

# MODULE 3: LET'S GET SERIOUS!

## INTRODUCTION

*This module focuses on the soft skills that can help the students develop a serious attitude towards their work and tasks. Through theory and practice they focus on setting goals, collegiality and self-management.*

*In this module they start thinking about their Ukarimu journey and where they want to be after that.*

## OVERVIEW



### Knowledge

- The students will learn models that help them set goals and achieve them.



### Attitude

- The students reflect on their own ability and style in goal setting.



### Learning Goals

- The students learn about goal setting.



### Skills

- The students will experience collegiality and how to be (come) good team players.

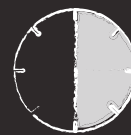
SESSION 3A: The Growth Model

SESSION 3B: The Goal Pyramid

SESSION 3C: Collegiality

## BEFORE YOU START, YOU NEED...

- Markers and pens
- Flipcharts in place
- Large pieces of paper
- Your own Growth Model
- Your own Goal Pyramid
- To print out the Growth Model & Goal Pyramid for each student.



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



# SESSION 3A: The Growth Model



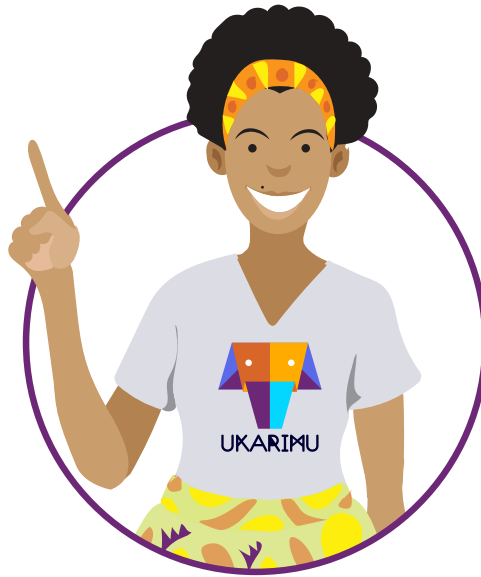
## Knowledge

- The students will learn the 'Growth Model'.



## Attitude

- The students will make new learning goals to use in the next session.



## Learning Goals

- The students are introduced to how people learn and find out about their own comfort, growth, and danger zones.



## Skills

- The students will experience how the different zones feel and what is specific to their zones.

## AGENDA



### Energizer

(10 min)



**Exercise:**  
The Growth Model  
(35 min)



**Reflection:**  
Discussion  
(20 min)



## INSTRUCTIONS

### Energizer (15 min)



The energizer team leads an energizer.

#### SAY:

- *This game is fast and fun bringing energy into the group and creating a team spirit as we have to work together to succeed. Let us all gather in a circle facing inwards.*
  - *You will all be a number.*
  - *You are number one (first student), the next person is number two...*
  - *Please keep counting out loud.*
  - *Anyone who has the number with a three, or multiples of three says BOOM! instead of the number.*
  - *Anyone who does not say boom or hesitates too long is asked to step out of the circle.*
  - *The winners are the last three in the circle.*
- *Let's try it.*



#### FACILITATOR'S NOTE:

*The aim is to keep the flow going without stopping.*

### Exercise: The Growth Model (45 min)



#### PREPARE:

Draw the the circles on the flip chart or a board. You can also make the circles as big as possible in the room by using tape on the ground. If you can't tape the circles on the ground, make sure you put a piece of paper in each corner to represent the three zones.



#### FACILITATOR'S NOTE:

*Use your own example during the explanation below.*

#### SAY:

- *In this exercise you will be introduced to a model that helps you learn about how we learn. It is called the Growth Model. As you can see on the flip chart/floor, the Growth Model has three zones: the comfort zone, the growth zone and the danger zone.*





#### TIP FOR THE FACILITATOR:

You can also check with the students whether you always feel comfortable in your comfort zone. It could also be that you are bored or not happy because you would like to learn something new or are tired of old but familiar situations.

