

MODULE 2: GETTING TO KNOW THE REAL ME & YOU

INTRODUCTION

In this module the students explore their own personalities to help them to recognize their own strengths and weaknesses. This assessment also helps them to determine which jobs might be suitable for them. This module also begins the discussion of boundaries. It is important for the students

to realize when someone has crossed the line and encroached on their boundaries. Once they have defined their own personal space, qualities and boundaries this module then looks at the art of teamwork and how important it is in the workplace.

OVERVIEW



Knowledge

- The students know that society plays a large role in defining who they are.



Attitude

- The student will be able to work in a team and feel that their contributions are valuable.



Learning Goals

- The students take a personality test to find out more about themselves and they learn more about each other and the value of teamwork.



Skills

- The students learn to identify different perceptions of society.
- The students are able to define and recognize boundaries.

Session 2A: Getting to know the real me

Session 2B: Getting to know the real you

Session 2C: There is no 'I' in Teamwork!

BEFORE YOU START, YOU NEED...

- Have cards ready with different actions on them or exercise 2 in session 2C.
- Take two sheets of paper and on one write 'OK' and on the other one 'NOT OKAY' and stick them in opposite corners.

- Printed self-assessments (attached)
- Printed handouts
- Filled in example of handout of the hand (attached)



- Preparation time (30 min)
- Training time (3 x 90 min)



SESSION 2A: Getting to know the real me



Knowledge

- The students know what type of personality they have.



Learning Goals

- The students take a personality test to find out more about themselves. This will help to understand what type of job will fit with their personality.



Attitude

- The students feel more at ease with their own strengths and weaknesses.



Skills

- The students are able to make a more informed decision on career choices.

AGENDA



Energizer

(10 min)



Exercise: Self-assessment

(50 min)



Exercise: Sharing your personality (30 min)



INSTRUCTIONS

Energizer (10 min)



The Energizer team leads an energizer

Self-Assessment (50 min)



PREPARE:

- Print the self-assessment sheet (at the end of this session) for every student.



SAY:

- *In this session you will use a self-reflection tool to find out what characteristics belong to your type of personality. You will work individually on a simple self-assessment tool and then have the opportunity to share your findings with the group.*
- Begin by giving each student the self-assessment sheet to fill in. Go through the instructions to check understanding.
- *If you look at the hand-out, you see ten horizontal lines with four words on each line- one in each column. In each line, put the number “4” next to the word that best describes you in that line; a “3” next to the word that describes you next best; a “2” to the next best word, and a “1” by the word that least describes you. On each horizontal line of words, you will then have one “4”, one “3”, one “2”, and one “1”.*
- *Take 10 - 20 min to fill in the sheet and determine who you are. Read about the types of personalities that are there: the lion, otter, golden retriever and beaver.*
- *Now take some time to exchange findings and explore the results with each other.*



ASK:

- *Do you feel the results are accurate?*
- *Do you recognize yourself in the descriptions of the characters?*
- *Did you have more than one animal that stood out?*
- *How might this impact on how we work together as a team?*
- *How does a diverse group help us?*



RESULTS:



LION: This personality likes to lead. The lion is good at making decisions and is very goal-oriented. They enjoy challenges, difficult assignments, and opportunity for advancement. Because lions are thinking of the goal, they can step on people to reach it. Lions can be very aggressive and competitive. Lions must learn not to be too bossy or to take charge in other's affairs.

Strengths: Goal-oriented, strong, direct

Weaknesses: Argumentative, too dictatorial

Limitations: Doesn't understand that directness can hurt others, hard time expressing grace





OTTER: Otters are very social creatures. Otter personalities love people. They enjoy being popular and influencing and motivating others. Otters can sometimes be hurt when people do not like them. Otter personalities usually have lots of friends, but not deep relationships. They love to goof-off. (They are notorious for messy rooms.) Otters like to hurry and finish jobs. (Jobs are not often done well.) so they can go and play.

Strengths: People person, open, positive

Weaknesses: Talks too much, too permissive

Limitations: Remembering past commitments, following through with discipline



GOLDEN RETRIEVER: Good at making friends. Very loyal. Retriever personalities do not like big changes. They look for security. Can be very sensitive and very caring. Has deep relationships, but usually only a couple of close friends. Wants to be loved by everyone. Looks for appreciation. Works best in a limited situation with a steady work pattern.

