And it's already out of hand. So,

Speaker 2 1:27:26

So cooperation and bring social value and the value to the community, not just only financial value. Yeah. Okay. Okay. So, okay. Moving on here. Okay. So in your perspective, I think it's somewhat, the, everybody covers some kind of value we talk here, but I just want to try to catch up something I miss. Okay. In your perspective, what are value you see in the current program? Yeah. So anybody want to jump to talk?

Values associated with this program

Speaker 2 1:28:04

I think I heard about these programs when the information value, but although we don't know how deeper information brought by this program. Right. So any one want to share thought,

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Speaker 2 1:28:19 no,

Speaker 2 1:28:22 uh,

Speaker 3 1:28:24

I don't think I'm intimate enough with the program to be able to bring anything to that question.

Speaker 2 1:28:32

Uh, sorry, what did you say "R"? I didn't catch you. Yeah.

Speaker 2 1:28:41

Uh, you've mute yourself. Sorry.

Speaker 4 1:28:45

Uh, he mentioned that there's not, um, we don't really have a good understanding of the program to give information or our perspective on the values that are in the program. So,

Speaker 2 1:28:56

So I sent her the handout about program this afternoon. Yeah. So beginning of this conversation, I did go over the program. Right. So if you don't have

Speaker 2 1:29:09

any clear or concrete thought about this program, it's fine. Because the, not everybody goes through this program. I think "K" went through twice, but she left already. Alrighty. So, yeah, but that's okay. Okay. Let's move on to,

Speaker 3 1:29:23

Yeah, no, I know, I understand the outline and the information, but you know, as far as getting into the nitty-gritty of the curriculum itself. Yeah. I don't know that. So

Speaker 2 1:29:33

Yeah. I totally agree with you unless we are really putting ourselves into the program, you know, otherwise it is difficult to see the value, but, you know, I just wanted to see how everyone perceived value of this program. Okay. So next one, hold on. Okay. So I want to see, okay. Because I, I think to go over the program, I saw, I just want to briefly asked: did you see anything? We want to keep anything we want, remove, change or add about current program. If we want to go to move to like an official program in the future?

Speaker 2 1:30:16

Anyone?

Speaker 2 1:30:19

Yeah. Uh, she, do we go back? Hold on. I can go back. Yeah.

Speaker 9 1:30:24

Yeah. I don't know. Yeah. I don't know if the rest of this slides are going to be talking about that, that program. I don't have,

Speaker 2 1:30:32 Can I

see this one?

Speaker 2 1:30:35 Uh,

"K", can you see?

Speaker 9 1:30:38

I can see it, but it doesn't mean, is that what you sent us?

Speaker 2 1:30:43

Uh, I sent a Word file document. Okay. So including the whole introduction about a program. Yeah. So let me see, how can I share it with you again here?

Speaker 2 1:30:57

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hold on?

Speaker 2 1:31:02

Uh, I cannot just attach file with you right now.

Speaker 4 1:31:14

Can you enlarge that course description please?

Speaker 2 1:31:16

Oh, sure. Sorry. Can you see it?

Speaker 4 1:31:20 Yeah.

Speaker 2 1:31:21 Okay.

Speaker 2 1:31:25

So basically the pretty covered those six subjects, each course has a training module. Yeah. So I just want to hear, do you think? What should we keep and what should we remove? What should we add or what should do you revise? Yeah,

Speaker 9 1:31:51

I think for me, it's going to take time to digest that. Um, I apologize. It's late already, um,

Speaker 9 1:32:00

Email. That would be, I can send any information via email.

Speaker 2 1:32:04

Okay. Even though after we finished discussion tonight, if you have any afterwards thoughts or comments, feel free to email me. No problem. So yeah. Even know if no input at this moment. Okay. Maybe we should move on to next one. Yeah. I don't want to use up time and everybody already spend a lot of time, you know, because it's late. Okay. So moving on to the future certification program, I welcome you folks to send me the comment or suggestions by email later. Okay. So how do we make it a stronger professional program? Yeah. What do you think about, I put some suggestions here.