- **Comfort zone:** this is where you feel comfortable and where you know what to expect. Here you find yourself in a situation or interact with people who are familiar to you. This may be the case, for example, when you and your family are together or when you are doing something you are good at: working on a farm, playing football, or something else.



#### FACILITATOR'S NOTE:

*Give your example that you prepared.*



#### TIP FOR THE FACILITATOR:

This zone takes a bit more effort but makes you learn something new.

- **Growth zone:** this is where you might feel a bit uncomfortable or a little nervous. This could be a situation where for example, you come into contact with new people you are not yet familiar with, or feel unsure about. Maybe it is the very first day during this training or with some games we play in the trainings. You may not feel entirely sure of yourself, you can get a little nervous and you may not know exactly what to expect.



#### FACILITATOR'S NOTE:

*Give your example that you prepared.*

- **Danger zone:** this is when you find yourself in a situation or with people who are so unknown or uncertain to you that it becomes unsafe. You shoot out of the growth zone and it makes you panic, or very nervous or unhappy. For some students, for example, giving a presentation can be so exciting that they panic.



#### FACILITATOR'S NOTE:

*Give your example that you prepared.*

- *So in short: You don't learn anything new in the comfort zone, because everything is known. In the growth zone you are learning, growing, discovering something new. This sometimes hurts a little and can be exciting. In the danger zone you are blocked in your learning ability by intense emotions and sensations and won't learn anything.*



- *These limits are not fixed. By trying new things in your growth zone, your comfort zone becomes larger and contains more knowledge and skills. And when you grow, your danger zone can again become your growth zone and maybe someday your comfort zone. For example: maybe giving a presentation is very scary to you now, but if you do it more often, it will become less scary and maybe even comfortable to you!*
- *Now I would like all of us to walk through the zones and see how we feel about some situations. I will read out a situation and I want you to think how you feel about that situation. Is that in your comfort, growth or danger zone?*



**REMEMBER:**

- *Do you feel completely fine and maybe even bored: COMFORT*
- *Do you feel a bit nervous or uncomfortable, but you can do it: GROWTH*
- *Are you really scared or too nervous to function: DANGER*

*Get ready to walk in the right circle/corner (depending on how you prepared the room):*

- *Walking into a room with people you don't know.*
- *Giving a presentation in front of 20 people.*
- *Starting at a new school.*
- *Giving a tourist directions to the nearest supermarket.*
- *Going for an internship interview.*
- *Preparing a meal for the family.*
- *Meeting your family in-law for the first time.*



**ASK:**

- *How was it to do this?*
- *Was it easy or difficult?*
- *What did you notice?*



**SAY:**

- *Now ask everyone to write down at least 3 things in each zone in their personal diary.*

## Reflection: Share and discuss (20 min)



**SAY:**

- *Wow, you have done really well. Who would like to share how the experience was?*
- *Have you found out new things about yourself and each other? Who wants to share something?*



**FACILITATOR'S NOTE:**

*Take the time to have all people share if they want. If students do not want to share that is also fine.*



# SESSION 3B: The Goal Pyramid



## Knowledge

- The students will know about the Goal Pyramid.



## Learning Goals

- In this session the students will dive deeper into goal setting and supporting peers in goal setting.



## Attitude

- The students reflect on their own ability and style in goal setting.



## Skills

- The students are able to use the tool in practice.



## AGENDA



### Energizer

(10 min)



**Exercise:**  
Goal setting  
(15 min)



**Exercise:**  
The Goal Pyramid  
(45 min)



**Reflection:**  
Discussion  
(20 min)



## INSTRUCTIONS

### Energizer (10 min)



#### FACILITATOR'S NOTE:

To get back into the next session but not spend too much time, ask the energizer team to come up with a quick activating energizer.