Strengths: Accommodating, calm, affirming

Weaknesses: Indecisive, indifferent, unable to express emotion, too soft on other people.

Limitations: Seeing the need to be more assertive, holding others accountable



BEAVER: Organized. Beavers think that there is a right way to do everything and they want to do it exactly that way. Beaver personalities are very creative. They desire to solve everything and take their time to do it right. Beavers do not like sudden changes. They need reassurance.

Strengths: High standards, order, respect

Weaknesses: Unrealistic expectations of self & others, too perfect.

Limitations: Seeing the optimistic side of things, expressing flexibility.

Exercise: **Sharing your personality** (30 min)



INTRODUCTION

The purpose of this exercise is to introduce the students to the art of presenting and listening. The students will be in groups of 4 and everyone has to present the outcome of the personality test in 2-3 minutes. The other 3 students will listen to the presentation, but there is a catch: one person is 'blind' and will close his or her eyes. The other person is 'deaf' and will close his or her ears. The third person has no limitations. This exercise is to practice presenting and an introduction to verbal & non-verbal communication.



SAY:

- *We are going to present our personality to each other. Throughout these modules we will practice more and more with presenting so that we all get comfortable and confident with it. Today we will start presenting in small groups. We will make groups of 4 people and everyone presents only 2-3 minutes about their own personality. The other 3 people are your audience. But wait, there is a catch: your audience has some limitations. One person is 'blind' and will close his or her eyes. The other person is 'deaf' and will close his or her ears. The third person has no limitations. Everyone will play one of the roles because we will rotate after each presentation.*





FACILITATOR'S NOTE:

Divide the groups in four. They have 15 minutes in total for all of them to present.



ASK:

- How was this exercise?
- How was is to present about yourself?
- Was it difficult to engage the 'blind' and 'deaf' people?



SAY:

- This exercise was to let you experience the difference in verbal and non-verbal communication. This was just a teaser, we will learn more about that in the next session.

[print]

SELF ASSESSMENT:

Below are ten horizontal lines with four words on each line, one in each column.

In each line, put the number "4" next to the word that best describes you in that line; a "3" next to the word that describes you next best; a "2" to the next best word, and a "1" by the word that least describes you. On each horizontal line of words, you will then have one "4", one "3", one "2", and one "1".

For example: One choice for the first line of words would be as follows:

1.	Likes Authority 4	Enthusiastic 3	Sensitive Feelings 2	Likes Instructions 1
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	L	O	G	B
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1.	Likes authority	Enthusiastic	Sensitive Feelings	Likes Instructions
2.	Takes charge	Takes risks	Loyal	Accurate
3.	Determined	Visionary	Calm even temper	Consistent
4.	Enterprising	Very verbal	Enjoys routine	Predictable
5.	Competitive	Promoter	Dislikes Change	Practical
6.	Problem Solver	Enjoys Popularity	Gives In To Others	Factual
7.	Productive	Fun-Loving	Avoids Confrontations	Accurate
8.	Bold	Likes Variety	Sympathetic	Perfectionist
9.	Decision Maker	Spontaneous	Nurturing	Detail-Oriented
10.	Persistent	Inspirational	Peacemaker	Analytical
	Total L	Total O	Total G	Total B



SESSION 2B: Getting to know the real you



Knowledge

- The students know that society plays a large role in defining who they are.



Learning Goals

- In this session the students begin to see themselves in society and how gender plays a role in defining who they are.



Attitude

- The students overcome their gender bias.



Skills

- The students learn to identify different perceptions of society.
- The students are able to define and recognize boundaries.

AGENDA



Energizer

(10 min)



Exercise:

If you would really know me

(30 min)



Exercise:

That's close enough

(20 min)



Exercise:

Exploring boundaries and gender

(30 min)



INSTRUCTIONS

Energizer (10 min)



The Energizer team leads an energizer.

Exercise: If you would really know me (30 min)



INTRODUCTION

This session helps the students look further into themselves to define their strengths, weaknesses and goals.



PREPARE:

- Print the handout with the hand on it and fill in yours as an example. You will find this on the last page of this module. You can have the students draw their own hand and fill it in.