Speaker 2 1:32:52

Sure. Do we keep the optional? Should we keep amendatory should we keep official or Unofficial? Should we update training subjects, training methods or simple VS advanced? Or should we go for different designations based on a different culture or language? Yeah. So

Speaker 2 1:33:12 anyone.

Speaker 3 1:33:18

Yeah. Yeah. They are. I definitely think, um, **developing specific modules for different cultures and languages**, um, is, uh, would be, would be useful, um, because you know, there's, a lot of companies are very specific, um, and they don't really cross over. So now the whole module about the global visitor, um, I'm not, I, like I said, I don't know the specifics on that criteria, but you know, if it spends a lot of time kind of talking about different values and customs and behaviors and, you know, different kind of groups that come into Hawaii, um, that's something that, you know, if you're a tour guide and you're only doing English speaking tours, uh, then you know, that's just a lot of information that is

Speaker 3 1:34:07

just something I think that is, uh, more specific, uh, in recognizing that, you know, most companies except, you know, the larger, larger companies of course have a different visitor basis, but **most of the tour companies are at least on Hawaii island**, you know, **are very specific**, um, to what kind of group they're targeting. Um, and the guys, the guys that they have, you know, are speaking Japanese or Chinese Korean. Um, so, um, yeah.

Speaker 2 1:34:38 Okay. Okay. Anyone

Speaker 2 1:34:43

已註解 [HW10]: Suggestions for future program:

- | Developing specific modules for different cultures and languages,
- | Specific certification for niche segments/tour companies in Hawaii,
- | Should consider that tour guides are knowledgeable about Hawaii culture,

□

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okay. Okay. If we,

Speaker 4 1:34:47

Um, yeah. Um, I guess, well, one thing I'm kind of thinking, I was just trying to reflect a little bit on the course description and outline. And for me, what I, what I think is

Speaker 4 1:35:03

is that if your guide or the person who gets a certificate, if he, or she has an actual,

Speaker 4 1:35:13

um, knows how to know, Hawaiian culture and can apply it, and he's a practitioner, he or she is a practitioner and knows how to implement the Hawaiian culture to other people. I think the base of the certification has to come down to **how knowledgeable the guide is to the whole culture**. Right. You know, I mean, cause if you have an understanding of Hawaiian culture and how locals apply everything and how are people used to live in, I do not know, just, I feel if you're, you're completely immersed in the culture, you ha it's easier for you to explain and really have people relate to that, the industry and the place that you're in. I guess, I don't know, to me, it seems that

Speaker 4 1:36:08

I understand in the tourist industry, you have to be able to cater to other people's culture. But you know, one thing that separates Hawaii from the rest of the world is that we have a unique culture. You know what I mean? And it's kind of like, **they need to understand that these are our values, these, this is our history and this is our lands and our what he pawned of**. And you can slowly, if you understand that, I think you can kind of,

Speaker 4 1:36:35

with your knowledge of working with people from different cultures, you can kind of try and reel them in, in a different, more creative way so that they understand

Speaker 4 1:36:45 **the**

culture.

Speaker 4 1:36:48

the Hawaiian people, I guess. It's um, yeah, I don't know. It's kind of like, um,

Speaker 4 1:36:56

what are you teaching the guys as far as the service industry? You know what I mean? Are they just kind of catering to what the tourists and with people who visit where they kind of want, or are you, you know, **having your integrity and showing them that it like, you know, we have residents, we have local, we have practitioners who, who live here in constantly still**

practice our culture and is trying to revive and revitalize and make it a more common thing in this, in our, in our, our Inn or the place that we're working or whatever, or whatever you may have. So That's kind of what I think.

Speaker 2 1:37:30

Thank you. Okay. Anyone Okay. If not. Okay. Next one prospective future program. What do think it looks like, you know? Yeah. Just the ideal opinion, you know, you know, we want to get idea from the key representatives here. So any suggestion, any input?