### Exercise: Goal setting (15 min)



#### SAY:

- “If you fail to plan you plan to fail”: that is a useful saying when thinking about the importance of goal setting.
- To succeed as an Ukarimu student it is important to have goals and plan ahead. Your student’s diary has already given you an experience with recording and reflecting on your learning after each session. This already helps you to develop short and long-term goals and strengthen your self-management skill set. In this session you will learn two tools that will help you further develop those skills. Today we will work on the tool called the Goal Pyramid.



#### FACILITATOR'S NOTE:

Give an example of what a short and a long term goals looks like. Make it personal, because the students will better understand when it is real.

For example:

- My short term goal is to get my son into a good school after the holidays.
- My long term goal is to become hotel manager (after I finish my certificate in hotel management).

- Take some time to think about your short-term or long-term goals. Use your diary and write down your first ideas.

#### ASK:

- How did it go?
- Does anyone want to share their goals?
- Was it hard to come up with the goals?





**SAY:**

- No worries, because that is what we will be doing today. I will help you with a tool to come up with long- and short term goals.

## Exercise: The Goal Pyramid (45 min)



**PREPARE:**

Print out two handouts at the end of this module for every student and prepare you own Goal Pyramid with an example that speaks to the students. Maybe go back in time when you had the goal to find an internship or job in tourism. The pyramid helps you to break down a goal into short-term goals. For example:

1. I want to have an internship in 6 months.
2. After 1 month I should have some interviews planned and I should have planned my life and family to be able to go to the internship.
3. From tomorrow I can already start looking for internships, telling my family I want to do an internship and maybe talking to some restaurants/hotels about what I can offer them.



**SAY:**

- As we just learned, some of you found it difficult to come up with long-term and short-term goals. I want to introduce you to a model that you can use to help yourself with setting goals. The next model will help you break down your goal so you can make it easier to reach your goal! We will break down your end goal to something you could start doing today and tomorrow to reach your goal!



**FACILITATOR'S NOTE:**

Ask the students to take their student diary and look at the Goal Pyramid while you explain yours. You can both explain the model and write it out on a flipchart or blackboard or you print it out for every student. Find the print-out as a supplementary document. Walk them through your model.



**SAY:**

- I first would like you to think about what you would like to be doing in 6 months. Maybe it is to have an internship or a job somewhere or start a family. Whatever it is that you want. Now think about what you should do in 1 month to make your end goal easier. After that, think about what you could start doing tomorrow to reach your end goal.
- Divide in pairs. Make sure that you work with another student and help each other with formulating the answers and both fill in your Goal Pyramid with your own goal for after 6 months and break it down according to the Goal Pyramid' Use 20 minutes to do so.





## Reflection: Share and discuss (20 min)



### ASK:

- How was it?
- Does anyone want to share some goals they came up with?



### FACILITATOR'S NOTE:

*Let the students share their experiences and some goals.*



# SESSION 3C: Collegiality



## Knowledge

- The student know how to be (come) a good team member.



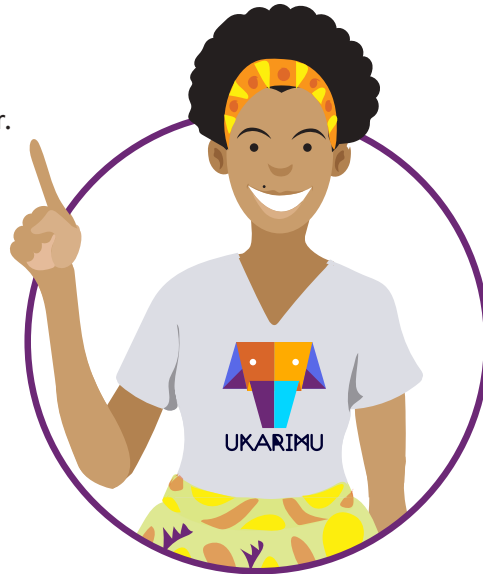
## Learning Goals

- The students learn how to be and have a good colleague.



