

# **An evaluation of the USCB Center for Event Management and Hospitality Training: A mixed-method approach**

Submitted to:

Keri Olivetti, Director of the Center for Event Management and Hospitality Training Program,  
University of South Carolina at Beaufort

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## **Authors:**

Charles Chancellor

Lauren Duffy

Lauren Townson

Department of Parks, Recreation, and Tourism Management, College of Behavioral, Social, and Health Sciences, Clemson University, 263 Lehotsky Hall, Clemson, SC 29634-0735



## Executive Summary

This report provides a comprehensive evaluation of the University of South Carolina at Beaufort's Center for Event Management and Hospitality Training (CEMHT). Contained within this report are research findings guided by a mixed-method approach that can help key decision-makers better understand and assess the value that CEMHT brings to the broader Beaufort and Hilton Head Island community. A multifaceted approach informed this report and included systematic reviews of the literature and similar programs, in-depth interviews with destination and business managers, participant observations, and online surveys of CEMHT participants.

Highlights of findings include:

- Through a review of tourism ambassador programs across the U.S., the Island Ambassador Program was the oldest program identified.
- This study found that tourism ambassador programs across the U.S. were typically organized and conducted by destination managers or marketers as part of a convention and visitor bureau. The Island Ambassador Program is unique in that three professional educators, (e.g., university faculty members) create and deliver the program. Only one other existing program had a connection with a university; the authors of this study believes this is a strong asset to ambassador program in that it provides an important link between industry and higher education.
- All tourism ambassador programs identified in this study are funded by accommodation/hospitality taxes (as a form of reinvestment in support of the tourism and hospitality industry). The Island Ambassador Program is only one of two in-person training programs identified that are free for participants, which is only possible through both reinvestment of accommodation tax and with in-kind donations from the local businesses who participate (e.g., hourly pay for workers to participate, room and A/V, and in some cases, food).
- Tourism ambassador programs have received little attention from researchers with no program like CEMHT's Island Ambassador Program having been empirically evaluated previously; however, within the hospitality and tourism context, 'brand or destination' ambassadors have been shown to help destinations market themselves and protect their destination identity.
- The Island Ambassador Program was the most comprehensive program identified in this project as most tourism ambassador programs focus on attractions, the importance of tourism to the economy, and providing high quality customer service; CEMHT's program does this, but also builds relationships, empowers participants, and builds a sense of community around the Hilton Head Island tourism workforce.
- In-person tourism ambassador programs are much more common than online programs and destination managers interviewed in this study indicated that meeting face-to-face was important as the direct interaction facilitated: 1) questions and dialog, 2) participant

contribution, 3) participants to learn from each other, 4) networking opportunities, and 5) building a sense of community among ambassadors. Likewise, stagnation of online programs was found to be an issue.

- Found in both the interviews and survey, a major strength of the Island Ambassador Program is that it helps acculturate employees to Hilton Head island. That is, the Hilton Head Island workforce is diverse and seasonal (i.e., summer college interns from the U.S. on 3-month contracts, J-1 Visa workers on a 1-year contract, H2-B Visas that range from 3 – 9 months, and other types of work and travel visas that average around 3-months in length, along with long-term residents of the areas) and many workers are new to Hilton Head little to no understanding of the history, culture, and ecology that make Hilton Head unique. The Island Ambassador program increases the sense of connectedness to the community, which leads to them feeling they are a part of the community.
- Destination manager interviewees in this study that had discontinued their tourism ambassador programs, suggested that they would like the programs to be revived as they noted the benefits they saw from the program.
- Hilton Head Business managers interviewed in this that have participated in the Island Ambassador Program noted the following benefits of the IAP: the program helps their employees exceed customer expectations as a mainstay piece of orientation programs; provides knowledge about the destination that is critical to the workforce that may come to the island without any prior knowledge of what makes Hilton Head unique; empowers participants to engage at a higher level with guests; supports the workers themselves, increasing their pride in their new (often temporary) home.
- The vast majority of Island Ambassadors reported that the Island Ambassador Program was very effective at conveying knowledge, that the program delivery method is very effective, and that the information is very useful to their jobs.
- Participants in the Volunteer Management Program reported learning a great deal from the experiences, including the importance of planning, paying attention to details, how much work is involved in an event, as well as tangible skills such as managing volunteers, securing sponsorship, developing a risk management protocol, budgeting, and networking.

## Table of Contents

Executive Summary.....	2
Introduction .....	6
Overview of Methods .....	7
Summary of the Review of Literature.....	8
Findings from Literature Review.....	8
Other considerations from the literature .....	10
Findings from interviews with destination managers and comparisons of programs .....	11
Methods for comparisons and interview selection .....	11
Findings .....	12
1. Key organizations.....	12
2. Tourism ambassador program purposes and content .....	13
3. Training delivery .....	14
4. Financials .....	15
5. Benefits to the destination .....	15
6. Challenges.....	16
7. What they would change.....	17
Findings from Interviews with Island Ambassador Coordinators and Business Managers .....	18
Methods.....	18
Overall Description and Use .....	18
Education and Addressing Consistency in the Destination Image.....	18
Empowerment and Well-Being.....	19
Other Findings.....	20
Summary of Survey Results of Island Ambassador Program .....	22
Demographics .....	22
Type of Employment.....	23
Perceptions of the IAP Effectiveness .....	24
Perceptions of Utility of IAP Information.....	26
Event Incubation and Volunteer Management Program: Survey Results and Interview Findings.....	31
Survey Results .....	31
Interview Findings.....	31
Researcher Observations of the Island Ambassador Program .....	33
Summary and Discussion of Findings.....	34
Island Ambassador Program .....	34
Volunteer Management and Event Incubation .....	34

References ..... 35

Appendices..... 36

    Appendix A. Abstracts of articles identified in systematic review of the literature ..... 37

    Appendix B. Interview Guide for Destination Managers ..... 44

    Appendix C. Interview Guide for Island Ambassador Coordinators ..... 45

    Appendix D. Which category best describes your current job? ..... 46

    Appendix E. Participant/ Researcher Observation Forms ..... 47

    Appendix F. Interview Guide for Volunteer Management/ Event Incubator ..... 53

    Appendix G. Survey for Island Ambassadors ..... **Error! Bookmark not defined.**

    Appendix H. Survey for Student Participants in Volunteer Management Program ..... 59

## Introduction

This report provides a comprehensive evaluation of the University of South Carolina at Beaufort's Center for Event Management and Hospitality Training (CEMHT). Contained within this report are research findings guided by a mixed-method approach that can help key decision-makers better understand and assess the value that CEMHT brings to the Beaufort and Hilton Head Island communities. Housed within the USCB Department of Hospitality Management as a collaboration between the Town of Hilton Head Island and the university, the mission of CEHMT is *to provide specialized education and training that will enable Hilton Head Island to become known as an international destination for Event Management and Hospitality Training*. The CEHMT has four key focuses: expanding destination events, assisting in event management, training hospitality professionals, and supporting the hospitality industry. To achieve this mission, the CEHMT has three defined programmatic areas that are being evaluated for their effectiveness within this project: 1) Educating Hospitality Professionals through the Island Ambassador Program, 2) Event Incubation/Special Events, and 3) Volunteer Management/Coordination.

According to the USCB CEMHT, the following are descriptions of each of these programmatic areas:

**Educating Hospitality Professionals and Training:** The Center offers education opportunities in non-credit courses, certificates, and training. Programs are provided to tourists, USCB students, local residents, local industry professionals, community college students, and individuals who are interested in bettering themselves through education and training.

**Special Events:** The Center will promote Hilton Head Island as an Event Destination. People want to celebrate! Whether licking their fingers at WingFest or shivering at Snow Day – people love a festival. The Center will work with area non-profit organizations incubating new special events and promoting Hilton Head Island as an internationally known event destination.

**Volunteer Coordination:** Special events cannot be successful without volunteers! The Center utilizes student volunteers and provides them with extensive event management opportunities. This benefits the students as they learn with the hands-on approach; it also benefits the Event as key staff can be available for event expansion. The student workers are majoring in hospitality and provide a degree of professionalism, competence, and enthusiasm that assist Hilton Head Island by providing visitors, residents and future retirees with an outstanding experience. (uscb.edu, 2017, para. 4 - 5)

## Overview of Methods

In preparing a proposal to evaluate the center, it quickly became evident that CEMHT provides unique services to the local community. Because there are few direct comparisons with other organizations to demonstrate effectiveness and value, this evaluation took a mixed-method approach, collecting both qualitative and quantitative data to inform the assessment. Specifically, this evaluation includes:

- A systematic literature review of academic publications related to destination ambassador training;
- A systematic review of relevant programs across the U.S., as well as a handful of key international programs to compare structure, type of programming, funding models, population served, and intended learning outcomes; in-depth interviews were conducted with destination managers at these locations who could provide professional input on the value and importance of the type of services provided by CEMHT;
- Findings from in-depth interviews with managers at businesses and organizations who have used the Island Ambassador Program
- Results from a structured online survey distributed to participants of the Island Ambassador Program;
- Findings from in-depth interviews with clients of the event incubator and/or who have used the Volunteer Management Program;
- Results from a structured online survey distributed to students who have participated in the Volunteer Management Program examining what the students are gaining from the program; and
- Observations from the research team after participating in the Island Ambassador Program following a template for classroom learning observations.

The data collected for each of the above sections has been reported and discussed in their individual sections, as well as taken in full in the final discussion section of this report.

## Summary of the Review of Literature

In developing context to this study and providing relevant comparisons of the CEMHT, a systematic review was conducted within the academic literature. This evaluation included a review of empirical literature to 1) identify comparable programs to CEMHT’s Island Ambassador Program (IAP), and 2) identify literature that explores the importance, value, funding structure, and/or trends related to destination ambassador programs. In doing so, this review systematically evaluated the literature using core databases in the tourism and hospitality fields through EBSCOhost, including *Academic Search Complete*, *Hospitality & Tourism Complete*, and *Business Source Complete*. Limited only to results from academic journals, the following searches produced the following results:

**Table 1. Results of systematic literature review of academic literature**

Search terms used	Total before review (unfiltered)	After abstract review (relevant)	Already Found	Total (new cumulative)
Destination Ambassador	6	2	0	2
Destination + Ambassador	183	6	2	4
Tourism + Ambassador + Training	18	4	2	2
Place + Ambassador + Training	27	1	1	0
Place Ambassador	1	1	0	1
Ambassador + Heritage + Training	5	1	1	0
Ambassador + Training + Local	35	3	2	1
			<b>Total</b>	<b>10</b>

### Findings from Literature Review

After reviewing the literature, it is apparent that there is little empirical research that has evaluated existing ambassador programs within the context of tourism, hospitality, and destination management. Specifically, no studies were found of similar centers or programs that would allow a direct comparison to the services provided by the CEHMT’s Island Ambassador Program. Further, there is limited research that examines the importance, value and impact of ambassadors for tourism destinations. Still, there are some important findings in the literature that may be informative to the CEHMT.

First, the use of the term ‘ambassador’ was varied within the context of travel and tourism. Broadly, an ambassador is “a person who is here to represent, and defend, the interests of a specific sovereign or state, in a different place or state” (de Diesbach, 2012, p. 231). Similar terms that have expanded on this notion include:

**Brand/Destination Ambassador:** An individual who can provide “a credible testimony of the distinctive character of the place and its attractiveness, and can through the word-of-mouth effect influence others through their networks and relationships” (Andersson & Elkman, 2009, p. 43). In this regard brand ambassadors are most often discussed within



the tourism marketing literature as a mechanism for promoting and communicating a destination.

**Volunteer Ambassador:** volunteers who are responsible for enhancing tourist experiences through pride, enthusiasm and local knowledge (Nichols, Ralston & Holems, 2017).

**Tourism Ambassador:** tourist guide(s) who unlike other tourism players “establish a close, intense and influencing contact with visitors while at the same time protecting interests of sustainable tourism” (Rabotić, 2010, p. 1).

**Place Ambassador:** a satisfied international tourist who may be both an enhanced consumer but also, once back at his or her place of origin, a “welcome ambassador” not only for the tourism industry of a place but also for the place’s products (De Nisco, Papadopoulos & Elliot, 2017).

As such, there is diversity in the notion ‘ambassador’ especially in the sense of who is an ambassador, and their motivations/ purpose for being an ambassador. For example, the studies by de Diesbach (2012) and De Nisco et al. (2017) considered the way tourists became ambassadors for destinations. In this regard, the tourists become a function of the marketing and promotion of places and destinations and thus, the interest by researchers is how they influence destination and place image. With consideration of the supply side, Rabotić (2010) argues that tourist guides are unique in their contribution of how they shape, represent, and frame a destination; in this respect, they are particularly influential in how they shape the destination’s identity by helping tourists connect to the culture, heritage, and history.

However, Nichols et al. (2017) provided a different perspective as the ambassadors were volunteer residents specifically hired by the City of London during the 2012 Olympic Games to help “enhance the visitor experience” (p. 1513). In total, “Team London Ambassadors” numbered above 8,000 volunteers, and were strategically placed throughout the city during the games and identified by distinctive purple uniforms. Though this program focused on temporary volunteers, the underlying purpose of this program was one that may be considered to be similar to CEMHT’s mission: to help ambassadors enhance visitor experiences by having positive interactions with visitors by communicating passion and enthusiasm for their home, and offering advice to visitors getting around the city. This was the only study that focused on the strategic utility of an ambassador program and findings suggest that the London Ambassador program was effective in achieving these goals. Overall, there is significant room in the literature for studies to consider a more comprehensive definition of an ambassador program within the contexts of tourism, hospitality, and destination management. The CEMHT’s Island Ambassador Program could be a model program that is replicated in different communities.

### Other considerations from the literature

Literature that suggests a direct connection between customer service and tourist satisfaction, and the importance of a uniform destination message, also suggests the potential value in ambassador programs (e.g., Chi & Qu, 2008; Ekinici & Hosany, 2006; Ekinici, Sirakaya-Turk, & Balogu, 2007; Hultman, Skarmeas, Oghazi, & Beheshti, 2015; Murphy, Benckendorff, & Moscardo, 2007). This literature suggests that destination image – directly related to the destination brand – is an important aspect of tourist satisfaction. Thus, recommendations from this body of literature concentrate on the importance of destination identity, whereby tourists have a consistent message of what defines the identity of a particular destination. The uniform message communicated through an tourism ambassador program to the participants coincides with that of a destination brand where a “name, symbol, logo, word or other graphic identifies and differentiates the destination; furthermore, it conveys the promise of a memorable travel experience that is uniquely associated with the destination; it also serves to consolidate and reinforce the recollection of pleasurable memories of destination experience” (Ritchie & Ritchie, 1998; also see Kerr, 2006, p. 277). This has been further linked to important factors such as positive word-of-mouth and intention to revisit (Hultman et al., 2015).

Importantly, there is gap in the literature that assesses the effectiveness of tourism ambassador programs in helping contribute to a uniform destination image or brand. Although the tourism industry has generally fallen behind in training tourism and service sector employees in customer service and/or local knowledge, proper training can help provide quality control of the destination’s image and tourism product (Dewhurst, Dewhurst, & Livesey, 2007). To this end, not only may tourism ambassador programs provide a consistent message, they can potentially contribute to the quality experience for a visitor as noted in Nicols et al.’s (2017).