Speaker 2 1:37:58 No.

Speaker 8 1:38:05

Yeah. Yes. Can you hear me?

Speaker 2 1:38:07 Yeah.

Speaker 8 1:38:08

So before you leave tonight,

Speaker 8 1:38:13 Um,

Speaker 8 1:38:17

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this focus group,

Speaker 8 1:38:21

if it's being funded by the native Hawaiian hospitality association/Hawaii, tourism authority

Speaker 8 1:38:31

is under the gun for funding by the legislature. As we speak,

Speaker 8 1:38:37

I've never testified in my whole life to support the HTA until Uncle John D freeze was going to be appointed his head. I want you to know that

Speaker 2 1:38:48 Yes.

Speaker 8 1:38:49

At the same time, when you told me about the foundation for this program, you mentioned the topics

Speaker 8 1:38:59 you

have six listed

Speaker 8 1:39:02

HOSP from eight two zero one starting, and then it misses 6, 7, 8, and nine. So there used to be other programs, if I'm not mistaken or topics that are not on that list. And I'm kind of curious why not, but maybe you can send me an email later if you want me to deep dive,

Speaker 8 1:39:26

because now under

Speaker 8 1:39:30

you still do freezes auspices either you're doing this for them or

Speaker 8 1:39:38

your University of Hawaii at Manoa. Right? That's your professorship, right? Yeah. You bringing out graduates. Right? So for me, this tour guide, I thank you. Uh, Mr. Pacheco, for speaking,

Speaker 8 1:39:58 I

speak for myself.

Speaker 8 1:40:05

Whenever I have

Speaker 8 1:40:07

shared someone about Maui, which was my home or been to the outer islands by request or, you know, some helicopters or both.

Speaker 8 1:40:19

I'm always sharing a part of my spirit and my soul with them. Very well aware

Speaker 8 1:40:26

of the consequences of my actions or sharing

Speaker 8 1:40:33

with them. What's the future of your program. I'm looking forward to what you're going to do. Mr. Wen. Okay.

Speaker 2 1:40:40

Don't worry about that, the, you know, I want to include any names. I just want to hear the input/opinion from everybody, whoever participating in the focus group study because you know, you know, I don't, you know, legibly, I just get idea opinion, you know, and I don't

Speaker 2 1:41:01 want

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Speaker 8 1:41:02

Before you, before you shut me down. Let me tell you,

Speaker 2 1:41:04 Oh, no, sorry.

Yeah. Sorry.

Speaker 8 1:41:06 You ready? You ready?

Speaker 2 1:41:07 Yeah.

Speaker 8 1:41:08

During this pandemic

Speaker 8 1:41:11

everyday after work, I would drive

Speaker 8 1:41:16

from Paula and I head towards Waikiki. I go past Kewalo Basin. The gates are locked. I go past Ala Moana beach park. The gates are locked. I go to Waikiki Baron. I walked that whole shoreline. I go to San Island locked. That was one of the nicest feelings I've ever felt Mr. Wen. And to see the life come back to these places that are said, we're not abundant. So what's this place talking about canola, Jelani, understand that, you know, I understand that. I care about that.

Speaker 8 1:41:57

And it was beautiful to see, but you know what? Mr. Wen, it's a free for all. Now it's a free for all when all locals got to stay six feet apart,

Speaker 8 1:42:12

but this visitors can do whatever they want. And so stuck kind of spirit that somebody invited me tonight to participate with you. Mr. Wen. So I given you my best shot.

Speaker 8 1:42:26

What are places we do care about it. Yeah. And we sharing our soul with them

Speaker 8 1:42:32

and we don't want them to hunter, you know, and yes, go home.

Speaker 8 1:42:37

But just like, I, I treat them like, oh, if I go to their place and they go, no, Malama me and I do the same with them. Okay. So thank you, Ms. Wen for the invitation tonight.