## Attitude

- The students embrace the spirit of being a good team member.



## Skills

- The students master the art of collegiality.

## AGENDA



### Energizer

(10 min)



### Exercise:

I see your strengths

(60 min)



### Reflection:

Discussion

(20 min)



## INSTRUCTIONS

### Energizer (10 min)



Ask the energizer team to come up with a quick activating energizer.

### Exercise: I see your strengths (60 min)



SAY:

- Who knows what Collegiality means?



#### FACILITATOR'S NOTE:

*Wait for a few responses before you read out the rest.*

- It means: "Companionship and cooperation between colleagues who share responsibility."
- The spirit of collegiality is of great importance in the tourism and hospitality industry. It really requires a team to do an excellent job- a team that takes ownership and responsibility to do their very best.
- In this session we will master the art of teamwork and the importance of valuing and nurturing individual team members' strengths and sharing a common goal.
- In this exercise it is all about identifying each other's strengths and offering peer to peer (student to student) support. It is also about deepening trust and cooperation within your team. An important part of creating trust and cooperation in the team has to do with giving and receiving and asking for feedback. So that is what we are going to practice.
- During this exercise I encourage you to discuss among yourselves.
- Let us start, I will explain the exercise as we go.



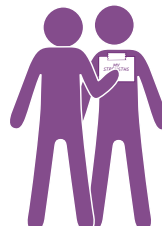
As a first step we all stick a piece of paper on our backs.



Please write the following heading on the piece of paper "My strengths".



Now stand in a line facing forward.



Each one of you in turn will proceed along the back of the line and write a strength on the back of each student. Then return to the line.





**FACILITATOR'S NOTE:**

*Once all students have taken their turn tell all students to remove the sheet read the contents.*

*When everybody has read their piece of paper, tell the students to take a new piece of paper.*

- As a second step take a fresh piece of paper and write the heading "Where can I improve" and stick it on your back.
- Once again stand in a line and we repeat the process, one at a time proceeding down the back of the line and writing an area for improvement.



**FACILITATOR'S NOTE:**

*Once complete, again the students can read the contents.*



**SAY:**

- As the third step you take the third and final piece of paper and write the heading "How can I support you?" and stick it on your back.
- Once again stand in a line facing forward and complete the process of writing something on each student's back answering the question with ways that team member can support you.



**FACILITATOR'S NOTE:**

*Once complete, again the students can read the contents.*



**SAY:**

- As a last step take all of your three pieces of paper.
- Now take your diary and make a nice overview for yourself with:

<u>STRENGTHS</u>	<u>AREAS FOR DEVELOPMENT</u>

• REQUESTS FOR SUPPORT

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- Make it into a nicely decorated presentation that you can look at from time to time. It will support your learning and will help you become a good team member.



**FACILITATOR'S NOTE:**

Once the students have completed their decorated overview in their diary have the students put them together as a small exhibition. Take a look at each other's work.

## Reflection Share and discuss (10 min)



**ASK:**

- How was it to read what your team members have written about you?



**FACILITATOR'S NOTE:**

Let the students share their feelings.



**ASK:**

- What are the three things you value most in a team member?
- In what area of the hospitality and tourism industry do you now feel your strengths lie?
- Did that change because of the exercise?
- What new thoughts do you have about yourself?