Overall, the lack of results with regard to the impact of ambassadors for a tourist destination justifies the need for current research. Abstracts of articles included in this review can be found in Appendix A.

## Findings from interviews with destination managers and comparisons of programs

### Methods for comparisons and interview selection

A cross section of destination managers and/or marketers were interviewed, to better understand their ambassador programs and to determine if they had similar opportunities as provided by CEHMT's Island Ambassador, Volunteer Management, and Event Incubation programs. A systematic search, which included snowball sampling, of destinations in all 50 states was conducted to identify organizations to participate in this study. In total, 37 states had at least one destination with an ambassador program of some kind. Five destinations' programs were specifically designed for volunteer staff who wanted to volunteer at the local visitor center or to help at special events, while three other destinations hired tourism ambassadors to work in visitor centers or walk the streets in uniforms and aid tourists as needed. These eight destinations were not included in the study because their programs are very different in intent and desired outcomes from CEHMT's programs.

Data was collected intentionally from a diverse set of destinations based upon size, geography, and type of attractions. Each destination listed below has, had, or is in the process of developing a tourism ambassador program designed for frontline tourism employees and others that interact with tourists. Therefore, data from 27 destinations inform this project:

Mobile, AL	Greenville, NC
Lake Havasu, AZ	Cleveland, OH
Tucson, AZ	Franklin, TN
San Francisco, CA	Knoxville, TN
Boulder, CO	Abingdon, VA
New Smyrna Beach, FL	Alexandria, VA
Roswell, GA	Richmond VA
Dublin, Ireland	Journey Through Hollowed Ground National
Indianapolis, IN	Heritage Area, VA, WV, MD, and PA
Kokomo, IN	Spokane, WA
Madison, IN	State Tourism Offices of Connecticut, Iowa,
Columbia, MO	Maine, New Hampshire, and Vermont
Asheville, NC	

No organization reported a program similar to the Volunteer Management or Event Incubation programs; though most thought it was a good idea it is not something that they would initiate. One destination reported having workshops on how to start a festival or event and they provide technical assistance and limited promotional materials to the organizers. See Appendix B for the destination manager interview guide.

## Findings

The findings are compiled into major themes: 1) diversity of the types of organizations that facilitate ambassador programs, 2) the variety of purposes and content delivered, 3) types of training delivery and platforms, 4) financial aspects of ambassador programs, 5) benefits to the destinations, 6) challenges to implementing ambassador programs, and 7) changes they would make to their ambassador programs.

### 1. Key organizations

Convention and visitor bureaus (CVBs) were the organization that most commonly initiates a tourism ambassador program (TAP). CVBs are unique quasi-public organizations that often combine public funding through accommodations and/or hospitality tax with the mission of reinvesting those funds to help support the growth of the tourism industry, often through marketing. Other organizations that initiated ambassador programs included a hospitality association, a National Heritage Area, and five state-level tourism offices. Only one CVB involves a local university in their TAP, as the program was developed in a graduate class with input from local industry professionals. The university's role post-program development is to provide a professor or economic development specialist to teach the tourism economic impact portion of the training.

While CVBs were the most common organization, a notable company involved in developing and implementing tourism ambassador programs is the Tourism Ambassador Institute (TAI; in affiliation with Mickey Schafer and Associates). As a third-party consulting agency, TAI contracts with destination management organizations/CVBs to provide the Certified Tourism Ambassador (CTA) program (a trademarked term) which is a tailored destination level tourism ambassador training program. TAI is flexible in their programs and while they provide information on general topics such as customer service, the CVB provides TAI destination specific information. TAI packages this information into training modules either for in-person training (conducted by the CVB or someone local, not TAI) or online platforms, which is hosted and managed by TAI. The CVBs pay TAI to develop, update, and maintain the training modules, participants pay a fee the first time they take the training and become a CTA, and participants pay an annual fee to continue to be a CTA. TAI advertises that over 100 destination marketing organizations use their service and that over 17,000 people in the US have been certified tourism ambassadors. Over half of the destination marketing organizations working with TAI are in the Dallas/Fort Worth region and the Kansas City region combined.

TAI training program prices vary depending upon desired training requests. Participant certification fees were found to range from \$25-\$79 and CTA annual renewal fees range from \$15 - \$49; some CVBs subsidize participant costs and some employers pay the participant fees. Several CVBs interviewed for this project have used, or continue to use TAI. Each respondent said positive comments about the training modules provided by TAI. However, some CVBs stopped working with TAI, citing costs both to the CVB and participants. These CVBs indicated that they initially thought TAI would save them significant time and money, but by the time the CVB had collected and organized the

information for the training modules (the responsibility of the CVB), many opted to perform the next step and create (and subsequently update) the training modules themselves. Additionally, CVBs found that participant costs, especially the annual renewal fee was price prohibitive to many near minimum wage earners, so less people were obtaining certifications than they had hoped. Other CVBs stated that TAI was the best way to provide training and they were pleased with the arrangement.

**Hilton Head's Island Ambassador Program, though initiated through the Town of Hilton Head Island with the reinvestment of accommodation tax revenue, the program is created, managed, and implemented by a local university.**

## 2. Tourism ambassador program purposes and content

Program goals were relatively consistent across all organizations, in that they wanted to ensure that their destination provided high quality customer service, which each viewed as important to retain and increase their destination's visitation rates, and positively affect tourism's overall economic impact to their community. One interviewee explained that as an ambassador program provider, she was selling her city to the TAP participants with the explicit intention of creating cheerleaders for the city.

The TAPs are seen as a way to train individuals, especially frontline tourism staff. Each TAP provides training about local attractions, things to do in the area and the importance of tourism to the economy. Most contain a little information about local history, particularly as it pertains to tourism, and many include a customer service component, while only a few include ecological information. A few organizations have separate customer service programs tailored to specific hospitality businesses, which are often taught by consultants.

Most TAP programs are less than eight years old. One larger CVB started their TAP in 2002 but ended it in 2006 when the CEO and Marketing Director left almost simultaneously, and the program had no other upper management champion. Most all TAPs were started because a general need was seen by someone at the CVB. In contrast, some TAPs were created for special events; the three Indiana based TAPs in this study were created to prepare for the 2012 Super Bowl in Indianapolis, and similarly the National Heritage Area TAP was created to prepare its communities for the 2011-2015 Sesquicentennial of the Civil War. Currently, three of the four TAPs created because of a special event are no longer in operation. With the exception of one very small CVB (one full time employee and one volunteer) interviewees in destinations where programs have closed believe that their TAPs should be revived. Their reasons are encompassed in the section below on TAP benefits.

**The IAP is the oldest ambassador program compared to others identified in this study. The purpose behind providing the program at other locations has included creating cheerleaders for the destination, education to frontline staff, and to protect destination identity especially in places that have hosted mega-events. Comparatively, the IAP has also stated its intention to support the tourism industry and provide on-going education for the tourism workforce in Hilton Head.**

**Further, the overall findings in this study suggest that the benefits and outcomes of the IAP program also helps protect the identity of Hilton Head Island by helping new workers get excited about being in the area.**

### 3. Training delivery

The vast majority (82% of the organizations interviewed in this study) of TAPs are delivered in-person in a 3-4 hour block, similar to CEMHT. Anyone working in the tourism industry, city employees and elected officials, and in most cases, residents too, are welcome to participate. However, a couple of CVBs currently exclude residents due to lack of space. With interest from local community members, CVBs are trying to determine how to gently and respectfully curtail resident participation as demand for their program continues to grow. These TAP providers indicated that meeting face to face was important as the direct interaction facilitated: 1) questions to be asked, 2) participant contribution, 3) participants to learn from each other, and perhaps most importantly, 4) networking opportunities, and 5) building a sense of community among ambassadors. The average annual number of in-person training opportunities per CVB was four, with a range of 1-12. Some of the larger city in-person TAPs have between 200-250 participants annually, while smaller CVBs tend to have up to 100 participants annually, except for one organization that had 186 participants.

The online TAPs are self-paced and some require that you accurately answer questions at the end of a session in order to continue. While anyone is welcome to participate the provider controls access to the training modules. Potential ambassadors must register with providers and obtain a passcode for all but 2 of the CVBs. Most of the organizations that delivered their programs online reported doing it for efficiency. A state agency reported that they could not provide in-person training across the state or a region, while a couple of very small CVBs did not have the personnel to offer in-person TAPs. One CVB representative reported that their audience expected high tech delivery and that she did not think an in-person program would be as effective, especially for the residents. In most cases the online training programs are updated, very visual with audio and video material, and strive to be very engaging. Online TAP providers indicated that the web based delivery advantages include: 1) the TAP is always available, which employers like as they do not have to let employees off during work hours to attend an in-person session, 2) less CVB personnel are required once the system is in place, 3) it is efficient, and 4) updating material is easy. However, some of these organizations also provide social engagement opportunities to encourage building a sense of community among ambassadors, but they reported that this section of their programs needed to be revised, as it is not working as desired. That is, stagnation was cited as a common issue when using online programs. While some online TAP administrators do not keep a record of their number of participants, the most annual participants were 275 (very large city), while other locations train around 50 annually.

**The IAP is offered approximately 40 times per year in-person, ranging anywhere from five to 70 participants per program offering. Not only is IAP comparable in quantity, but these sessions**

**also include one to three university educators implementing the program from their specialized areas of expertise.**

#### 4. Financials

Although each CVB funded their TAP, respondents were unable to provide specific costs for the TAP because it was not the responsibility of any one person to coordinate the program, nor did any respondent indicate that they had a specific line item for it in their budget as it was part of another account. For example, the individual responsible for the TAP may also be the director of the visitor center or the assistant director of community relations. This division of responsibilities was cited as a reason for so few in-person TAP training sessions being offered per CVB, and why some of the online programs had lower than anticipated number of participants. That is, the responsible person did not have time and resources to market and champion the program in addition to their other duties. One interviewee mentioned their initial expense to create the TAP through TAI was \$650,000, but she did not have figures on associated expenditures.

As indicated in the “key organizations” section, all CTA training has a per-participant cost. Non-CTA TAPs vary with the majority having a cost ranging from, just purchase your lunch to \$40. Most in-person programs charge participants between \$15-\$25 dollars, which was often described as a breakeven cost, with the money going toward food, rental space, or activities. Some organizations do not charge if the person is a frontline tourism employee. Some interviewees said they did not charge participants when their TAP begin, but instituted the charge to reduce absentee rates. Interestingly, the \$40 charge is for an online program, but completion does come with a variety of discounts to local attractions, and it is in a city with an extremely high cost of living.

**Comparatively, the IAP has kept the cost free to participants through both reinvestment of accommodations tax into the program, as well as in-kind support from participating businesses. Though ability to quantify the cost and value of the services that CEMHT currently provides is beyond the scope of this analysis, the competitive price point from what is the leading tourism ambassador provider (online program) is \$650,000 to create the program (not including maintenance/updates to the program). As a result, some of the higher expenses of some programs, participant fees were required to help off-set the cost.**

#### 5. Benefits to the destination

While none of the CVBs formerly evaluated their TAPs, each believed through informal measurements and anecdotal information that the TAPs were very beneficial to their destinations. Three intertwined and somewhat overlapping categories emerged. First, the most commonly mentioned benefit was *increased or better customer service* due to the tourism ambassador both knowing more local information to convey and conveying the information with more warmth and familiarity. Wait staff told one interviewee, that their tips had improved as a result of using what they had learned in the TAP. Second, *awareness of tourism as an industry and local attractions* was the second most mentioned

benefit and it was described as not only helping frontline tourism employees but also educating locals to the importance of tourism to the local economy. Several CVBs mentioned that their TAP was more important for educating locals than tourism employees, and helped increase the status of their CVBs. One respondent in a community known as a popular destination, stated that the only real value she could document from their online TAP, was that the mayor and each city employee participated, and now the CVB truly had a seat at most every proverbial city table. Overnight the CVB's visibility drastically increased and they were treated as an important city department. The third category of benefits is *networking*, meaning that the TAP strengthened relationships between various businesses, which in turn created more working together for a better tourism product. In two instances, TAP networking resulted in new tourism business ventures, as through better awareness of the tourism product and more education about visitors, entrepreneurs realized niches that they thought had sufficient demand to open new businesses.

Perhaps the most interesting and telling information came from respondents in destinations that had discontinued their TAPs. These respondents explained that there was now a lack of consistent, accurate messaging, and a single comprehensive method of obtaining needed information. Additionally, training of this nature was now up to the individual hospitality organizations, who often did not do it. Two CVB visitor center employees, in separate parts of the country, mentioned that the materials from their respective TAPs are still some of the most useful resources in their jobs, even though their TAPs have not existed for 12 years in one location and 3 years in the other.

**Based on the findings from the interviews with managers at local businesses, the IAP creates the benefits that were mentioned by other CVBs (i.e., better customer service, awareness of the tourism industry/ local attractions, and networking). However, IAP also created other benefits including helping to acculturate and build community among the workforce, help them become excited about living in Hilton Head, and help protect the narrative of the destination identity (see Findings from Interviews with Island Ambassador Coordinators).**

## 6. Challenges

Every respondent cited that their biggest challenge was having time to devote to their TAP, and the other commonly mentioned challenge was that their organization lacked someone to champion the program. All interviewees said that to be successful that they had to market their TAP throughout their community, however, many said it did not rank high enough on their priority list to receive sufficient efforts to be optimized. While each interviewee except 1, thought their TAP was extremely beneficial and warrants more support, only five interviewees claimed it was a significant part of their job. It appeared that these five organizations had the most vibrant, engaging, and growing TAPs.

**While other destinations interviewed in this study suggested that their main struggle was – largely a result of the multiple other duties they are charged with – to find a champion of the**



**program. As noted in the “key organizations” section, the IAP program at the CEHMT is different because this is a primary focus of the organization and program.**

#### 7. What they would change

Lastly, each respondent was asked how they would change their current TAP. The most common response was that they wanted a greater number of individuals to take their training, so more marketing was needed to tourism and non-tourism businesses as well as city employees who interact with tourists. Several CVBs were at capacity for their current TAP delivery method and so they needed more resources to increase capacity. Specialized training oriented toward specific businesses, customer service, local heritage and history, or to increase awareness of a particular section of town or niche market, was also a common suggestion. Most respondents also reported a need to better connect with those that had completed their TAP so that they could maintain that relationship and continue to build a stronger sense of community and identity around their CVB and tourism.

**Destinations interviewed suggested that they needed to formalize their post-program network of participants more and consistently have room to grow (whether in content or participant numbers). The scope of this project did not include asking CEMHT this question so there is not comparison.**

## Findings from Interviews with Island Ambassador Coordinators and Business Managers

### Methods

In-depth, semi-structured interviews were conducted with seven different businesses across Hilton Head Island, all of which have worked with the CEMHT to provide the Island Ambassador Program (IAP) to their employees. Businesses represented included hotels, condominiums, restaurant groups, and realtors. The interviewees included human resource managers, general managers, cultural ambassadors, and coordinators of orientation programs, trainings, and/or professional development. All of the interviewees had participated in the IAP themselves.

The interviews were conducted in-person, and were audio-recorded then transcribed. One to two researchers were present at each of the interviews. The interview guide can be found in Appendix C. Data was initially analyzed with a round of inductive open-coding to allow repetitive codes to emerge, and subsequent round of coding combined these into themes. As expected, some themes reflected questions directly from the interview guide, while other themes captured ideas that emerged across the interviews.