Speaker 2 1:42:50

Well, I feel the same way, like a, you feel, although I teach in TIM school, you know, but I don't think we should emphasize the number of visitors for sure. That's not right. We cannot afford that luxury. So I do hope okay through this program through this project, we can use this one to change the mindset of visitors, and also changing mindset of administration officers, something like that, because the all island cannot afford 10, 1 million, 2 million people come here a year, you know, so well, but in any case,

Speaker 2 1:43:33

we still need to figure out what using some tour to control, to manage the program. For sure. "M" so, well, I want to say, okay, although I come from Taiwan, but I've been here, not like you for whole life. Unless something happened probably I will die here because here's my home sweet home, you know, except my hometown in Taiwan, but I've been here 16 years. I want to do something to, to help to preserve this island to preserve culture. So I just solver, there's no miscommunication misunderstanding, you know, I'm not say, okay, during this one, we can be more tourists. You know, I thought this problem could be education purpose. Yeah. So let's my personal input, you know? Okay. So I think, Uh, it is kind of late, so I want the jump to is, uh, uh, I think a sub-question "K" say maybe it's take time to think, you know, so in any case, okay. If you have any input after our discussions feel free to send it to me by email. Okay. So, like I say to "K", I was sending those questions to, you know, so you have, uh, you can still spend time to think, but before we wrap up today's section, I just wanted to say, thank you for joining this section to let me hear your input, you know, and "K" ask me what happened to a results of data?

Okay. The data, okay. Ideas in the data will be used as a framework for creating a formal survey later, then we will conduct an internet survey to send it to key representatives in the travel industry or in the local community. So

Speaker 2 1:45:32

I got here will be very helpful for me to create a survey, you know, but data, I only try to use this one to create survey and there is no name to be included in the data. Yeah. Do I answer your questions? yeah,

Speaker 9 1:45:46

That's fine. The reason why I'm asking is because there has been many, many people, whether it was true industry, psychology, science research, they want to gather data from Native Hawaiian. They want to gather data from Hawaii and the voices of our people. What happens to that data? It doesn't matter if there's no name on it or anything. The, the data never comes back to the community in which it gathered the data from. So, so I'm at, hold on me. I finished. Um, so I'm asking, you know, where, where does that data go after and will the participants be able to see all the data you've gathered through the surveys or through however, you're doing this, even through this, this qualitative data that you're gathering at this moment, because, um, I, you know, for me personally, if I'm giving information for you that values you and your work, I also want to know the integrity of the information that has been given to you and how you're using it. And then how, and also how, what is the result in the, in which you've taken the information here and have made it your own, or unless you're quoting and anonymous, I'm not coding what we're sharing. Um, you know, how does that get translated, um, through your work? So I think it's very important if we can at least be able to see the results of your work and what you've gathered. Um, especially if we've put, we have input in it.

Speaker 2 1:47:16

Okay. Well, uh, to address your question, uh, do you finish, sorry. Okay. Okay. To address you. I just transcribe them word by word. There's no personal input from my side for example. If somebody says something like that, right. I just make sure, you know, it's word by word, the buyer, whoever say that. Okay. For about somebody say this program is valuable something like that. I just record that. Okay. So you can see I'm recording the whole discussion. Right? So, you know, the case, I only use that idea to say, okay, for example, somebody say, this is a strength of the program, right. So I will include it in the survey to see, okay, does everybody agree that is the strength?. Maybe somebody thinks about

Speaker 2 1:48:06

my integrity. Okay. I won't change anything. Whoever said here, you know, because after I finished this one, it took me couple of days to transcribe whole conversation. And also to classify, okay, is this opportunity, or this is strengths people say about this one, of course, the, uh, you want me to share whatever the transcript here? Yeah. I can share with you after I done this one. Yeah. But as a researcher, as a scholar, and as a teacher, you know, honesty and integrity are two principles I always value whatever I'm doing, you know, in a classroom, in a research project. So "K", if you want to see the transcript yet I will email you once I done today's the transcript. Yeah.

