



Adare Tourist Ambassador Program

April 2017

A Course Framework

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UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

UL Engage

share

enable

grow

Promoting University Community Collaboration

Overview

Ever since starting our module with the UL Engage program, every minute spent at our practicum in Adare has been wonderful. Adare is one of the most beautiful towns and what we imagined when we thought of a small Irish town. Getting to help work with, and in ways, improve the community was a pure honour and pleasure for both of us. It has been fun exploring and spending time in Adare, but we also need to focus on what we were sent into their community to do: look at ways to improve tourism around Adare.

Both Meghan and I found ourselves trying to figure out the best course of action to take when it came to improving tourism. We started by reviewing what we had learned by our several visits to Adare. We found that many of the Tourist Ambassadors were of an older age and wanted to share what they knew about Adare. In contrast to that, many of the tourists were in younger or middle aged. That is where we felt there needed to be a shift towards catering to a younger demographic. As well, we started to notice that, for a tourist town, there was not really any incentive to get the student population out to Adare. There weren't any student deals or anything like that. So, in the spirit of catering to a younger demographic, we felt that creating an opportunity for students to be engaged in Adare, with the community, and with the tourists was the best course of action.

We decided that the best way of improving tourism in Adare was not to expand their reach and recognition externally, but rather get certain external demographics and bring them into Adare. We would partner international students with the older aged volunteers that are already in Adare. We saw a few benefits to this. First, this would allow Adare tourism to grow. Just from our experience, one of the biggest impacts for the tourism industry is word of mouth. Sure, anyone can read a review online, or watch a video about the place, but if someone you know and trust

recommends that, while you are in a certain area, to visit a certain place, you are more likely to go. It is because you find them as a reputable source.

Second, we felt it would help international tourists in Adare. If we have international students working on this practicum, we would prefer that they did not only speak English. According to our community partners, the three most common languages that come through Adare (besides English) are French, German, and Spanish. If we could get students who speak these languages or are from France, Germany, or Spain, it would help the tourist feel more comfortable and make their trip overall more comfortable because they could speak in their own language to these students. As well, the students would act as translators to with their volunteer partner. This would all, in turn, improve word of mouth promotion, and bring more tourists in. Third, it would allow better tourist care. By having two volunteers on at once, they would be able to not just tell them where to go, but to show them as well. This way, one person could stay at the Heritage Centre while the other could show the tourist to their destination. It will most likely be the student showing the person to their destination, as they are more able-bodied.

PHASE 1: SPRING 2017

Essentially, this is a description of what has been done by the authors of this document, and the things we tried to accomplish.

- **Multi-Lingual Frequently Asked Questions Brochures** – These brochures were created in order to give tourist information in their language. They are currently in German, Spanish, and French as they are the most popular. The creation of new and updating of current brochures are encouraged.
- **Bus Route Brochures** – We created this to give the tourist ambassadors a quick way of giving tourists coming in and out of Adare information about when buses are arriving and where they can go from Adare (i.e. Dublin City, Dublin Airport, Limerick, and UL).
- **Adare Tourist Ambassador Program Course Framework** – The current document you're looking at (meta-points!). This was created to describe the suggestions and things we have done in order to complete the Adare Tourist Ambassador Project.
- **Adare Village Website** – *We did not complete this.* We attempted to, but with all the other things we were doing, we ran out of time to give our suggestions about the website. We have decided to leave it up to the next group of students that are picking up where we left off.

PHASE 2: AUTUMN 2017

This is an extension of what we started in the Spring Semester of 2017, taking the project from Adare to University of Limerick.

- **Off-Site Ambassadors** – This role is to help promote the village of Adare to the surrounding communities, specifically Limerick and UL. It is encouraged that the practicum students take groups of UL students out to Adare on day trips.
- **Adare Village Website** – In this capacity, practicum students will work with the website designer and manager in efforts to make a more user-friendly interface while keeping the tourists informed of the information on the website.

PHASE 3: SPRING 2018

This is the start of expanding the presence of the project from University of Limerick to Adare while working with the Adare Tourist Ambassador volunteers cooperatively.

- **On-Site Ambassadors** – This role is to get the practicum students to work with the current Tourist Ambassadors in Adare to see how they engage the tourists from the Ambassadors perspective and critique/redesign how future Ambassadors could appeal to a younger demographic.
- **Off-Site Promoters** – This is similar to the *Off-Site Ambassadors* but it is no longer their primary role. Here, practicum students are to promote Adare Village, but do not have to take student out to Adare themselves.

PHASE 4: SUMMER 2018

This will start building a rapport with the Ambassadors in Adare while learning about ways to train UL students in preparation for training transition year students from the secondary schools surrounding Adare.

- **Working with the Tidy Towns Tourist Ambassadors** – Practicum students will be working with the Tidy Towns representative and tourist ambassadors in order to keep the town’s volunteers and other volunteers (possibly through the President’s Volunteer Award students from UL) adhering to the way that they expect tourists to be greeted and treated.
- **Learn about training methods** – During the practicum student’s time in this role, they should make a document describing how volunteers are trained by the tourist ambassadors in order to prepare for the next phase (Phase 5).

PHASE 5: AUTUMN 2018

This is the last phase planned and possibly involving UL Engage. If everything goes according to plan, these roles that have been created will continue to be done by transition year students.

- **Recruiting Transition Year Students** – Practicum students will go into surrounding schools to recruit transition year students as it is the beginning of their school year as well.
- **Training Transition Year Students** – Using the document created by the previous Adare Tourist Ambassador Project team, the Practicum students will train the transition year student in the ways the Tourist Ambassadors are trained, and monitor the transition year students throughout this trial period.



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