### Overall Description and Use

The respondents reflected various levels of interaction with the IAP – with some respondents noting they may coordinate programs once or twice a year, to others who typically offer it every four to six weeks. Given the nature of the workforce, many businesses incorporated the IAP into their orientation training program to supplement and add value to the information that new hires, as well as existing employees. Across the interviews, most respondents noted that the IAP was beneficial for both front-of-the-house (i.e., front desk, servers, recreational attendants) as well as back-of-the-house (i.e., sales, human resources, maintenance, accounting) employees. When incorporated into the orientation program, it was often considered, ***“One of the highlights.”*** Managers see it as part of the tools they can provide their staff to do their job well and several noted the direct benefit to the business – ***“It helps them exceed expectations”***. While some groups count participation in the IAP as professional development and continued education, many require it for their employees. Across the board, most businesses who are working with the CEMHT to provide the IAP pay their employees for their time spent participating, and choose to feed their employees lunch as well. That is, there is investment into the IAP by each business involved.

### Education and Addressing Consistency in the Destination Image

Hilton Head Island has a high level of tourism dependency and there is a constant turnover in employees drawn locally, nationally, and internationally. To that end, Hilton Head Island can be vulnerable to high turnover rates which could have leave the destinations at risk to inconsistent

customer service quality and destination messaging. While it remains in the best interest of hospitality and tourism businesses to train employees in best practices in customer service, it is equally in the interest of Hilton Head Island as the overall destination, to also be involved in the training process for multiple reasons.

As many of the respondents noted, common to Hilton Head Island are businesses who use seasonal and temporary workers: summer interns from the U.S. (3-month contract), J-1 Visa workers (1-year contract), H2-B Visas (3 – 9 month contracts), and other types of work and travel visas (averaging around 3-months in contract). Many of these hires have never been to Hilton Head Island while others may be involved in a steady hire/rehire program. Respondents were clear that they had employees not only in a variety of positions that benefit, but also diversity in employees themselves. Many of these employees have limited knowledge of Hilton Head and ***“destination knowledge is needed to be able to provide good customer service.”***

Most of the respondents recognized the information that the IAP provides – tailored learning about Hilton Head Island – as complimentary to the customer service training that they also deliver. As one respondent noted, ***“it provides all of our associates a base with the knowledge that we want to be experts in for the island.”*** In this regard, the IAP is certainly seen as a form of continuing education being provided to the community by USCB and that is regarded very positively.

Further, it was noted that the education gained from the IAP helps to protect the image of the island in very important ways: the program arms employees to help explain certain aspects of Hilton Head that may seem like restrictions, in a way that reframes them as uniquely Hilton Head. As one respondent gave an example; when a guest asks:

***“Why there aren’t any street lights or why they need to shut down the pavilion at a certain time, and why there are strict noise ordinances in place, and the why they need to be quiet, we can tell them it’s because of the turtles. It’s what makes it special and it’s not an annoyance. It helps.”***

For most of the individuals the IAP is the only time they have ever learned this type of information, including those that have been in the area for many years. In this regard, the IAP seems to be an important delivery mechanism for destination knowledge for a variety of tourism and hospitality programs that support the overall hospitality industry.

### Empowerment and Well-Being

When asked about the overall value and benefit of the IAP, the most common response was, empowerment.

***“It empowers our employees and makes them feel more comfortable letting people approach them or approaching other people, because sometimes when you hear someone asking questions, and if someone doesn’t know it, they can jump in and help out their fellow employee and the guests as well.”***

Repeatedly it was noted, ***“everyone gets different information out of it but they always get something that then helps them feel more comfortable with and relate to guest”***. Even with employees that are long-term residents, they too often learned new things about their home:

***“We had a server who was like 50 years old, who has lived here 20 years, and was able to take something away and bring it table side... the type of information learned in the program becomes a point of conversation for everyone”***.

In a slightly different context, the realtor group also represents an important stakeholder who typically ‘sell the destination’ to people looking to purchase property in Hilton Head. Specifically, this is a program that has helped new realtors gain confidence spending time with their clients (especially with ‘dead time’ in the car) and overall present Hilton Head as a cohesive destination image.

Exploring this idea further, many of the respondents shared how the program also helps the workers – especially new international workers – start to think about Hilton Head as home. For temporary workers coming domestically or from abroad, the program also provides them some idea of what there is to do, helping with their transition of living here. When they start to see Hilton Head as a place they know and are proud to be a part of, that is when they are able ***“to be excited about the area and share it with guests.”*** To put this into the specific context of international workers, one respondent shared: ***“We have a lot of international students... it gets them excited about moving here, living here. Most of them coming have no clue about being here. They work with a sponsor company who said this company has an opening, and they didn’t know what to expect...”*** In many ways, the IAP helps to bridge the significant temporary workforce into the Hilton Head community. Not only is that important for the employee themselves, but it is also important for a high turn-over destination like Hilton Head to take precautions in making sure their workforce learns the uniqueness of the destination.

### Other Findings

Overall, the coordinators of the IAP had overwhelmingly positive views of the program. While that is not surprising, what was notable is the number of the respondents who had personally sought to bring the program to their organization because they had participated in it while in a former position (or while in high school). That is, they remember how much value they received as a participant and see it as something valuable for their employees now. In consideration to how this program has connected with participants and has become part of the educational

package for new employees to the island (focused on destination/Island knowledge), it makes it difficult to argue that this program would be effective on an online format. Part of the buy-in and ownership of being in Hilton Head is also through the pin they are also given with successful completion of the program.

## Summary of Survey Results of Island Ambassador Program

As part of this evaluation, Island Ambassadors (IAs) – or alumni of the Island Ambassador Program – were surveyed to understand their perceptions of how the program affected them and their ability to perform their job and beyond. Questions on the survey explored effectiveness of delivery, utility of the information, overall perception of what they learned, and how the program has helped them in their job (see Appendix G for all survey questions).

The survey instrument was developed and managed using Qualtrics software and a link to the questionnaire was sent to the 750 available email addresses of Island Ambassadors. USCB CEMHT personnel emailed each IA so that recipients would recognize the email address, the senders name and/or title. From the 750 initial email addresses, 47 emails were returned as undeliverable and there were 96 useable questionnaires for a response rate of 14%. Data was collected April 25- May 2, 2018.

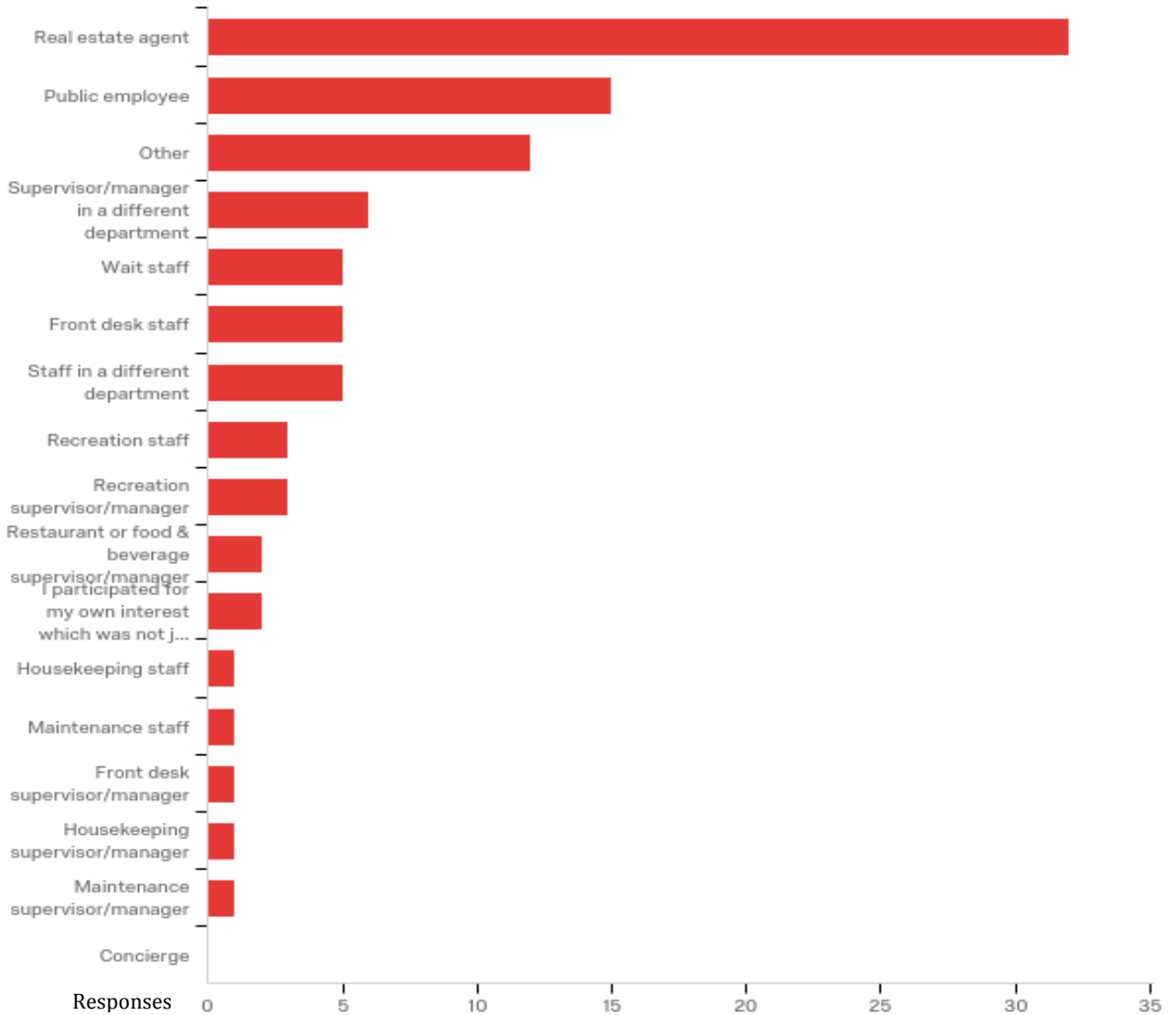
### Demographics

Demographically, 68% of the respondents were female, and they were relatively evenly dispersed between the ages of 20-64, with a few more individuals in the 40-60 age group. Academically, 92% had attended school beyond high school, and 67% had a university or professional degree. The vast majority of respondents (82%) became an IA in 2016 or later, and 34% indicated that the program was mandatory.

## Type of Employment

Real estate agents made up 34% all respondents followed by the 16% who were public employees and the other 50% were dispersed primarily among jobs such as department supervisors/managers, as well as individuals who come in direct contact with tourists such as wait staff, front desk staff, and recreational programming staff. Maintenance and housekeeping had one participant each, while no concierges participated (see Appendix D for table on full percent breakdown of employment type).

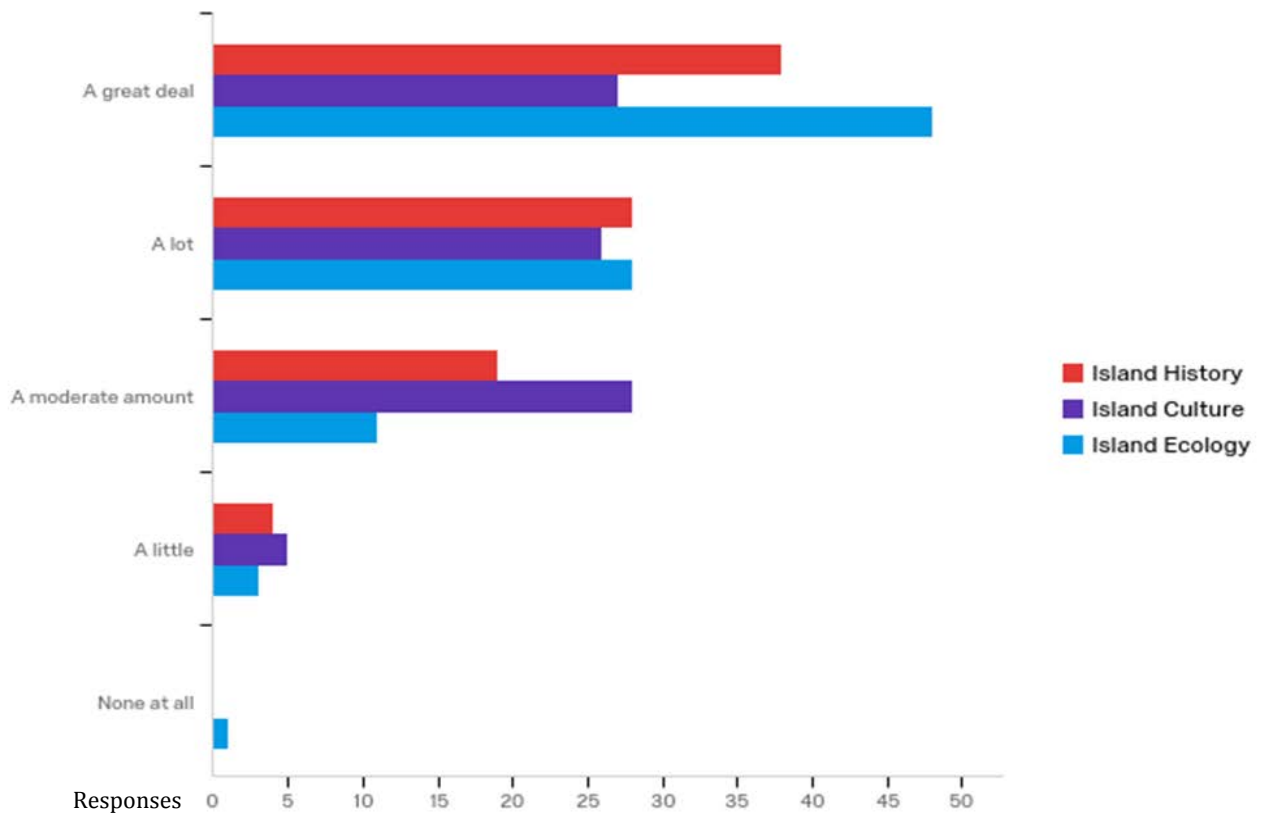
**Figure 1. Which category best describes your current job?**



### Perceptions of the IAP Effectiveness

The next set of questions investigated perceptions of the IAP. The majority of respondents reported learning “a lot” or “a great deal” about each topic: Island History (73%), Island Culture (61%), Island Ecology (84%). Some respondents indicated that they learned less about Island Culture because they were familiar with the topic before taking the IAP (Figure 2; Table 2).