Speaker 9 1:48:55

Yeah. That would be great. And um, so are you the principal investigator for this research

Speaker 2 1:49:01 And

Speaker 9 1:49:02

What funding do you, or what funding are you using for the research that your,

Speaker 2 1:49:05

Again, original is from the HTA then they outsourced to NaHHA. So contact list is from NaHHA. Yeah. So NaHHA asked me to host the three focus group studies to get input from the local community, from the stakeholders. Yeah.

Speaker 2 1:49:27

Do I answer your question? Yeah.

Speaker 2 1:49:33

Okay. So, uh, before I ended up section, discussion, any input or comment,

Speaker 2 1:49:47

if not, thank you so much spending time with me, you know? So if you have, like I said, if you have any afterward questions, comments or suggestions, just feel free to drop an email to me. Okay. And then if you want locate my email, you can go to track the email I sent to you before. You can try to try to locate the email address there. So

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then I will try to finish the transcribe as soon as possible. Okay.

Speaker 8 1:50:16 Okay.

Yes,

Speaker 2 1:50:18 Yes.

Speaker 8 1:50:19

Can I get a copy of that transcription?

Speaker 2 1:50:23

Yeah, sure. Yeah. I was. Okay. Let me write that.

Speaker 8 1:50:26 Can I ask

you a question?

Speaker 2 1:50:27 Yeah,

sure.

Speaker 2 1:50:30 Yeah.

Speaker 8 1:50:31

Well, what number is tonight focus group in the total number that you've been asked or tasked to do for now?

Speaker 2 1:50:39

You mean the invitation or the whoever registered the focus study.

Speaker 8 1:50:46

Give me a number of meetings or total participants so far. And then what is your plan?

Speaker 2 1:50:52

My plan. Okay. I need the, okay. NaHHA give me the contact list. Number, probably between 100 to 120. So I split into, okay. The three focus group study group and I send the invitation. I send a reminder, you know, so tonight, uh, I think originally, we have eight

Speaker 2 1:51:15

people to register with the focus group study tonight, but somebody come in, somebody leave early. So I think we have a six, six to seven. I need to go back to track, you know, six to seven participating in this meeting. Yeah. So my goal is okay. Using the three focus group study to get as much input as possible from the local committee, from the stakeholders and use idea to do the survey. Yeah. Do I answer your question "M"

Speaker 8 1:51:49 As

good.

Speaker 2 1:51:49 Yeah.

Okay.

Speaker 8 1:51:51 Like I

said, for

Speaker 8 1:51:53

What you're doing tonight, this is not the first rodeo for us or for me. Okay. So you tapping, tapping my mind and all these information is what the HTA is begging for help. NaHHA they're all begging, begging for help. It would be begging for support, which is fine. So that's all I asked. I think it's, what's been asked of all the people involved. I mean, many focus groups is also model that you put the dot, I give you five dots. You put the dot where you want, what you feel is important. The guy with the most dots, that's where we go.

Speaker 2 1:52:37 No, I,

Speaker 8 1:52:39

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I did that 40 years ago and I just don't want to know. I don't want to play that game. Okay. So that's why I'm asking.

Speaker 2 1:52:48

You can trust me. I don't put it dot.

Speaker 8 1:52:51

You know me, you heard me, I know you. Okay. So thank you very much for your time. Okay.

Speaker 2 1:52:58

Thank you. Thank you so much to spend time with me. Okay. Oh, by the way. Okay. Sorry. Uh, supposedly I didn't mention about the, uh, have a small token to show my appreciation for you to talk in the discussion. So, but before I send you a gift certificate, I think the fiscal officer want to, they say they need to collect some information from you. So I will send information to you. I think it's some kind of social security number because IRS requires us to do so. Okay. So, you know, if you feel comfortable to share that one, then I can process the gift certificate for everybody here. Okay? But thank you so much. You spend time with me and I hear a lot and I learned a lot and I will record those inputs with no dot that you know, that whatever you say, will show in the transcripts. Okay. Yeah. Thank you. Bye. Bye.

Speaker 2 1:54:06 Bye.

Speaker 8 1:54:08 Mr. Wen.