SAY:

- *I want each of you to present yourself with the help of your hand. One by one each of you will be asked to stand in front of the group. Take some time to fill in your “hand story”. You will get two minutes to completely present yourself and tell some things that we might not know yet. You will have 10 minutes to prepare and 2 minutes to present.*
- *Each finger stands for something you can fill in for yourself and present yourself by your hand:*
- *Start with your*
 - Thumb: what are you very good at? (for example: being helpful)
 - Index finger: Where are you going? What would you like to be doing next month/year/ whatever is best for them? (I want to be an intern in a hotel)
 - Middle finger: what bothers you the most? (people who eat with their mouths open)
 - Ring finger: what/who are you loyal to? (husband, children, parents, myself, God...)
 - Pinky: what would you like to grow in/be better at? (I would like to be more confident)



FACILITATOR'S NOTE:

After 10 minutes gather everyone to share their hand stories. Make them start with their pinky and end with their thumb to end on a positive note.



Exercise: That's close enough! (20 min)



SAY:

- Please make two straight lines and face each other but with your backs at each wall



TIP FOR THE FACILITATOR:
Or very far apart if you are in a large room or outside

Line A:



Line B:



- I want everyone from line B to walk slowly towards line A. Then everyone from line A makes a STOP sign (putting hand up) when they feel the person from line B has reached their boundary. Person B stops. Everyone does this as it feels the best for you, don't copy each other. Then they swap. Everyone from line A walks slowly towards line B.

FACILITATOR'S NOTE:

Now let the students look at the difference. Outcome: everyone has different boundaries.

SAY:

- It is important to recognize and respect that everyone has different boundaries. We must always respect the person speaking out about it. Don't compare others with your own boundaries.



ASK:

- Did it change per person?
- Did/does it change if it is a boy/girl? Or if it is someone you know or don't know? why?
- How did it feel as the person got closer?



**SAY:**

- *This time I want line A to walk slowly towards line B. Then line B will let line A know when they want that person to STOP. This time you are not allowed to use your voice or pull up your hand. Try to use other ways to signal they are too close.*

**ASK:**

- *How did you recognize the boundary?*
- *What other ways can you make it clear to the other person that they are becoming uncomfortable?*



FACILITATOR'S NOTE:
Looking away/down, turning around, doing a step back, looking mad/uninterested etc

Exercise: Exploring boundaries and gender

(30 min)

**PREPARE:**

- Take two sheets of paper and on one write OK and on the other one NOT OK and stick them in opposite corners of the room.

**SAY:**

- *Now you have seen different types of boundaries of different people and discussed what gender means. In this next exercise we will dive even deeper into gender-related boundaries and when they are crossed. Who decides when a boundary is crossed? It is very important to always respect each other's opinions. This exercise will help us to understand how we all have different boundaries. I would like to challenge each of you to accept and respect everyone's boundaries and opinions.*
- *I want you all to stand in the middle of the room. I will give you different scenarios and you will stand on either side- if you feel it is **OK** or **NOT OK**...*

**READ:**

- *Different situations for the students to think about and decide which side is appropriate. After each scenario ask at least 3 people from each side why they think is OK or NOT OK*





FACILITATOR'S NOTE:

Make sure everyone picks what would be OK or NOT OK with them. This exercise is not about wrong or right, it's about experiencing that people have different boundaries. What is OK to you, might be NOT OK to someone else. The statements are written in a way that everyone can interpret it differently. That is exactly the point: we all interpret situations differently and so will your customers!

- For example
 - Your boss tells you to work late tonight, even though you were not scheduled. Is it OK or NOT OK?
 - In your tour group is a very pretty girl and she thanks you for the very nice trip today. You ask for her number. Is it OK or NOT OK?
 - You and a colleague finish work late and you offer to give her a ride to his/her home. Is it OK or NOT OK?
 - You find some money (around 5 USD) on the floor of the bathroom. You don't know whose it is and you put it in your own pocket. Is it OK or NOT OK?
 - Your female colleague comes to work in a pretty dress. Your boss tells her she looks pretty today. Is it OK or NOT OK?
 - Your colleague is constantly brushing up against you and physically touching you. Is it OK or NOT OK?



ASK:

- Does anyone have other examples you want to add?



SESSION 2C: There is no 'I' in Teamwork!



Knowledge

- The students begin to recognize the value of working together to obtain their objectives.