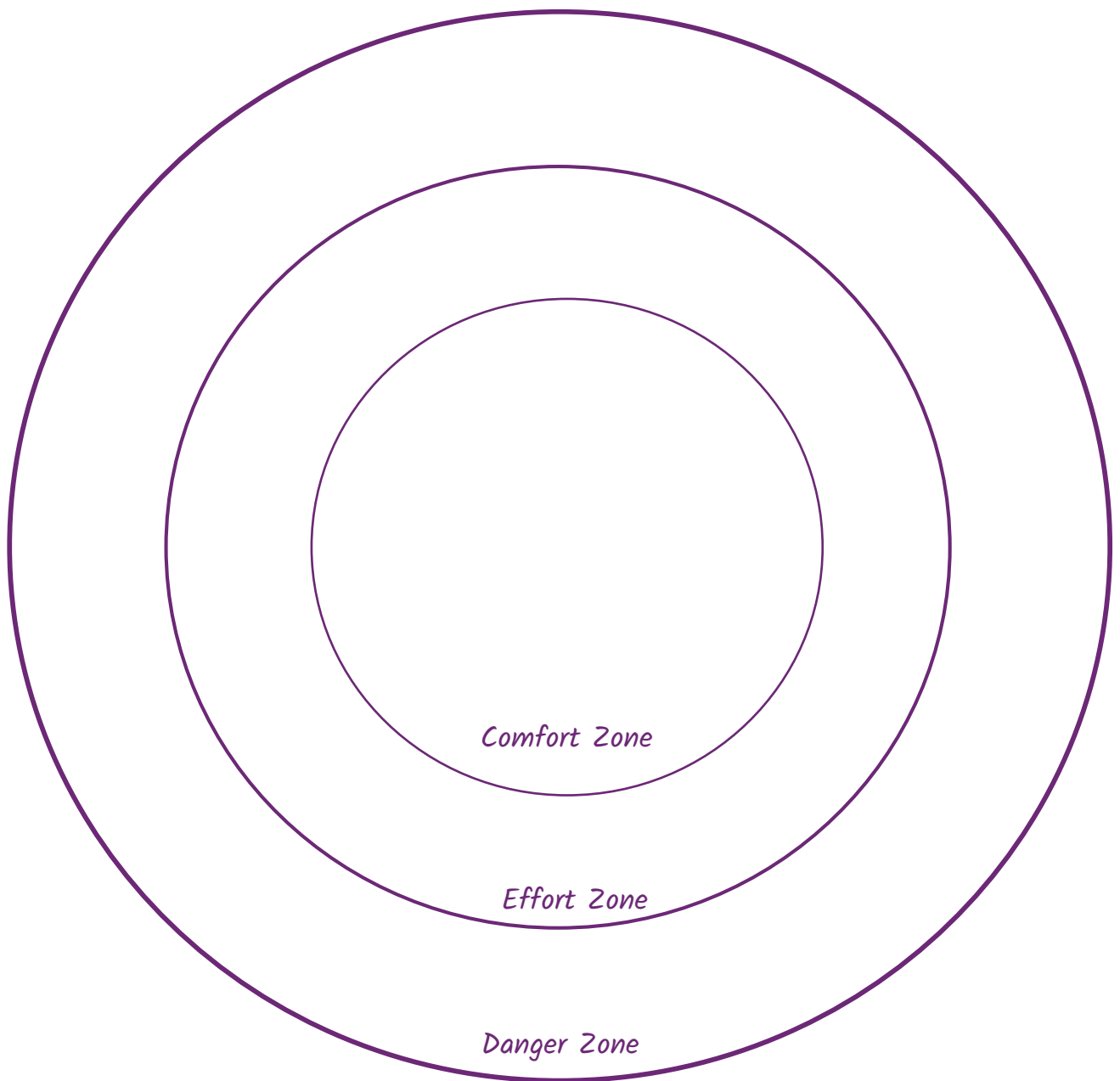
**SAY:**

- Now it is time to write some of these reflections in your diary.
- **Thank you! I hope you learned something about yourself today and teamwork.**