Speaker 2 1:54:09 Good night "M"

Speaker 4 1:54:14 That's my mom

Speaker 8 1:54:16 Give her my Aloha.

Speaker 4 1:54:19

Yeah. Are you the crying uncle?

Speaker 8 1:54:22

Yeah. Alice, my older brother. Yes. How are you? My brother. All right.

Speaker 4 1:54:30

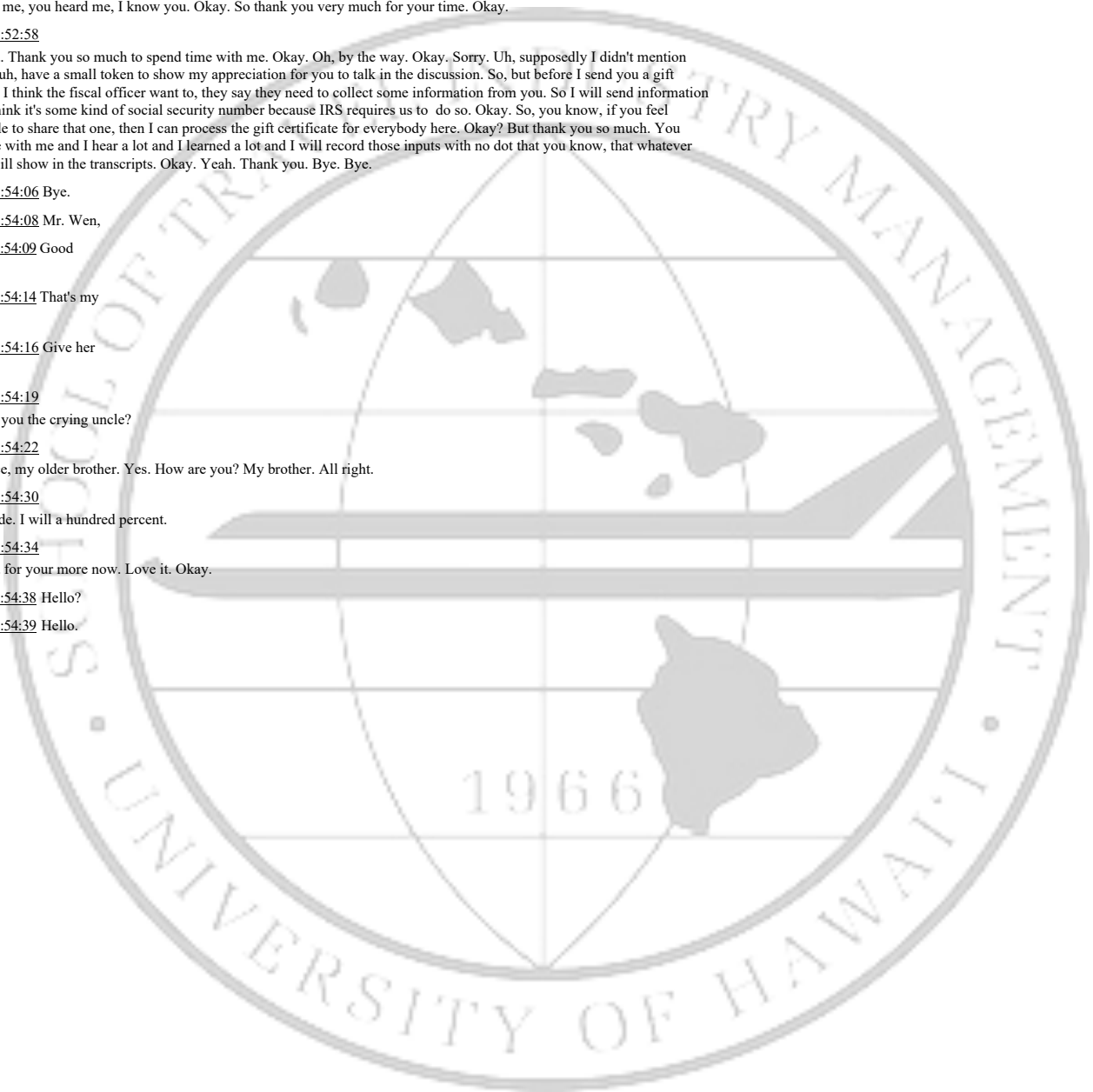
Milo outside. I will a hundred percent.