Learning Goals

- In this session the students learn the value of teamwork and effective communication.



Attitude

- The student will be able to work in a team and feel that their contributions are valuable.



Skills

- The student learn how to be a valuable member of a team and how to inspire teamwork in others.

AGENDA



Energizer:

(10 min)



Exercise:
Charades

(15 min)



Exercise:
The chair fight

(25 min)



Exercise:
Speed dating

(30 min)



Reflection:
Diary

(10 min)



SAY:

- *Working in the tourism and hospitality industry without doubt requires a great deal of teamwork and effective communication. In this session we will learn how to work together as a team and to begin to appreciate the necessity and beauty of teamwork. The art of skillful questions and active listening are key to good team work and crucial for success in the tourism and hospitality industry. Learning how to be a valuable member of a team and how communicate with others are important qualities to develop.*



INSTRUCTIONS

Energizer (10 min)



The energizer team leads an energizer.

Exercise: Charades (10 min)



PREPARE:

Have cards ready made with different actions on them. For example:

- Preparing a meal
- Walking up a mountain
- Guiding a group on a tour
- Going on a safari
- Playing a card game
- Plucking a chicken
- Braiding someone's hair



SAY:

- *We will now play Charades, which is a game of non-verbal guessing. I will give you cards that have an action written on them. Please do not show the card to anyone. You will then take turns acting out the activity on your card with no sounds. Let's see if the others can guess what you are doing.*



FACILITATOR'S NOTE:

Give each student a card with a role to act out (such as making bread, milking a cow, painting a picture) which they do not show the group. Then each student has to act out the role on the card without using words. The group has to guess by their body language and actions what they are trying to communicate.

Exercise: Chair fight (25 min)



INTRODUCTION

The purpose of this exercise is to learn about collaboration and the importance of working together and communicating to other team mates.





PREPARE:

Have pre-made cards with the following instructions on them for each group.

- Arrange all the chairs in the room in a big circle.
- Put all the chairs in the room near a flipchart.
- Put all the chairs near the door.



SAY:

- *Please form 3 groups and do not talk to each other. I will give each group a set of instructions which you must keep secret from the other groups. Make sure that everyone in the group reads the instructions. I will then count down... 3,2,1... and you will execute your instructions.*



ASK:

- *Are you ready? 3...2...1*
- *Groups will probably first fight with each other. If at some point every group is stuck:*



SAY:

- *There is a solution that every group will be able to successfully execute their instructions at the same time. Continue. But now you can talk and ask about each other for instructions. Can you now come up with the solution that works for all of you?*



FACILITATOR'S NOTE:

After 15 minutes start the debriefing.



ASK:

- *Who won? How did you individually play the game? Was it possible to create a win-win situation after you asked each other about the instructions? What was the difference when you were allowed to talk?*
- *What was more important to you than winning this game? (assuming that a large time was spent on fighting or compromising, instead of creating a win-win).*



TIP FOR THE FACILITATOR:

Make sure there is no judgment in your voice. Ask each participant to give an answer to this question, about his/her own behaviour, not that of others.



Exercise: Speed dating (30 min)



INTRODUCTION

The purpose of this exercise is to introduce the students to the art of skillful questioning and active listening.



PREPARE:

- Have questionnaires made.



SAY:

- I want each of you to fill out a questionnaire with the following questions:
 1. What is your favourite food?
 2. What kind of music do you enjoy?
 3. Where in the world would you like to visit?
- I will then give you 10 minutes to meet and “speed date” with as many other students as possible exchanging the information on your questionnaires.



FACILITATOR'S NOTE:

Give them 10 minutes to mingle and exchange information. Then collect the questionnaires



SAY:

- I will now test you on your knowledge memory of each other. I will pull a questionnaire from my magic bag and will give you the answer from one of the questions. The student who can identify the owner of the answer will get one point. RAise your hand when you think you have the answer.



FACILITATOR'S NOTE:

Play the game for another 10 minutes and then tally the scores.



SAY:

- Well done everyone. Congratulations to!

Reflection (10 min)



SAY:

- We have talked about many things today and now it is time to give you some time to reflect in your diaries.



HANDLINES

Fill in the questions about yourself to form your personal hand stories! You can write your answers inside or outside the hand.