**Figure 2. Please indicate how much you think you learned in each topic.**



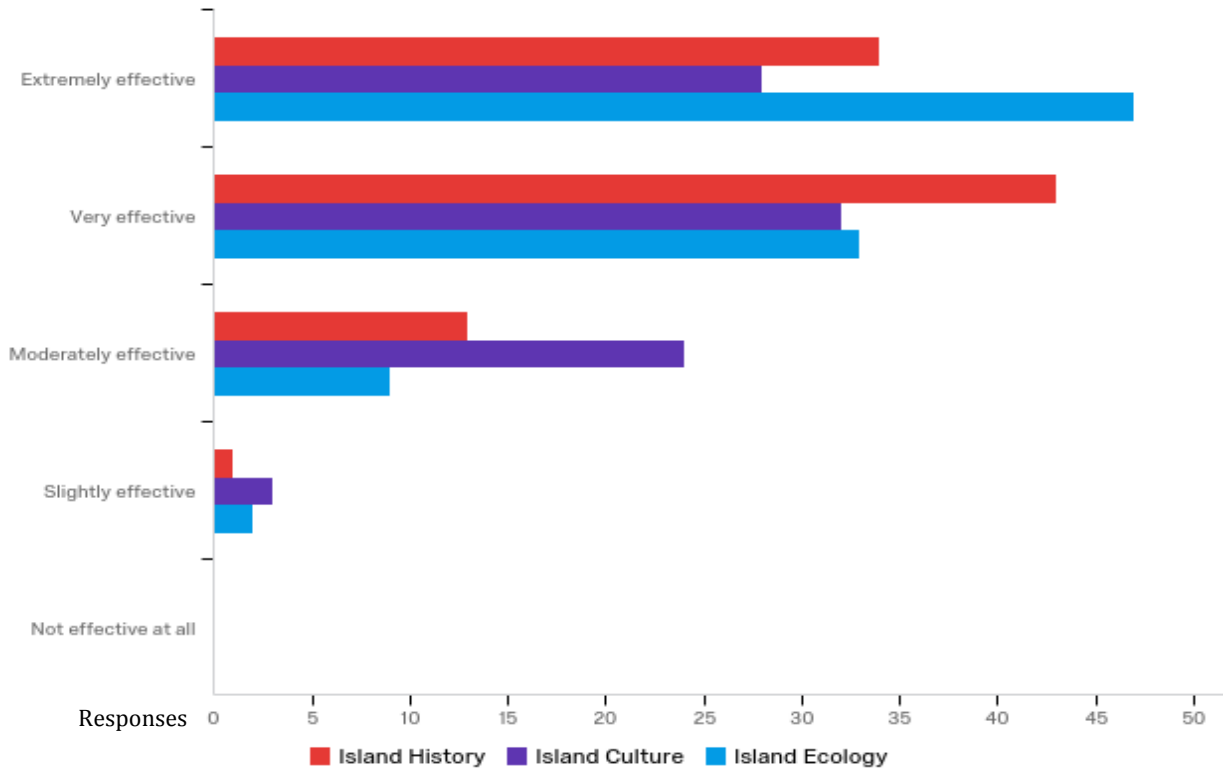
**Table 2. Please indicate how much you learned from participating in the IAP**

Question	A great deal		A lot		A moderate amount		A little		None at all		Total
	%	#	%	#	%	#	%	#	%	#	
Island History	<b>42.70%</b>	38	31.46%	28	21.35%	19	4.49%	4	0.00%	0	89
Island Culture	31.40%	27	30.23%	26	<b>32.56%</b>	28	5.81%	5	0.00%	0	86
Island Ecology	<b>52.75%</b>	48	30.77%	28	12.09%	11	3.30%	3	1.10%	1	91



Regarding effectiveness of the presentations, the vast majority of respondents found the delivery of each presentation to be “very” or “extremely effective”: Island History (84%), Island Culture (69%), Island Ecology (88%; Figure 3; Table 3).

**Figure 3. How effective was the presentation delivery of each topic at helping you better understand the topic?**



**Table 3. Effectiveness of the presentation delivery of each topic**

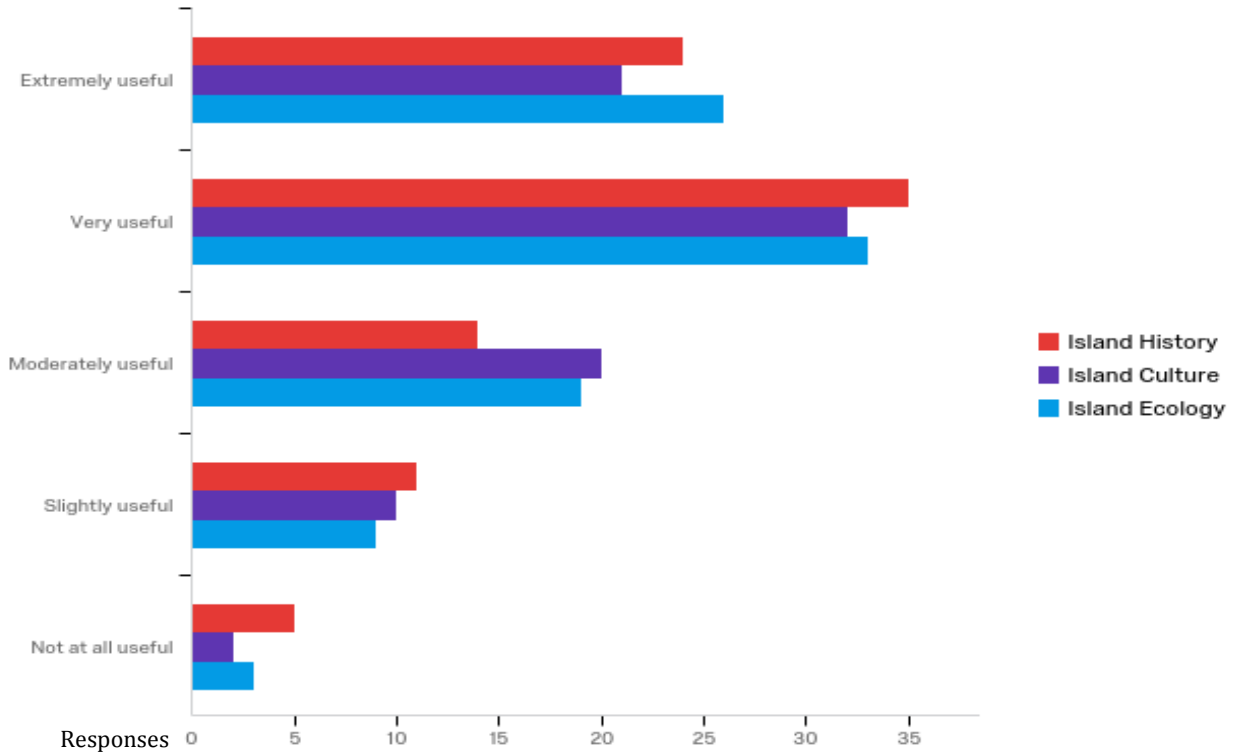
	Extremely effective		Very effective		Moderately effective		Slightly effective		Not effective at all		Total (n)
	%	#	%	#	%	#	%	#	%	#	
Island History	37.36%	34	<b>47.25%</b>	43	14.29%	13	1.10%	1	0.00%	0	91
Island Culture	32.18%	28	<b>36.78%</b>	32	27.59%	24	3.45%	3	0.00%	0	87
Island Ecology	<b>51.65%</b>	47	36.26%	33	9.89%	9	2.20%	2	0.00%	0	91

When asked about other types of deliver options, open-ended responses overwhelmingly suggested more handouts be provided. Additionally, one respondent suggested recording the sessions to send out after each class, while others proposed providing tours or site visits on the island. Additionally, one respondent suggested providing opportunities to review and test what was learned.

### Perceptions of Utility of IAP Information

Respondents found the presentations to be very effective, so it is not surprising that they reported high levels of learning. Not only did respondents learn a lot from the IAP, the majority reported that the information was “extremely useful” or “very useful” to their jobs: Island History (66%), Island Culture (63%), Island Ecology (66%; Figure 4; Table 4).

**Figure 4. Overall, how useful has each topic been to your job?**

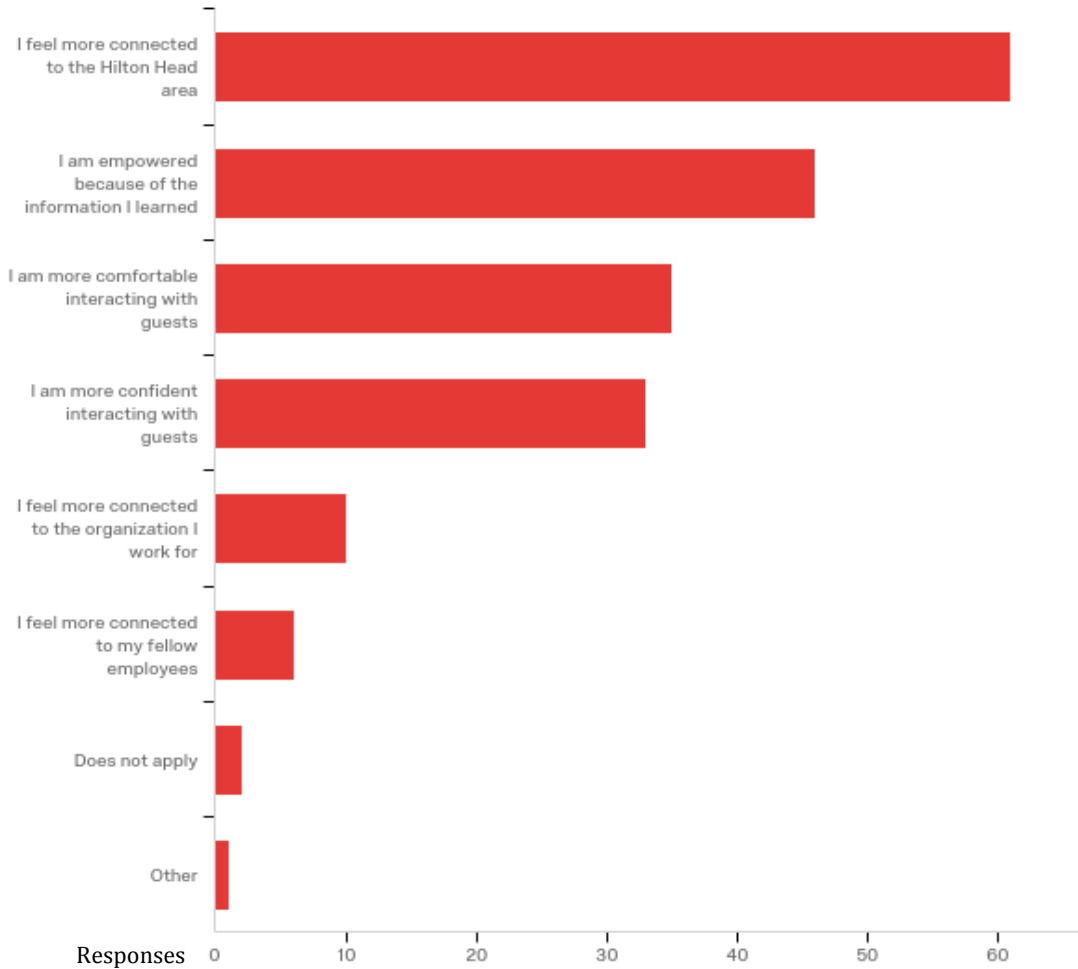


**Table 4. Overall, how useful has each topic been to your job?**

Question	Extremely useful		Very useful		Moderately useful		Slightly useful		Not at all useful		Total
	%	#	%	#	%	#	%	#	%	#	
Island History	26.97%	24	<b>39.33%</b>	35	15.73%	14	12.36%	11	5.62%	5	89
Island Culture	24.71%	21	<b>37.65%</b>	32	23.53%	20	11.76%	10	2.35%	2	85
Island Ecology	28.89%	26	<b>36.67%</b>	33	21.11%	19	10.00%	9	3.33%	3	90

IAs reported that the IAP was useful to their jobs; another question investigated how the training and information was useful. Respondents were asked to select all the ways in which the IAP information had aided them in various ways at their job. The highest ranked results were a stronger connection to Hilton Head (31%) and a feeling of empowerment (24%). Respondents could have chosen a variety of answers, including a write in “other” option (Figure 5; Table 5).

**Figure 5. How has Island Ambassador Program has helped you at your job? (select all that apply)**



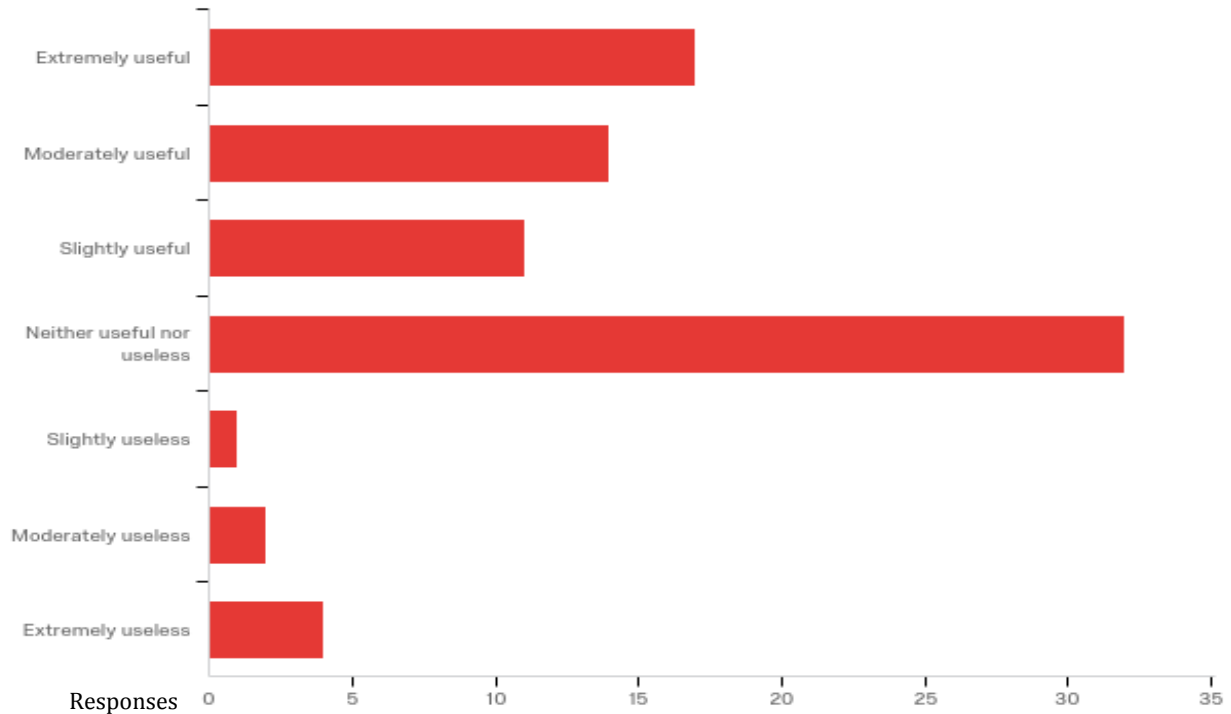
**Table 5. How has Island Ambassador Program has helped you at your job? (select all that apply)**

Answer	% of respondents indicating agreement with statement	Count (n = 88)
I feel more connected to the Hilton Head area	69%	61
I am empowered because of the information I learned	52%	46
I am more comfortable interacting with guests	40%	35
I am more confident interacting with guests	38%	33
I feel more connected to the organization I work for*	11%	10
I feel more connected to my fellow employees*	7%	6
Other	2%	1
Does not apply	1%	2

\* These are not stated goals of the CEMHT program

Some of the interviews with destination managers indicated that handouts from their tourism ambassador programs were incredibly useful and that they used them years after attending the program. Additionally, some Hilton Head business managers interviewed as Island Ambassador Coordinators for this project indicated that the IAP handout was their primary source of information about Hilton Head Island. Supporting this, 48% of IAs found the handouts to be “extremely useful” or “moderately useful”, while 39% were ambivalent, finding the material “neither useful or useless” (Figure 6; Table 6).