Speaker 8 1:54:34

Thank you for your more now. Love it. Okay.

Speaker 4 1:54:38 Hello?

Speaker 8 1:54:39 Hello.



Appendix B – Summary of Suggestions Regarding Who Should Pay for Certification Fees

- Mix of State, county, employers, and tour guides.
- Tourist tax (\$200 per person per day). Apart from this, one ambassador of Aloha tour guide for every three tourists at \$250 per hour.
- Visitors.
- Native Hawaiians get waiver.
- All of above plus visitor tax.
- Split between agencies and participants.
- Split between employers and participants.
- Partially paid by visitors from existing fees and a newly-established fund by government.
- All of the above.
- HTA.
- Underwritten or partially funded by county and State, the rest paid by employers.
- Needs-based with loan system available.
- Scholarships.
- Joint government agencies.
- Government supplement paid either by employee or employers.
- Should be free.
- Seeking grants and donations.

Appendix C – Summary of Additional Comments at the end of Survey

- Another update since COVID.
- CNHA should have a huge part in making decisions that will huli hla our Hawai'i.
- I fully support it and it should be accessible to all whether a resident of Hawai'i or elsewhere.
- Don't make it mandatory.
- It should not be mandatory but be promoted as a badge of excellence for those who have it.
- The less the government is involved the better.
- Too much for small business owners.
- Use this program to train tour guides to deliver correct information and to educate visitors on how to protect the environment.
- All tour guides need to know about Hawai'i's flora, fauna, and geology in addition to Hawaiian history. All taxi drivers and rideshare drivers must be certified.
- Certification should be every two years.
- Native Hawaiians (with World Indigenous Tourism Alliances) should be involved in the design of this certification program.
- Don't trust State Government and it may be better if it were handled by private sector. Need to classify who should be included in the category of tour guide (different types of tours such as wine tour, food tour, and so on) and what contents they should know to do their job.

- Use this program to change the entire tourism industry to do an overhaul to focus on quality rather than quantity.
- The timeframe of the course as outlined in the program is not adequate for ensuring that tour guides are knowledgeable about the history of Hawai'i and its cultural significance. The Greek model can be a learning model for our tour guide certification program.
- Ecotourism should be included in the contents of this certification program.
- Bhutan is the example that Hawai'i must follow, adapt, and develop even further to control and properly monetize tourism in Hawai'i. Utilization of local cultural practitioners to not only be the leaders of the training and certification programs but that charge tourists the proper fees and taxes and accompaniment costs that can cover all the new jobs that we are going to create.
- Certification can be economic stimulus all around.
- Who determines what is important for operators to know and convey? Checks and balances must be instituted to ensure the legislative organization is operating pono and not abusing its authority.
- Recertification should happen every three to five years. It is better for tour guides to practice in-person presentation in front of a live audience.
- The program should be developed with strong input from authentic cultural practitioners and local communities where tours will be practiced and curriculum should be available to all.
- Do it to support the cultural and social values and the people of the islands.
- The program should educate the participants in the cultural and environmental impacts of their organizations.
- Get the National Park Service involved in teaching interpretation.
- Native Hawaiians should be central to all the planning regarding this program.
- Create an online platform to provide basic information regarding Hawai'i to the public.
- Have similar process for relocated industry executives.
- This program has the potential to help reinstate community trust in the visitor industry.
- Pass mark for certification should be 80%. The program should be overseen by NaHHA, Native Hawaiian Program, and University of Hawai'i at Manoa.
- Guides should share correct information and be able to offer appropriate suggestions as to which educational resources should be available for visitors.
- The training should include Hawaiian values.
- The State should sponsor professional tour guide training and promote activities run by professional tour guides to give them an edge. The professional tour guides should be role model citizens and ambassadors of Aloha for the State. The values they impart are shared with the community and should promote a balanced industry.
- Taxi drivers who run tours should also be certified.
- The scope of this program should include contents related to neighboring islands.
- Whichever agencies oversee the program should have some accountability to the mayor, the city council, or other governing body.
- I am concerned that non kanaka maoli will use the certification process to push their own agendas and force kanaka maoli out. Cultural experts should be native Hawaiians.
- Cultural practitioners should be included in the planning and training process.