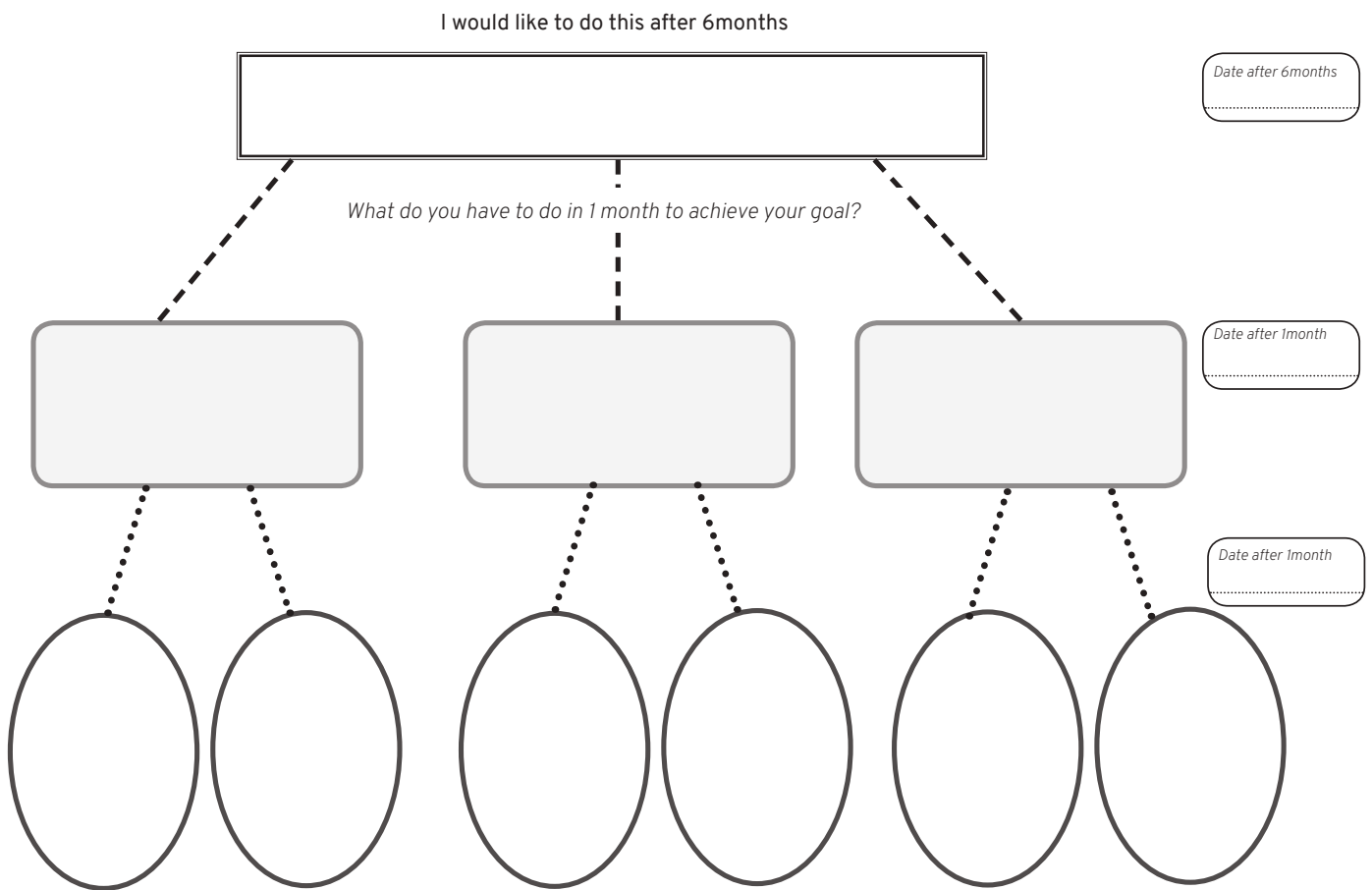
# THE GROWTH MODEL

How do you learn? Fill in your different zones!



# THE GOAL PYRAMID

Break down your dreams and goals. Fill in what your plans are in all the bubbles.



**Actions:** What can you do now to reach your end goal?