**Figure 6. How useful have the handouts been to your job(s)?**

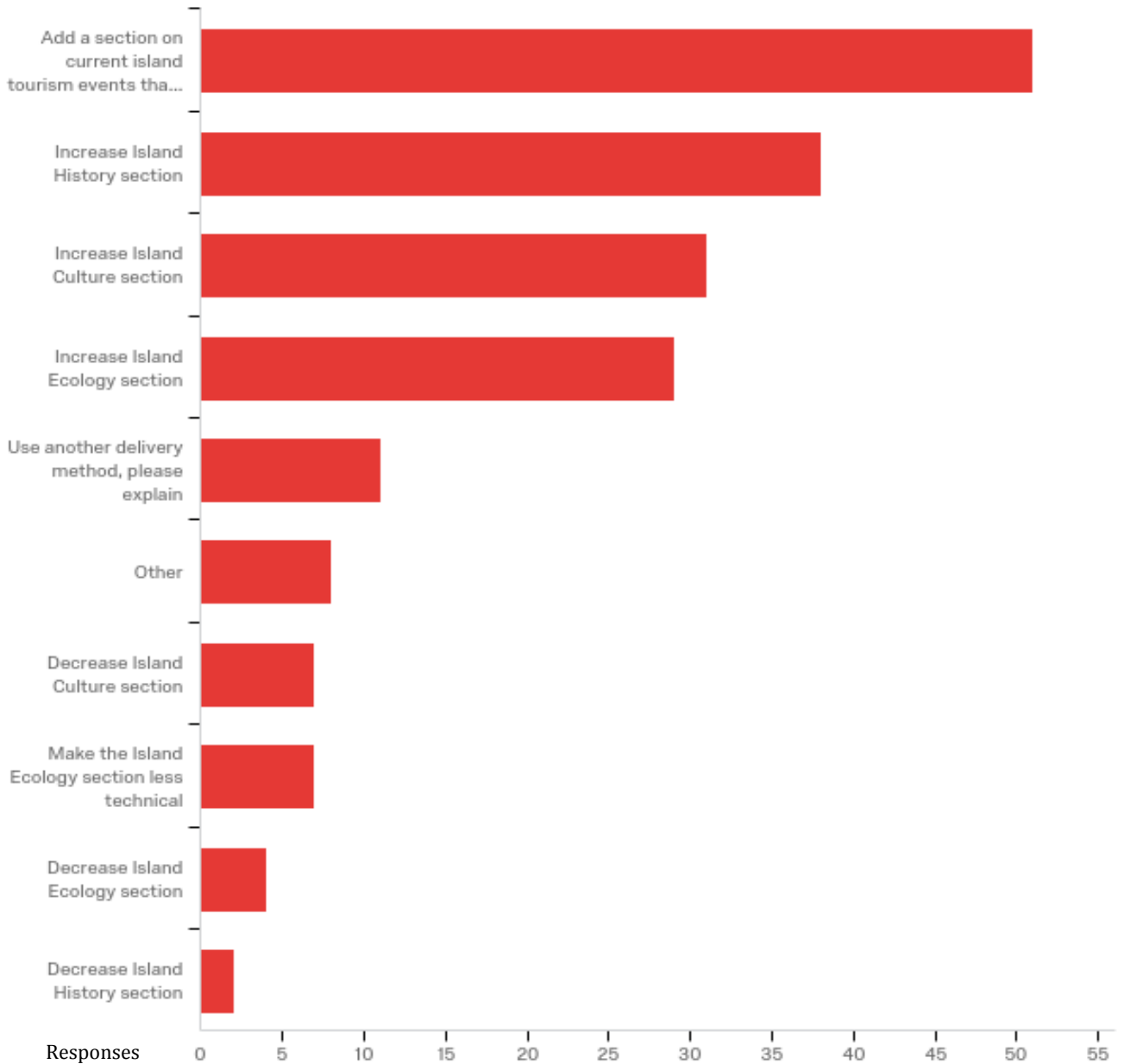


**Table 6. How useful have the handouts been to your job(s)?**

Answer	%	Count
Extremely useful	20.99%	17
Moderately useful	17.28%	14
Slightly useful	13.58%	11
Neither useful nor useless	39.51%	32
Slightly useless	1.23%	1
Moderately useless	2.47%	2
Extremely useless	4.94%	4
Total (n = 81)	100%	

Finally, respondents were asked about how they would change the Island Ambassador Program. Sixty-five percent indicated they wanted a section on current island tourism events that affect tourism (new/upcoming resorts, hotels, attractions, infrastructure changes), followed by increased content with the section on island history (48.7%), island culture section (39.74%), and island ecology (37.18%; Figure 7; Table 7).

**Figure 7. If you were to suggest changes to the Island Ambassador Program, what would they be? (Select all that apply)**



**Table 7. What changes would you make to the program? (select all that apply)**

Answer	% Respondents	Count (n =78)
Add a section on current island tourism events that affect tourism (new/upcoming resorts, hotels, attractions, infrastructure changes)	58%	51
Increase Island History section	43%	38
Increase Island Culture section	35%	31
Increase Island Ecology section	33%	29
Use another delivery method, please explain	13%	11
Other	9%	8
Make the Island Ecology section less technical	8%	7
Decrease Island Culture section	8%	7
Decrease Island Ecology section	5%	4
Decrease Island History section	2%	2

Other responses included sharing print outs on island history, more handouts, allowing the public to attend, and providing booklets to new residents as well. Further, one respondent asked for an expansion of the type of history with regard to the culture.

# Event Incubation and Volunteer Management Program: Survey Results and Interview Findings

## Survey Results

Participants in the Volunteer Management Program (VMP) were surveyed to understand their perceptions of the Program and what skills they learned and benefits they received. The survey instrument was developed and managed using Qualtrics software and a link to the questionnaire was sent to the 20 available email addresses. USCB CEMHT personnel emailed each participant so that recipients would recognize the email address and senders name and/or title.

Unfortunately, there was an email issue and only three Volunteer Management participants provided data.

Each respondent was female and 2 participated in one event each, while one respondent participated in four events, and their involvement in the VMP ranged from 2013 -2018. They were recruited for the event by a professor and their motivations were academic and career oriented. Respondents indicated that they learned a great deal from the experiences including the importance of planning, paying attention to details, and how much work is involved in an event. They also reported learning tangible skills such as managing volunteers, securing sponsorship, developing a risk management protocol, budgeting, and networking. One participant gained a great deal of self-confidence through this experience, as she was anxious about working with crowds and the pressure it would create, however, she perceived that she handled it well. Two participants indicated that their VMP experience was important in them gaining employment. The only stated suggestion was to expand the program and work with other non-profits.

See Appendix H for a version of the survey that could be used in the future.

## Interview Findings

In-depth, semi-structured interviews were conducted with three managers of non-profit organizations who have worked with the CEMHT in their Volunteer Management or Event Incubation Program. The interviews were conducted in-person, and were audio-recorded then transcribed. Two researchers were present at each of the interviews. The interview guide can be found in Appendix E. Data was initially analyzed with a round of inductive open-coding to allow repetitive codes to emerge, and subsequent round of coding combined these into themes. As expected, some themes reflected questions directly from the interview guide, while other themes captured ideas that emerged across the interviews. The number of students working with each organization varied depending on the year and the types of events they are implementing.

Not surprisingly, the organizations indicated that there is substantial value in these programs. All organizations in this study indicated they had a long-standing and sustainable relationship with CEMHT. In this regard, these agencies have been working with the programs for several years

and called it a ***“well-oiled machine”***. For those that utilized the students, while they had to accommodate student schedules, they all noted that some of the events or fundraisers they currently put on, would not be possible without the VMP. Specifically, one respondent noted, ***“the program has been instrumental in providing volunteers for our program”***.

Additionally, all respondents alluded to the mutually beneficial nature of these relationships where not only do they get the support they need, but they also recognize the learning experience the students receive from being involved in an event for their organization:

***“and we don’t get them just the day of, they come in for the very first organization meeting... it is a win-win for both of us because we get the manpower we need and they get to see the event planning process from the early stages to the chaos of the actual day.”***

Within this model of service-learning, students receive opportunities to practice real-world skills such as fundraising, to working with vendors, and marketing. The organizations also said they benefit from the students’ ***“high energy and fresh new ideas”***.

With regard to the Event Incubation Program, one respondent noted the expertise of the CEMHT staff provided technical support for developing a new fundraiser. They noted that the staff ***“essentially took a leadership role in pulling together a strategy plan for a fundraising event... she provided the structure, identified the major functions that needed to be performed, and helped us breakdown the task lists, etc.”*** Based on this initial success, the event has entered into its seventh year.



## Researcher Observations of the Island Ambassador Program

The research team observed three Island Ambassador Program Presentations: Barony Beach Club (January 17, 2018), Realtors at Rooftop Poseidon (February 15, 2018), and Spinnaker Resorts (April 5, 2018), respectively. At least two researchers attended each of the presentations. The data collection instrument was a program observation form. Although designed to evaluate academic classes, the form is useful for collecting data in training environments, such as the Island Ambassador Program, as it provides a systematic method detailing necessary data collection and evaluation procedures. Researchers collected data individually during the presentations and then discussed their findings to reach agreement on the key findings. See Appendix F for the final Program Observation Forms per the three programs. Each group was a bit different and interacted differently with the instructors, but there are several themes that emerged from the observations.

The knowledge, passion, and commitment of the instructors is very evident. Each instructor was very prepared, engaged, and provided in-depth useful, and usable content. The PowerPoint slides were beneficial and provided a nice backdrop for the presentations. One thing that was less clear was the desired learning outcomes, as they were not clearly stated or evident. However, during the Island History discussion it was mentioned that: 1) tourism is the economic industry on Hilton Head Island 2) the desired affluent target market demands a high standard of customer service, and 3) the Island Ambassador Program provides information to help frontline tourism employees have a bit of extra information to share with tourists, which relates back to providing a high level of customer service.

The presentations were very well done, efficient, and the order worked well, as Island History (general and tourism specific) set a solid foundation for the Island Culture, and Island Ecology discussions. The Pocket Guide is really nice, full of good information, and well received by the participants.

Hilton Head Island has a copious amount of culture related attractions and organizations that might be of interest to visitors and residents. The Island Culture presentation focuses on more than just tourist oriented attractions, which provides a more comprehensive view of life on Hilton Head Island. It was clear that Island Ambassador participants learned new information about cultural opportunities, particularly for their children, during the presentation.

The Island Ecology presentation is really unique and informative and there does not seem to be another program like it as part of a tourism ambassador program, however, every location with a natural attraction should incorporate one. It is held during the third hour, which may account for why participants seemed a bit more restless.

## Summary and Discussion of Findings

### Island Ambassador Program

USCB's CEMHT is offering the most comprehensive version of a tourism ambassador program – the Island Ambassador Program – of all the programs that were examined in this project. While most programs looked at across the U.S. focus on local attractions, customer service, and the importance of tourism to the local economy, with a little bit of attention given to history and the environment, the IAP uses an in-depth discussion of Island History, which sets the stage for the Island Culture and Island Ecology presentations. These three topics connect the participants to the destination in ways that other programs do not, which is especially important for workforce personnel who are new to Hilton Head Island. The IAP helps integrate participants into the community, so is aiding in building community.

All destination managers interviewed believed that their program empowered participants to better understand their local tourism product and to interact with guests on that topic. IAs on the other hand are empowered to interact with guests not only about local tourism, but also about Hilton Head Island and what makes it a special place to visit and live. One destination manager stated that her goal with the tourism ambassador program is to create “city cheerleaders”, and it seems that a community member can be a better cheerleader than someone that only sees themselves as an employee. IAP participants respond well to this approach as evidenced by their high ratings for the effectiveness and usefulness of the program.

### Volunteer Management and Event Incubation

Also included in CEMHT's portfolio is the Volunteer Management and Event Incubation program. Though the limitations of the data should be recognized (a small sample size), there are some notable comments. First, these programs provide another avenue for CEMHT and USCB to connect with industry through the students within the Department of Hospitality Management. This is important to consider as there are additional benefits from this relationship: streamlining opportunities for student job placement, recognition of skills needed for students and future professionals, and opportunities to discuss trends and issues affecting the tourism industry on Hilton Head Island. Additionally, the interviews suggested several benefits: 1) The Volunteer Management Program helps provide a consistent pool of volunteers needed to successfully run the interviewees' events and programs, which was noted as an invaluable service; 2) The students gain valuable real-world experiences and skills, including working with people and fundraising; and 3) The students bring new ideas, fresh perspectives and an enthusiasm for helping – which was considered priceless by the interviewees in this study.

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# Appendices

## Appendix A: Abstracts of Articles Identified In Systematic Review of the Literature

Below outlines the articles that were screened for relevancy, organized by keyword search in which they were located.

### **Search 1 Keyword: “Destination Ambassador”**

de Diesbach, P. B. (2012). Touristic destination ambassadors, case analysis and conceptualization. How to better understand and use brand ambassadors in cognitive, affective and experiential approaches. *Tourism and hospitality management*, 18(2), 229-258.

#### **Abstract:**

(Purpose): We propose to capitalize on recent research on tourism marketing, **destination** choice, but also and mainly on conceptual reflections and research on emotional and symbolical brand relationship. We try to understand how **destinations** could communicate, using **destination ambassadors**, to better attract travelers.

(Methodology): This is a theoretical article presenting key concepts and their relevance to tourism marketing. We present the key concepts and analyze cases or real-life examples of **destination ambassadors** uses, trying to show the relevance of the described concepts. We use research key concepts and results in Affective marketing, Environmental psychology, and Experiential marketing, exploring issues of persuasion by three persuasion routes through which ambassadors can impact consumer choices.

(Approach): This article is a case-based theoretical reflection, aimed at deepening our level of understanding of how and why **ambassadors** could matter in tourism **destination** and branding in general. We start with real-life examples, and show in several cases what does not work and why, suggesting better professional practices based on theory.

(Findings): We illustrate the concept of **destination ambassadors** with some real examples. We show that the concept of brand **ambassador** and **destination ambassador** are often understood in a very limited approach with confusion, and not much effects because they only rely on "strike power", famousness. We propose improvements, suggesting three persuasion routes: cognitive, affective and symbolical. We define "symbols" in branding. We find out that Affective and Symbolical marketing research could dramatically improve our understanding and good use of **ambassadors** in touristic **destinations** and marketing in general. We also propose three key definitions in tourism marketing. We propose a reflection on how the “deep metaphors” conceptualized by Zaltman, relate to Experiential marketing and do make sense in **destination** branding; we show that **ambassadors** could largely contribute to it, using such theoretical framework. In a last section, we take a number of examples and formulate recommendations to practitioners, specific to different sorts of **destinations** such as spas, ski resorts, hotels, etc. We also suggest enlarging our vision of "marketing" to creating value in a more sustainable, ecological manner. It encapsulates the idea of creating value for all stakeholders, relying all the old concept of Service Profit Chain in services marketing, and on recent research in Tourism marketing. We suggest the option of co-branding for both **destinations** and **ambassadors**, especially via Online Social Media.