- A rigorous certification process that is broadly accessible will both dramatically improve the tour experience and professionalize this labor segment in a manner that also significantly improves wages.
- Course content should tie into HTA plans for visitor experience and cover pertinent areas such as visitor/guest code of conduct.
- Training and exam processes should be easy to fit into a worker schedule. There should be a public tour guide rating system.
- Destination management plans should be a part of the certification curriculum.
- Quality of education and training should be high.
- Look to resources/guides/kama'aina based in the communities visitors are visiting.
- Certification should be required of all guides.
- Should be optional and the cost should be covered by the tour company rather than our State government and taxpayer money.
- OHA should be the regulating agency.
- Shut down the “fly by night” entities.
- Development of an oversight board comprised of place-based communities to support cultural protocols that include Kupuna, Makua, Opio, and Keiki.
- Hawaiian language should be included in the content of training.
- Resources for continuing education for certificated tour guides.
- May be better to have tier certificates with financial rewards associated with different tier certification.
- Different delivery setup to accommodate learning preferences associated with different types of industry employees.
- Strict control mechanism on certificated tour guides.
- Tour companies and tour guides who have Hawaiian heritage should be given additional preference, stipends, and credit for preserving and perpetuating the culture.
- Should consider incorporating the tapestry and unique mix of cultures for a holistic approach that is sensitive to the host culture.
- Certification would bring more truth and cultural clarity to guides. At a low level, it could be a requirement for continued employment.
- There should be a carve-out for temporary seasonal hires—either to allow for an expedited certification or exemption. The certification can also be something that job seekers could attain to set themselves apart from other job seekers.
- Not regulated by government agency.
- Certification program should be run like the State’s program for licensed contractors.
- Certification must be spread to adult education classes. We must embrace our Hawaiian people and convey that it is okay to tell their story – share your story, educate leaders to reach out to communities, do a better job with creating relationships in the communities.
- Training should be open to a wider teaching circle in local communities.
- I don’t believe there is a need for this program. It is just another cost to do business in Hawai’i.
- The program’s goal should be that every guide be proficient in conversational Hawaiian via language, music, and dance classes.
- The program should be offered statewide through the UH community colleges and credits earned should be transferable to a Bachelors in TIM degree. There should also be input

from the UH Manoa school of Hawaiian Knowledge and the TIM school to be able to create an enriching cultural and place-based program. There is currently a missing link between these two schools at the university that if bridged, could really benefit this place and its people.

- Make this program as accessible as possible.
- This program must apply to all guides, no matter if they are foreign companies or local.
- To build a sense of responsibility and respect and understanding of our island home.
- Not in favor of virtual training because it would be too easy for students to slide through, get certified, and continue to pass on inaccurate, disrespectful information.
- HTA should not be the primary agency carrying the kuleana of implementing a guide certification program; rather, the State should contract a respected educational institution (UH Manoa, HCC, etc.) to plan and execute the training/certification.
- Needs to be mandatory on all islands.
- Environment section should also emphasize and celebrate Hawai'i's unique biodiversity.
- Don't get too overwhelming with government control.
- Tour guides should be trained and hired from the community adjacent to a visitor site. More visitor sites should be designated on city and State land where there is visitor demand.
- Keep this program simple.
- Timeshare marketing staff who sell tours, taxi/uber/lift drivers, and just about anyone that will engage with a visitor for more than directions should be certified.