(The originality of the research): It consists of two main points. First, although it seems rules/breaking, we simply stick to the modern definition of marketing - marketing seen as

a relationship construction process - and to research contributions, in proposing to better understand how **ambassadors** could be better used for creating value for targeted consumers, in a consistent manner with the **destination** positioning. We seem to be very provocative in questioning the practices of practitioners using mainly celebrities; but we rather want to enhance more profound practices and more efficiency in business. We also remind that Marketing is not to be seen as a communication or manipulation process, but as a value delivery process, and propose how **ambassadors** could contribute to it. Second, we draw attention on some key concepts largely ignored in Experiential marketing, and on the importance of more thought. The principle of parsimony also asks us to communicate in a less superficial manner, and in a more efficient way. In the context of **Ambassadors** in tourism **destination**, that means we might need to think and understand more, use less Celebrity effects, and more, **ambassadors** consistent with brand emotional and symbolical positioning. Those can be celebrities, or non-famous humans, virtual agents, animals or other non-human objects.

Chen, N. C., & Šegota, T. (2015). Resident attitudes, place attachment and destination branding: a research framework. *Tourism and Hospitality Management*, 21(2), 145-158.

**Abstract:**

(Purpose): This paper aims to propose a new line of research that explores the relationship between residents and **destination** brand building behaviors through the concept of place attachment.

(Design and methodology): We conducted a literature review on place attachment and brand building behavior, and focused more specifically on place identity as an accumulation based dimension of place attachment and word-of-mouth as a behavioral outcome.

(Approach): With the emergence of new technologies, tourism managers no longer have a complete control over the development of **destination** brand, since various communication tools enable for residents to engage in the **destination** branding process. This calls for rethinking the role of residents in **destination** branding and the necessity to explore various place attachment dimensions and their outcomes.

(Findings): This study proposes a conceptual framework to understand the role of residents in the construction of the image of their place of residence as a tourism **destination**. Within this framework, we suggested that place satisfaction may affect residents' internalization process, contributing to residents' behavioral output process, resulting in positive word-of-mouth, participation in tourism activities, and demonstration of **destination ambassador** behavior.

(Originality): Despite the wide interest of researchers in human-place relationship, few studies have focused on residents' place attachment and its outcomes. This framework suggests that it is important to understanding how residents form place attachment; how they perceive their place of residence as a tourism **destination**, and what they communicate to create positive **destination** image and strong **destination** brand.

**Search 2 Keyword: “Destination + Ambassador”**

Nichols, G., Ralston, R., & Holmes, K. (2017). The 2012 Olympic Ambassadors and sustainable tourism legacy. *Journal of Sustainable Tourism*, 25(11), 1513-1528.

**Abstract:**

This paper examines the capacity of the London (2012) Olympic **Ambassador** volunteer programs to create a sustainable tourism legacy. It contributes to the literature on event legacies, particularly the role of volunteers promoting tourism in their home **destination**. Using an exploratory inductive approach, semi-structured in-depth interviews were conducted, in 2012 and 2013, with managers of all 11 **Ambassador** volunteer programs associated with London and the 10 other regional venues that hosted London Olympic and Paralympic Games events. These show that volunteer **Ambassadors** enhanced tourist experiences during the Games through the **Ambassadors'** pride in their home city, enthusiasm and local knowledge. However, although the **Ambassador** programs had aspirations to create a sustainable legacy, in the form of a pool of experienced volunteers to support future events and further tourist visits, this was severely constrained by cuts in local government budgets. The Government Olympic Executive provided a coordinating role leading up to the Games, but neither they nor the London Organizing Committee for the Olympic Games provided practical assistance for legacy development. This was a missed opportunity to channel the enthusiasm of mega-event volunteers into further volunteering to promote tourism.

Haven-Tang, C., Jones, E., & Webb, C. (2007). Critical success factors for business tourism destinations: Exploiting Cardiff's national capital city status and shaping its business tourism offer. *Journal of Travel & Tourism Marketing*, 22(3-4), 109-120.

**Abstract:**

Business tourism is a highly lucrative but competitive sector of the tourism industry which has led many **destinations** to implement strategies and invest in infrastructure and human resource developments. National and regional capital city status gives additional kudos to a destination. This paper presents critical success factors for business tourism **destinations** developed from four case studies of successful UK business tourism destinations through stakeholder interviews and explores how Cardiff should exploit its national capital city status to support its business tourism offer. The critical success factors for business tourism destinations include: leadership; networking; branding; skills; **ambassadors**; infrastructure; and bidding. These will inform an action plan to develop and shape Cardiff's business tourism offer and position Cardiff amongst the UK and Europe's major business tourism **destinations**.

Keshodkar, A. (2016). State-directed tourism branding and cultural production in Dubai, UAE. *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, 45(1), 93-151.

**Abstract:**

The Dubai brand aspires to convey notions of unbound luxury and extravagance. Envisioned and fashioned under the direction of an authoritarian state, control over the production and consumption of the Dubai brand remain instrumental in directing the experience of tourists and local citizens alike as they strive to move through this dramatically changing urban landscape. While tourists come and leave, local Emiratis remain left behind, facing the dilemma of locating places and spaces to situate themselves and define their sense of belonging within this discourse. This paper evaluates how the state's efforts to develop Dubai as a specific type of place oriented around conspicuous

consumption shapes the emergence of new cultural meanings and location of differences for the local, Emirati population within the urban, and increasingly, non-urban spaces dominated by the brand. The paper further examines how the evolution of the brand under the direction of the state contributes to development of the emerging Emirati identity discourse and highlights how Emiratis, as consumers and coopted **ambassadors** of the brand, now conceptualize and accommodate shifting notions of local heritage, tradition and legacy in molding their understanding of the past and more importantly, their notions of belonging for the future in this rapidly changing landscape.

Eijgelaar, E., Thaper, C., & Peeters, P. (2010). Antarctic cruise tourism: the paradoxes of ambassadorship: “last chance tourism” and greenhouse gas emissions. *Journal of Sustainable Tourism*, 18(3), 337-354.

**Abstract:**

This paper examines a paradoxical issue in tourism's adaptation to climate change and emissions reduction demands. Operators increasingly take tourists to **destinations** threatened by climate change, with Antarctica and other polar regions as favorites and cruise ship and aircraft as main transport modes. The selling point is to see a **destination** before it disappears, a form of last chance tourism. This has been claimed to increase the environmental awareness of tourists and make them “**ambassadors**” for conservation and the visited **destination**. Antarctic cruise ship passengers tripled from 2000 to 2007. The paper finds that high levels of greenhouse gas emissions are created by cruise ship tourists in general, and especially high levels for those visiting the Antarctic, up to approximately eight times higher per capita and per day than average international tourism trips. A survey found no evidence for the hypothesis that the trips develop greater environmental awareness, change attitudes or encourage more sustainable future travel choices. Of the Antarctic cruise passengers surveyed, 59% felt that their travel did not impact on climate change; fewer than 7% had or might offset their emissions. Alternative opportunities for visitation to glacial/polar **destinations** that comply with the desire to reduce future emissions are discussed.

Salazar, N. B. (2012). Community-based cultural tourism: issues, threats and opportunities. *Journal of Sustainable Tourism*, 20(1), 9-22.

**Abstract:**

Using examples from long-term anthropological fieldwork in Tanzania, this paper critically analyzes how well generally accepted community-based tourism discourses resonate with the reality on the ground. It focuses on how local guides handle their role as **ambassadors** of communal cultural heritage and how community members react to their narratives and practices. It pays special attention to the time-limited, project-based development method, the need for an effective exit strategy, for quality control, tour guide training and long-term tour guide retention. The study is based on a program funded by the Netherlands-based development agency, Stichting Nederlandse Vrijwilligers (SNV), from 1995 to 2001, and on post-program experiences. Findings reveal multiple complex issues of power and resistance that illustrate many community-based tourism conflicts. The encounter with the “Other” is shown to be central and that the role of professional intermediaries in facilitating this experience of cultural contact is crucial. Tour guides are often the only “locals” with whom tourists spend considerable



time: they have considerable agency in the image-building process of the peoples and places visited, (re)shaping tourist **destination** images and indirectly influencing the self-image of those visited too. The paper provides ideas for overcoming the issues and problems described.

Branislav, R. (2010). Professional Tourist Guiding: The Importance of Interpretation for Tourist Experiences. Presented at the *20th Biennial International Congress: New Trends in Tourism and Hotel Management*, Opatija, Croatia, May 5-6, 2010.

**Abstract:**

In today's international tourism it may happen that, without the role of mediators, existing destination resources remain either unavailable to visitors or not properly understood and valued by them. Interpretation of the local heritage, living culture, values and cultural identity in general is the key component of the contemporary guide's role. Tourist guides are front-line professionals who, unlike any other tourism players establish a close, intense and influencing contact with visitors at the same time protecting interests of sustainable tourism. They are often called "tourism ambassadors" of their destinations. Nevertheless, their profession is commonly perceived as an ancillary, repetitive and mass tourism activity, although it can be a very effective tool in the construction of tourist experiences.

Search 3 Keywords: Tourism + Ambassador + Training

- No new results

Search 4 Keywords: Place + Ambassador + Training

- No new results

Search 5 Keywords: Place Ambassador

De Nisco, A., Papadopoulos, N., & Elliot, S. (2017). From international travelling consumer to **place ambassador**: Connecting place image to tourism satisfaction and post-visit intentions. *International Marketing Review*, 34(3), 425-443.

**Abstract:**

(Purpose): The purpose of this paper is to extend international marketing theory by examining country image effects simultaneously from the perspectives of Product-Country Image (PCI), Tourism Destination Image (TDI), and General Country Image (GCI), and by using tourism satisfaction as the central construct in a comprehensive model that investigates post-visit effects in both the product and tourism domains.

(Design/methodology/approach): International tourists from multiple countries were intercepted at the end of a tourism trip and interviewed in-person using a structured questionnaire, resulting in 498 usable responses for data analysis. The model comprised seven constructs measured with 28 variables and was tested with structural equation modelling.

(Findings): The study uncovers a number of cross-effects between a country as destination and as producer, and establishes tourism satisfaction as a core construct that is relevant to both the tourism and product facets of place image.

(Practical implications): Above all, the study's findings argue strongly in favor of greater coordination between the "product" and "tourism" sides of place marketing.

(Originality/value): The study is original in its integrative analysis of GCI, PCI, and TDI constructs as antecedents and consequences of the tourism experience and, among other original contributions, is the first to investigate the direct link between product beliefs, tourism satisfaction, and post-visit product-related intentions.

Search 6 Keywords: Ambassador + Heritage + Training

- No new results

Search 7 Keywords: Ambassador + Training + Local

Wong, J. Y. H., Chan, M. M. K., Lok, K. Y. W., Ngai, V. F. W., Pang, M. T. H., Chan, C. K. Y., ... & Fong, S. S. M. (2017). Chinese women health ambassadors program: A process evaluation. *Journal of clinical nursing*, 26(19-20), 2976-2985.

**Abstract:**

(Aims and objectives): The aim of this study was to assess a community-women health **ambassadors** program and report the areas that were successful and those that required improvement. The objectives were to assess the feasibility, effectiveness, implementation and sustainability of the program. Background Health promotion for the prevention of chronic diseases has always been the top priority in the health sector. To ensure that the relevant health messages are well received in local communities, a health promotion program must be accessible, acceptable and culturally relevant.

(Design): We conducted and evaluated a women health **ambassador program** based on the lay health advisor model for health promotion in Hong Kong during November 2014 to February 2015. Health needs and the subsequent focus of the program were determined by underprivileged Chinese women.

(Methods): University health educators from different disciplines trained the women (N = 80) to be health **ambassadors through mini-lectures and training workshops**. The trained women raised awareness about the importance of health within their families and social networks. The program was evaluated through attendance rates, questionnaires and quizzes, changes in knowledge and behavior, as well as qualitative discussion.

(Results): While the majority of participants found the program valuable and useful, retention rates were unideal. A statistically significant improvement was found in eating habits, but no significant change was identified for other knowledge and behavior assessments.

(Conclusions): The program empowered underprivileged women to reflect on the importance of health, take responsibility for their own health and actively promote health to their families and personal communities.

(Relevance to clinical practice): Our study supports that health promotion programs based on the lay health advisor model are effective and encourage large-scale programs

of this nature. Our results also support that future health promotion efforts should deliver brief, clear and simple content as opposed to intricate information.

## Appendix B. Interview Guide for Destination Managers

1. Regarding their organization and destination level program if one exists.
2. Tells us briefly about your organization.
  - a. What is your mission/ main foci and what do you provide?
3. With regard to thinking about educational and/or training programs offered in your area – are there any that are provided that go beyond a single organization’s new employee training? That is, is there any training being provided to workers in the tourism and hospitality industry across the destination? If yes, please describe the programs:
4. What’s the purpose of it being offered?
  - a. Why is it offered?
  - b. How long has it been offered?
  - c. How many people have been through the program?
5. How is it delivered?
  - a. Online, in person, combination?
6. Describe the program a little bit more – what type of training is offered? Certificate? Badges? College credit?
  - a. What is the content? (customer service, attractions, local heritage)?
  - b. Who provides the training? Chambers, universities, tech colleges,
  - c. Who is it provided to?
7. What are the stipulations to receive the training?
  - a. Is there a cost to the participant or employer?
  - b. How is it funded? Estimate of annual cost?
8. How widespread is the training/What percentage of the target market take it?
9. What is your opinion of the training?
  - a. If the program were to be expanded/changed what would be your suggestions?
  - b. Do you think the program has provided value to your destination?
  - c. Do you think it helps provide a standard destination brand?
  - d. Do you think it could add value towards the overall visitor experience?
  - e. Does it help with quality control?

## Appendix C. Interview Guide for Island Ambassador Coordinators

1. Tell us a little bit about who you are, your position, and a little bit about your organization.
  - a. How long have you been with them?
  - b. What positions have you been in?
2. What has been your organization's involvement in the island program?
  - a. What is your personal involvement with it (i.e., coordinated, participated)?
  - b. When is the last time you personally attended?
  - c. Who coordinate/schedules the trainings?
  - d. How long has your company used the island ambassador program?
  - e. How often do you use the program?
  - f. How many individuals attend per session?
  - g. How long does the program typically last? (i.e., does it include all three sessions)
  - h. Does your organization do it in one-hour sessions, or the whole three-hour session combined?
3. What's the value of this program for your organization?
  - a. How does your organization use the program? Is it integrated into your orientation programs, training, do you incentivize?
  - b. Does it add value to the training of your employees?
  - c. Have you noticed differences in the quality of the overall hospitality experience that your employees provide?
  - d. Does it help you meet/exceed guest expectations?
  - e. Does it empower employees?
  - f. Would you be willing to pay for employees?
4. Do you think that the benefit of your organization, as well as other hotels, resorts, tour operators, etc. having been involved, raise the quality of the guest experience across the island?
  - a. That is, are there benefits of the destination-level training programs that transcend across the island?
  - b. Do you think this is a good investment in Hilton Head Island
5. What have been the most helpful parts of the ambassador program?
  - a. What is the most important thing(s)/ aspect(z) they learn/ take away?
  - b. Do you think they retain the information?
  - c. Can you provide an example of when an employee using the content?
6. What are some improvements you would suggest to strengthen the program?
  - a. In thinking about the structure of the program, did you find the delivery of the content effective?
  - b. Are the handouts/ resources useful?
  - c. Does it feel organized?
  - d. Does it fit all the different populations you have? Or in other words does the content match the different needs of the employee groups that go through the training (e.g., J1 Visas, college interns, H2B visas, full time Hilton residents).

## Appendix D. Which category best describes your current job?

Answer	%	Count
Real estate agent	33.68%	32
Public employee	15.79%	15
Other	12.63%	12
Supervisor/manager in a different department	6.32%	6
Wait staff	5.26%	5
Front desk staff	5.26%	5
Staff in a different department	5.26%	5
Recreation supervisor/manager	3.16%	3
Recreation staff	3.16%	3
I participated for my own interest which was not job related	2.11%	2
Restaurant or food & beverage supervisor/manager	2.11%	2
Housekeeping staff	1.05%	1
Maintenance staff	1.05%	1
Front desk supervisor/manager	1.05%	1
Maintenance supervisor/manager	1.05%	1
Housekeeping supervisor/manager	1.05%	1
Concierge	0.00%	0
Total	100%	95

## Appendix E. Participant/ Researcher Observation Forms

### PROGRAM OBSERVATION FORM - I

**Instructor's Name(s):** Charlie Calvert, Keri Olivetti, Steve Borgianini **Date of Observation:** 01/17/2018  
**Observer's Name(s):** Lauren Townson, Charles Chancellor **Program Title:** Island Ambassador Program I  
**Location/Business:** Barony Beach Club **Program Attendance:** 12  
**Observation Emphasis:** Island Knowledge, Culture, Ecology

CRITERIA	DESCRIPTION	ASSESSMENT/RATING
<b>Organization of Course Content</b>	<ul style="list-style-type: none"> <li>Made clear statement of the purpose of the lesson for the day</li> <li>Defined relationship of this lesson to previous lessons</li> <li>Presented overview and context of the lesson, related to course and learner outcomes</li> <li>Presented content with a logical sequence</li> <li>Paced lesson appropriately</li> <li>Summarized major concepts of lesson</li> <li>Related today's lesson to future lessons</li> </ul>	<p>1      2      3      4</p> <p>←-----→</p> <p>Improvement Needed      Exceeded Expectations</p>

**Comments:**

Unable to determine learning outcomes, but the idea that a high level of customer service is important to HHI's target market was stressed; importance of tourism to the area was explained in economic terms which also lead to why customer service is important; history discussed first, which set a good foundation for the culture and ecology sections; connected concepts directly to customer service and visitor experience; used the 3 hours efficiently; a summary of major concepts and key aspects that match learning outcomes at the end would be helpful

<b>Knowledge &amp; Relevance of Course Content</b>	<ul style="list-style-type: none"> <li>Presented material appropriate to stated learning outcomes or course content guides (on syllabus)</li> <li>Demonstrated current and thorough command of subject matter</li> <li>Prioritized most critical course content (for examination)</li> <li>Presented content appropriate to student knowledge/background/preparation and to real-world applications</li> <li>Cited sources to support statements</li> <li>Made distinctions between fact and personal (or other) opinion</li> <li>Presented divergent viewpoints when appropriate</li> </ul>	<p>1      2      3      4</p> <p>←-----→</p> <p>Improvement Needed      Exceeded Expectations</p>
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**Comments:**

Presenters were extremely knowledgeable and provided a wide array of content, some material seemed less relevant than others especially given the jobs of participants; divergent opinions on tourism were mentioned to acknowledge the downside of tourism, content appealed to long-term and short-term residents, highlighting the most important or takeaway concepts could be useful

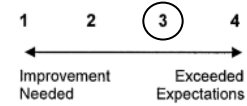
<b>Course Content Delivery</b>	<ul style="list-style-type: none"> <li>Explained concepts with clarity</li> <li>Defined unfamiliar terms, concepts, and principles</li> <li>Related new ideas to familiar concepts</li> <li>Presented cases or examples to clarify points</li> <li>Restated important ideas at appropriate times</li> <li>Effective projection of voice (including intonation for content emphasis)</li> <li>Used and maintained eye contact with students</li> <li>Linked student questions and comments to content</li> <li>Used nonverbal gestures consistent with intentions</li> <li>Used humor appropriately to strengthen retention and interest</li> <li>Limited use of repetitive phrases or redundancies</li> </ul>	<p>1      2      3      4</p> <p>←-----→</p> <p>Improvement Needed      Exceeded Expectations</p>
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**Comments:**

All speakers were polished, engaging, informative, and sought to establish a positive rapport with participants; some sections got a bit fast and participants seemed to struggle to keep up, especially the ones taking notes; a few short breaks especially in hours 2 and 3, for rest and content digestion could be useful; a handout of the PowerPoint slides in Handouts form (i.e., 3 slides to a page with room for notes) would help participants keep up, be a way to further engage them, and allow them to highlight key content; giving out island maps could also be useful as several locations are discussed during the presentations and some participants seemed to not know the locations

**Course Interaction & Assessment Approaches**

- Presented course material in ways that accommodate a variety of students' learning styles
- Included and facilitated learning activities for comprehension, application, or synthesis of concepts
- Prompt attention to group or individual questions or concerns
- Provided satisfactory answers to student questions
- Provided constructive feedback
- Used a variety of questioning techniques to monitor and assess student progress, understanding, and cognition
- Allowed time for the inclusion of new ideas
- Displayed an awareness and response to nonverbal cues of interest, confusion, boredom, and curiosity from students
- Paced lesson for written and digital note-taking
- Used classroom assessment techniques
- Asked probing questions when student answers were incomplete or incorrect
- Arrived and ended course on time



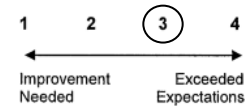
**Comments:**

Course material only delivered by lecture and in some cases participants were encouraged to provide input and knowledge on the topics; there were few participant questions but they were answered promptly; Pocket Guide was distributed and more explanation of the guide could be helpful; several participants' attention wandered during the ecology segment, which was their 3<sup>rd</sup> hour; most notes taken for museum information and based upon verbal questions and comments the notes seemed to be for family visitation purposes

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**Course Materials & Learning Space**

- Displayed ability to use classroom facilities and equipment for teaching and learning
- Fostered a learning environment of mutual respect, academic integrity, diverse viewpoints, and intellectual curiosity
- Fostered a learning environment that acknowledges a range of student background (including but not limited to: gender, sexual orientation, race, ethnicity, political affiliation, veteran status, disability, age, and religion)
- Prepared students for the lesson with appropriate outside content or activities utilizing a range of instructional materials including library resources
- Utilized technology and audio-visual materials to enhance learning environment
- Compensated for features of the classroom that may limit or hinder certain teaching or learning styles
- Displayed ability to trouble-shoot classroom issues associated with space, equipment, or features

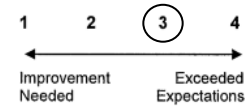


**Comments:**

Room was appropriate size but a bit cramped due to the items stored there, and the configuration did not allow all participants to be at the tables; the room was sometimes quite loud as several other employees not associated with the training entered and exited during the presentations; PowerPoint was provided using a projector on the table; instructors worked well within these constraints

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**Overall Assessment**



**Additional Comments**

Instructors were professional, knowledgeable, engaging, and enthusiastic; in-depth, useful, and usable content, but at times seemed it overwhelming; loud environment; additional handouts could be very useful, particularly one with the PowerPoint slides and a HHI map; a closing that reiterates the key takeaways that match the learning outcomes, could be a useful way to close the program; there is so much information for the culture section that a supplement, calendar, etc., could be useful and perhaps that discussion could be broadened; the ecology section might add key "do and don't" information to encourage environmental protection- turtle issues were discussed and the importance of the wrack line was mentioned.



## PROGRAM OBSERVATION FORM - II

**Instructor's Name(s):** Keri Olivetti, Charlie Calvert, Steve Borgianini  
**Observer's Name(s):** Lauren Townson, Lauren Duffy  
**Location/Business:** Realtors at Rooftop Poseidon  
**Observation Emphasis:** Island Knowledge, Culture, Ecology

**Date of Observation:** 02/15/2018  
**Program Title:** Island Ambassador Program II  
**Program Attendance:** 60+

CRITERIA	DESCRIPTION	ASSESSMENT/RATING
<b>Organization of Course Content</b>	<ul style="list-style-type: none"> <li>• Made clear statement of the purpose of the lesson for the day</li> <li>• Defined relationship of this lesson to previous lessons</li> <li>• Presented overview and context of the lesson, related to course and learner outcomes</li> <li>• Presented content with a logical sequence</li> <li>• Paced lesson appropriately</li> <li>• Summarized major concepts of lesson</li> <li>• Related today's lesson to future lessons</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span>3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>←</span> <span>→</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>Improvement Needed</span> <span>Exceeded Expectations</span> </div>

**Comments:**

Unable to determine learning outcomes, but the idea that a high level of customer service is important to HHI's target market was stressed; importance of tourism to the area was explained in economic terms which also lead to why customer service is important; history discussed first, which set a good foundation for the culture and ecology sections; connected concepts directly to customer service and visitor experience; used the 3 hours efficiently; a summary of major concepts and key aspects that match learning outcomes at the end would be helpful

<b>Knowledge &amp; Relevance of Course Content</b>	<ul style="list-style-type: none"> <li>• Presented material appropriate to stated learning outcomes or course content guides (on syllabus)</li> <li>• Demonstrated current and thorough command of subject matter</li> <li>• Prioritized most critical course content (for examination)</li> <li>• Presented content appropriate to student knowledge/background/preparation and to real-world applications</li> <li>• Cited sources to support statements</li> <li>• Made distinctions between fact and personal (or other) opinion</li> <li>• Presented divergent viewpoints when appropriate</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span>3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>←</span> <span>→</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>Improvement Needed</span> <span>Exceeded Expectations</span> </div>
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**Comments:**

Most content seemed appropriate for participants and their jobs (i.e. realtors drive clients around town and need talking points); island culture content could be broadened, content appealed to long-term and short-term residents

<b>Course Content Delivery</b>	<ul style="list-style-type: none"> <li>• Explained concepts with clarity</li> <li>• Defined unfamiliar terms, concepts, and principles</li> <li>• Related new ideas to familiar concepts</li> <li>• Presented cases or examples to clarify points</li> <li>• Restated important ideas at appropriate times</li> <li>• Effective projection of voice (including intonation for content emphasis)</li> <li>• Used and maintained eye contact with students</li> <li>• Linked student questions and comments to content</li> <li>• Used nonverbal gestures consistent with intentions</li> <li>• Used humor appropriately to strengthen retention and interest</li> <li>• Limited use of repetitive phrases or redundancies</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span>3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>←</span> <span>→</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>Improvement Needed</span> <span>Exceeded Expectations</span> </div>
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**Comments:**

All speakers were engaging with participants and informative; break for lunch allowed for rest and content digestion; participants were engaged as evidenced by them taking ample notes and asking questions

<b>Course Interaction &amp; Assessment Approaches</b>	<ul style="list-style-type: none"> <li>• Presented course material in ways that accommodate a variety of students' learning styles</li> <li>• Included and facilitated learning activities for comprehension, application, or synthesis of concepts</li> <li>• Prompt attention to group or individual questions or concerns</li> <li>• Provided satisfactory answers to student questions</li> <li>• Provided constructive feedback</li> <li>• Used a variety of questioning techniques to monitor and assess student progress, understanding, and cognition</li> <li>• Allowed time for the inclusion of new ideas</li> <li>• Displayed an awareness and response to nonverbal cues of interest, confusion, boredom, and curiosity from students</li> <li>• Paced lesson for written and digital note-taking</li> <li>• Used classroom assessment techniques</li> <li>• Asked probing questions when student answers were incomplete or incorrect</li> <li>• Arrived and ended course on time</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span>4</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>←</span> <span>→</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>Improvement Needed</span> <span>Exceeded Expectations</span> </div>
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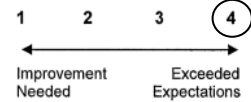
**Comments:**

Course material only delivered by lecture; Pocket Guide was distributed and more explanation of the guide could be helpful; several participants' attention wandered during the ecology segment, which was their 3<sup>rd</sup> hour (i.e. at least eight on phones)

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**Course Materials & Learning Space**

- Displayed ability to use classroom facilities and equipment for teaching and learning
- Fostered a learning environment of mutual respect, academic integrity, diverse viewpoints, and intellectual curiosity
- Fostered a learning environment that acknowledges a range of student background (including but not limited to: gender, sexual orientation, race, ethnicity, political affiliation, veteran status, disability, age, and religion)
- Prepared students for the lesson with appropriate outside content or activities utilizing a range of instructional materials including library resources
- Utilized technology and audio-visual materials to enhance learning environment
- Compensated for features of the classroom that may limit or hinder certain teaching or learning styles
- Displayed ability to trouble-shoot classroom issues associated with space, equipment, or features

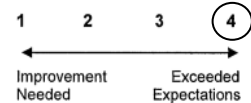


**Comments:**

Room was appropriate size; event was organized and environment commanded attention and professionalism; PowerPoint was provided using projector; plenty of space for large group

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**Overall Assessment**



**Additional Comments**

Instructors were professional, knowledgeable, engaging, and enthusiastic; in-depth, useful, and usable content seemed very appropriate for this audience; additional handouts could be very useful, particularly one with the PowerPoint slides and a HHI map; a closing that reiterates the key takeaways that match the learning outcomes, could be a useful way to close the program; there is so much information for the culture section that a supplement, calendar, etc., could be useful and perhaps that discussion could be broadened; the ecology section might add key “do and don’t” information to encourage environmental protection- turtle issues were discussed and the importance of the wrack line was mentioned.

## PROGRAM OBSERVATION FORM - III

**Instructor's Name(s):** Keri Olivetti, Charlie Calvert, Steve Borgianini  
**Observer's Name(s):** Lauren Townson, Lauren Duffy Charles Chancellor  
**Location/Business:** Spinnaker Resorts  
**Observation Emphasis:** Island Knowledge, Culture, Ecology

**Date of Observation:** 04/05/2018  
**Program Title:** Island Ambassador Program III  
**Program Attendance:** 8

CRITERIA	DESCRIPTION	ASSESSMENT/RATING
<b>Organization of Course Content</b>	<ul style="list-style-type: none"> <li>Made clear statement of the purpose of the lesson for the day</li> <li>Defined relationship of this lesson to previous lessons</li> <li>Presented overview and context of the lesson, related to course and learner outcomes</li> <li>Presented content with a logical sequence</li> <li>Paced lesson appropriately</li> <li>Summarized major concepts of lesson</li> <li>Related today's lesson to future lessons</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span>4</span> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto; margin-top: 5px;"> <span>←</span> <span>→</span> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto; margin-top: 5px;"> <span>Improvement Needed</span> <span>Exceeded Expectations</span> </div>

**Comments:**

Unable to determine learning outcomes, but the idea that a high level of customer service is important to HHI's target market was stressed; importance of tourism to the area was explained in economic terms which also lead to why customer service is important; history discussed first, which set a good foundation for the culture and ecology sections; connected concepts directly to customer service and visitor experience; used the 3 hours efficiently; a summary of major concepts and key aspects that match learning outcomes at the end would be helpful

<b>Knowledge &amp; Relevance of Course Content</b>	<ul style="list-style-type: none"> <li>Presented material appropriate to stated learning outcomes or course content guides (on syllabus)</li> <li>Demonstrated current and thorough command of subject matter</li> <li>Prioritized most critical course content (for examination)</li> <li>Presented content appropriate to student knowledge/background/preparation and to real-world applications</li> <li>Cited sources to support statements</li> <li>Made distinctions between fact and personal (or other) opinion</li> <li>Presented divergent viewpoints when appropriate</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span>4</span> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto; margin-top: 5px;"> <span>←</span> <span>→</span> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto; margin-top: 5px;"> <span>Improvement Needed</span> <span>Exceeded Expectations</span> </div>
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**Comments:**

Presenters were extremely knowledgeable and provided a wide array of content, some material seemed less relevant than others especially given the jobs of participants; divergent opinions on tourism were mentioned to acknowledge the downside of tourism, content appealed to long-term and short-term residents, highlighting the most important or takeaway concepts could be useful

<b>Course Content Delivery</b>	<ul style="list-style-type: none"> <li>Explained concepts with clarity</li> <li>Defined unfamiliar terms, concepts, and principles</li> <li>Related new ideas to familiar concepts</li> <li>Presented cases or examples to clarify points</li> <li>Restated important ideas at appropriate times</li> <li>Effective projection of voice (including intonation for content emphasis)</li> <li>Used and maintained eye contact with students</li> <li>Linked student questions and comments to content</li> <li>Used nonverbal gestures consistent with intentions</li> <li>Used humor appropriately to strengthen retention and interest</li> <li>Limited use of repetitive phrases or redundancies</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span>3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto; margin-top: 5px;"> <span>←</span> <span>→</span> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto; margin-top: 5px;"> <span>Improvement Needed</span> <span>Exceeded Expectations</span> </div>
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**Comments:**

All speakers were polished, engaging, informative, and sought to establish a positive rapport with participants;; a few short breaks especially in hours 2 and 3, for rest and content digestion could be useful; a handout of the PowerPoint slides in Handouts form (i.e., 3 slides to a page with room for notes) would help participants keep up, be a way to further engage them, and allow them to highlight key content; giving out island maps could also be useful as some participants were new to HHI

<b>Course Interaction &amp; Assessment Approaches</b>	<ul style="list-style-type: none"> <li>Presented course material in ways that accommodate a variety of students' learning styles</li> <li>Included and facilitated learning activities for comprehension, application, or synthesis of concepts</li> <li>Prompt attention to group or individual questions or concerns</li> <li>Provided satisfactory answers to student questions</li> <li>Provided constructive feedback</li> <li>Used a variety of questioning techniques to monitor and assess student progress, understanding, and cognition</li> <li>Allowed time for the inclusion of new ideas</li> <li>Displayed an awareness and response to nonverbal cues of interest, confusion, boredom, and curiosity from students</li> <li>Paced lesson for written and digital note-taking</li> <li>Used classroom assessment techniques</li> <li>Asked probing questions when student answers were incomplete or incorrect</li> <li>Arrived and ended course on time</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span>4</span> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto; margin-top: 5px;"> <span>←</span> <span>→</span> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto; margin-top: 5px;"> <span>Improvement Needed</span> <span>Exceeded Expectations</span> </div>
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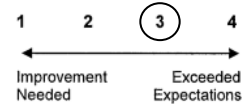
**Comments:**

Course material only delivered by lecture and in some cases participants were encouraged to provide input and knowledge on the topics; participant questions and comments were addressed promptly; Pocket Guide was distributed and more explanation of the guide could be helpful; several participants' attention wandered during the ecology segment, which was their 3<sup>rd</sup> hour; this group was more engaged with each presentation compared the Barony Beach Club participants

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**Course Materials & Learning Space**

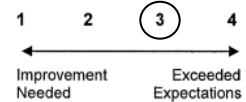
- Displayed ability to use classroom facilities and equipment for teaching and learning
- Fostered a learning environment of mutual respect, academic integrity, diverse viewpoints, and intellectual curiosity
- Fostered a learning environment that acknowledges a range of student background (including but not limited to: gender, sexual orientation, race, ethnicity, political affiliation, veteran status, disability, age, and religion)
- Prepared students for the lesson with appropriate outside content or activities utilizing a range of instructional materials including library resources
- Utilized technology and audio-visual materials to enhance learning environment
- Compensated for features of the classroom that may limit or hinder certain teaching or learning styles
- Displayed ability to trouble-shoot classroom issues associated with space, equipment, or features



**Comments:**

Room was appropriate size; overall the environment was quiet despite maintenance workers outside window; PowerPoint was provided using a projector;

**Overall Assessment**



**Additional Comments**

Instructors were professional, knowledgeable, engaging, and enthusiastic; in-depth, useful, and usable content; additional handouts could be very useful, particularly one with the PowerPoint slides and a HHI map; a closing that reiterates the key takeaways that match the learning outcomes, could be a useful way to close the program; there is so much information for the culture section that a supplement, calendar, etc., could be useful and perhaps that discussion could be broadened; the ecology section might add key "do and don't" information to encourage environmental protection- turtle issues were discussed and the importance of the wrack line was mentioned

## Appendix F. Interview Guide for Volunteer Management/ Event Incubator

1. Tell us a little bit about who you are, your position, and a little bit about your organization.
  - a. How long have you been with them?
  - b. What positions have you been in?
2. What has been your organization's involvement in volunteer management/ event incubator?
  - a. What is your personal involvement with it (i.e., coordinated, participated)?
  - b. When is the last time you used volunteers/ worked with CEMHT to put together an event?
  - c. How many events do you do?
  - d. How often do you use the volunteer management program?
  - e. How many students do you have per event?
3. What's the value of this program for your organization?
  - a. How does your organization use the program?
  - b. Does it add value to what your organization offers?
4. How closely do you work the CEMHT?
  - a. Do you work closely with the faculty?
  - b. Do you receive support/feedback from the faculty?
  - c. Have you been able to work around the student schedules?
5. What do you think the students get form participating in this program?

■ Q1

Thank you for agreeing to complete this questionnaire and below is further information regarding participation in a research study with Clemson University. The actual questions begin on the following page.

### **Description of the Study**

Drs. Lauren Duffy and Charles Chancellor are Professors in the Parks, Recreation, and Tourism Management Department at Clemson University and are conducting an evaluation of the Island Ambassador Certification Program, which is organized and produced by University of South Carolina Beaufort faculty. The purpose of this research is to understand how the Island Ambassador Program has impacted you, your job, your organization and/or the tourism industry on Hilton Head Island.

Your part in the study should last approximately 7 minutes and is answering 17 questions about the Island Ambassador Certification program effectiveness and your use of the information obtained from the program.

### **Risks and Discomforts**

We do not know of any risks or discomforts to you in this research study.

### **Possible Benefits**

Your responses will help us better understand and possibly improve the Island Ambassador Program to better fit the needs of tourism and hospitality professionals.

### **Protection of Privacy and Confidentiality**

Your responses are private and confidential, as Clemson University professors have no way of identifying respondents. The results of this study may be published in scientific journals, professional publications, or educational presentations; however, no individual participant can or will be identified.

### **Choosing to Be in the Study**

You may choose not to take part and you may choose to stop taking part at any time. You will not be punished in any way if you decide not to be in the study or to stop taking part in the study.

### **Contact Information**

If you have any questions or concerns about your rights in this research study, please contact the Clemson University Office of Research Compliance (ORC) at 864-656-0636 or [irb@clemson.edu](mailto:irb@clemson.edu). If you are outside of the Upstate South Carolina area, please use the ORC's toll-free number, 866-297-3071. The Clemson IRB is a group of people who independently review research. The Clemson IRB will not be able to answer some study-specific questions. However, you may contact the Clemson IRB if the research staff cannot be reached or if you wish to speak with someone other than the research staff.

If you have any study related questions or if any problems arise, please contact Charles Chancellor at Clemson University at 864-656-2210.

### **Consent**

**By participating in the study, you indicate that you have read the information written above, are at least 18 years of age, been allowed to ask any questions, and are voluntarily choosing to take part in this research. You do not give up any legal rights by taking part in this research study.**



■ Q2 Please select the box that indicates your gender

■ Q3 Please select your age group

■ Q4 Please select the highest level of education you obtained

 Your Initial Interaction with Island Ambassador Program

Block Options ▾

■ Q5 What is the most recent year that you attended the Island Ambassador Certification Program?

■ Q6 How many times have you attended the Island Ambassador Certification Program?

■ Q7

Which category best describes your job when you first attended the Island Ambassador Certification Program?

- Wait staff
- Front desk staff
- Housekeeping staff
- Maintenance staff
- Recreation staff
- Concierge
- Real estate agent
- Staff in a different department
- Restaurant or food & beverage supervisor/manager
- Front desk supervisor/manager
- Housekeeping supervisor/manager
- Maintenance supervisor/manager
- Recreation supervisor/manager
- Supervisor/manager in a different department
- Public employee
- Other
- I participated for my own interest which was not job related

■ Q8

Which category best describes your current job?

- Wait staff
- Front desk staff
- Housekeeping staff
- Maintenance staff
- Recreation staff
- Concierge
- Real estate agent
- Staff in a different department
- Restaurant or food & beverage supervisor/manager
- Front desk supervisor/manager
- Housekeeping supervisor/manager
- Maintenance supervisor/manager
- Recreation supervisor/manager
- Supervisor/manager in a different department
- Public employee
- Other
- I participated for my own interest which was not job related



**Q9** Regarding the last time you participated in the Island Ambassador Program, please click all that apply.

- It was mandatory and part of new employee training
- It was mandatory and part of annual employee training
- It was not mandatory
- Topics included Island History
- Topics included Island Culture (music, art, museums)
- Topics included Island Ecology

**Q10** Please rate how effective you think the presentation delivery of each topic was at helping you better understand the topic. Please skip the topic if it was not discussed in the program.

Island History (e.g., Charles Fraser, planning and zoning policy, economic impact of tourism)	<input type="text"/>
Island Culture (e.g., music, art, museums)	<input type="text"/>
Island Ecology (e.g., Hilton Head's natural environments, beach critters)	<input type="text"/>

**Q11** Please indicate how much you think you learned in each topic. Please skip the topic if it was not discussed in the program.

Island History (e.g., Charles Fraser, planning and zoning policy, economic impact of tourism)	<input type="text"/>
Island Culture (e.g., music, art, museums)	<input type="text"/>
Island Ecology (e.g., Hilton Head's natural environments, beach critters)	<input type="text"/>

**Q12** Overall, how useful has each topic been to your job? Please skip the topic if it was not discussed in the program.

Island History (e.g., Charles Fraser, planning and zoning policy, economic impact of tourism)	<input type="text"/>
Island Culture (e.g., music, art, museums)	<input type="text"/>
Island Ecology (e.g., Hilton Head's natural environments, beach critters)	<input type="text"/>

**Q13** In your job, how often do you use information from the Island Ambassador Program? Please skip the topic if it was not discussed in the program.

Island History (e.g., Charles Fraser, planning and zoning policy, economic impact of tourism)	<input type="text"/>
Island Culture (e.g., music, art, museums)	<input type="text"/>
Island Ecology (e.g., Hilton Head's natural environments, beach critters)	<input type="text"/>

■  
Q14

How useful have the handouts been to your job(s)?

■  
Q15

If you were to suggest changes to the Island Ambassador Program, what would they be?  
Please click all that apply.

- Increase Island History section
- Increase Island Culture section
- Increase Island Ecology section
- Decrease Island History section
- Decrease Island Culture section
- Decrease Island Ecology section
- Add a section on current island tourism events that affect tourism (new/upcoming resorts, hotels, attractions, infrastructure changes)
- Make the Island Ecology section less technical
- Use another delivery method, please explain
- Other

■  
Q16

Please indicate how, if at all, the Island Ambassador Program has helped you at your job.  
Please click all that apply.

- I am more comfortable interacting with guests
- I am empowered because of the information I learned
- I am more confident interacting with guests
- I feel more connected to the Hilton Head area
- I feel more connected to the organization I work for
- I feel more connected to my fellow employees
- Other
- Does not apply



End of Survey

### Introduction

- Q1 Thank you for agreeing to complete this questionnaire and below is further information regarding participation in a research study with Clemson University. The actual questions begin on the following page.

#### **Description of the Study**

Drs. Lauren Duffy and Charles Chancellor are faculty in the Department of Parks, Recreation, and Tourism Management at Clemson University and are conducting an evaluation of the Volunteer Management Program implemented by University of South Carolina Beaufort and the Center for Event Management and Hospitality Training. The purpose of this research is to understand your engagement with the program and how the program has impacted you.

#### **Risks and Discomforts**

We do not know of any risks or discomforts to you in this research study.

#### **Possible Benefits**

Your responses will help us better understand and possibly improve the Volunteer Program to better fit the needs of students, and tourism and hospitality professionals.

#### **Protection of Privacy and Confidentiality**

Your responses are private and confidential, as Clemson University professors have no way of identifying respondents. The results of this study may be published in scientific journals, professional publications, or educational presentations; however, no individual participant can or will be identified.

#### **Choosing to Be in the Study**

You may choose not to take part and you may choose to stop taking part at any time. You will not be punished in any way if you decide not to be in the study or to stop taking part in the study.

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#### **Consent**

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1

Block Options ▾

■ Q2 Please select the box that indicates your gender

■ Q3 What is the most recent year that you participated in an event through the Volunteer Management Program?

■ Q4 How many events have you volunteered or participated in through the Volunteer Management Program?

■ Q5 How were you recruited to participate in the Volunteer Management Program? Please check all that apply.

- By an advisor
- By a professor
- By a friend or acquaintance
- Saw a flyer/post about the opportunity
- Received an email about the opportunity
- Other

■ Q6 Regarding the event(s), why did you volunteer to work? Please check all that apply.

- Required for my academic program
- Required for a course
- To receive university credit
- A professor suggested it
- To be with friends
- It seemed like it would be fun
- Believed it to be a good learning opportunity
- Believed it a good career opportunity
- Believed in the event and cause it supported
- Other

■ Q7

For each event that you participated in through the Volunteer Management Program, please enter the event, your job/responsibility at/before the event, and how many hours you worked that particular event.

	Job/responsibility	Number of hours worked
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>
Event name <input type="text"/>	<input type="text"/>	<input type="text"/>

2

Block Options ▾

■ Q8

What lessons or skills did you gain from **preparing** for the event(s) you participated in through the Volunteer Management Program? Please check all that apply.

- Importance of planning ahead
- Importance of paying attention to details
- Planning an event is a lot of work
- Managing volunteers
- Marketing
- Securing sponsorship
- Developing a risk management protocol
- Budgeting
- I did not need to prepare before the event(s)
- I did not gain any lessons or skills from the event(s)
- Other

■ Q9

What lessons or skills did you gain from *participating* in the event(s) through the Volunteer Management Program? Please check all that apply.

- Importance of planning ahead
- Importance of paying attention to details
- Volunteering is rewarding
- Volunteering connects me to the community
- Volunteering can be hard work
- I want a career in planning and organizing special events
- I do not want a career in planning and organizing special events
- Managing volunteers
- Marketing
- Securing sponsorship
- Developing a risk management protocol
- Budgeting
- I did not learn lessons or gain skills
- Other

3

Block Options ▾

■ Q10

Did the experience through the Volunteer Management Program help you gain employment? If yes, please explain.

- Yes
- No

■ Q11

Are there additional benefits that you received from participating in the Volunteer Management Program? If yes, please explain.

- Yes
- No

■ Q12

Do you have suggestions to improve the Volunteer Management Program? If yes, please explain.

- Yes
- No



End of Survey