

ENTREPRENEURS & SITE GUIDES

MODULE 1: INTRODUCTION

INTRODUCTION

Welcome! This is the first day of you facilitating the Ukarimu Entrepreneurs & Site Guides Training.

This training is designed for tourism companies that offer tourism activities such as cultural and mountain bike tours, wildlife experiences and hiking adventures amongst others.

Every module starts with an overview and consists of three sessions. Below you can find the learning goals of this module.

OVERVIEW



Learning Goals



Knowledge

- The participants will get introduced to each other.
- The participants will receive the right information about the structure of the training.



Attitude

- The participants will embrace the ground rules they have come up with collectively for this training.
- The participants will learn to enjoy the methodology of Active Learning.



Skills

- The participants will learn to reflect on their customers.

SESSION 1A: Your Skills, Your Ambitions & Your Personality

SESSION 1B: This Training in a Nutshell

SESSION 1C: Your Company, Through the Eyes of Your Customer

BEFORE YOU START, YOU NEED...

- Flipcharts
- Large paper
- Marker and pens
- Sticky notes
- The self-assessment handout
- Spaghetti, masking tape, marshmallows and string for the Marshmallow Challenge
- Scissors
- Ruler or tape measure
- Projector



SESSION 1A: Your Skills, Your Ambitions & Your Personality

AGENDA



Energizer:
Hello, it's me
(20 min)



Exercise: On a
Scale
(20 min)



Exercise: Self-
Assessment
(50 min)

INSTRUCTIONS

Energizer: Hello, it's me (20 min)



- Take the group to a place where they can form a big circle, preferably outside. Once they are in a circle, mention that you are going to play a name game. As a facilitator you are part of the group and will have to give the right example.
- One person will start by saying energetically “Hello, it's me, [NAME]!” and does so while making a body movement or gesture such as jumping in the air. His/her neighbour will say “Yes, I can see, [SAME NAME]!” and will copy the movement or gesture. After that, he/she will turn around and do the same to his/her neighbour: energetically saying “Hello, it's me, [NAME]!”, while making a new movement or gesture. Then that neighbour will say “Yes, I can see, [SAME NAME]!” while making that movement or gesture. Continue the routine around the circle until it reaches the first person again.



ASK:

- After the first round, ask some people how much of their energy they had put into it: 50%? 70%? Now ask the group to do the same routine again but ask everybody to add an extra 25% of energy on top of it. Do it until the whole round is finished.
- Finally, ask everyone to do it one more time, while giving all the energy they can. Let them move to the middle of the group individually in turns, after which the whole group will respond to what the individual started with, so the whole group will say “Yes, we can see, [NAME]” and mimic the individual's gesture. Instead of doing it in a circle, introduce what is called the “popcorn method”: if someone feels hot, they pop. Meaning that whoever feels like it's his or her turn, is free to take it. This way participants will not wait and zone out until they know their turn will be soon.
- After this turn, ask the participants how they liked it.
- Also, ask the participants why they believe this exercise was included. Probably they will mention that it was included to learn each other's names, or that it was included for team building. Both of them are correct. But there is a third reason as well: it shows that people tend to mimic the energy levels of the people they interact with. So if they want to make sure their customers are happy and excited, they have to make sure they also have a positive, happy spirit!



Exercise: On a Scale (20 min)



? ASK:

- Ask the group to stand up and make sure that they can walk across the room. Explain that you will mention different qualities, ambitions, opinions and other characteristics out loud. When someone believes it applies to him/her, he/she can go to one side of the room. If he/she believes it is not applicable, he/she may walk to the other side of the room. If he/she believes it applies a little bit, they can stand in the middle.



FACILITATOR'S NOTE:

After introducing a characteristic, give people 20 to 30 seconds to walk to the space in the room that applies to them. idea.

Now please change partners and repeat it for just 1 min.

? ASK:

- Ask some individuals, in whatever corner they are in, to elaborate on why they are positioned at that specific side.



FACILITATOR'S NOTE:

If you want to, you can also ask the group to mention other characteristics.

These are some of the characteristics you can use:

- I like to work in tourism in 20 years
- I like to travel myself
- I am organized
- I am an extravert
- I am nervous about this training
- In a few years I will be the best in my job
- I can entertain (people) very well
- I am good in customer care
- I can explain things in a clear manner
- I am good with numbers, can budget really well
- I have always many ideas about new opportunities
- I am confident



Exercise: Self-assessment (50 min)



PREPARE:

- Print the self-assessment sheet for every participant in advance.
- Begin by giving each student the self-assessment sheet to fill in.



ASK:

- Ask the participants to fill in the assessment sheet, which is a self-reflection tool to find out what characteristics belong to their type of personality. They will work individually on a simple self-assessment tool and then have the opportunity to share their findings with the group.
- Explain that on the sheets they will see horizontal lines with four words on each line - one in each column. In each line, put the number “4” next to the words 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”.



FACILITATOR'S NOTE:

Give the participants 10 to 15 minutes to fill in the sheet. After they have written down the numbers, ask them to add up the vertical columns. Each column represents a personality type symbolized by an animal. The column with the highest number symbolizes them best.

- When everyone has identified his/her personality type, you introduce the four types of personality types this test distinguishes: the lion, weaver bird, impala and termite.



Lion

This personality likes to lead. The lion is good at making decisions and is very goal-oriented. They enjoy challenges, difficult assignments, and opportunities 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.

The Weaver Bird

Weaver birds are very social creatures. Weaver bird personalities love people. They enjoy being popular and influencing and motivating others. They can sometimes be hurt when people do not like them. Weaver bird personalities usually have lots of friends, but not deep relationships. They love to goof-off. (They are notorious for messy rooms.) Weaver birds 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.

The Impala

Good at making friends. Very loyal. Impala 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. They want to be loved by everyone and look for appreciation. They work best in a limited environment with a steady work pattern.



Strengths:

Accommodating, calm, affirming.



Weaknesses:

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

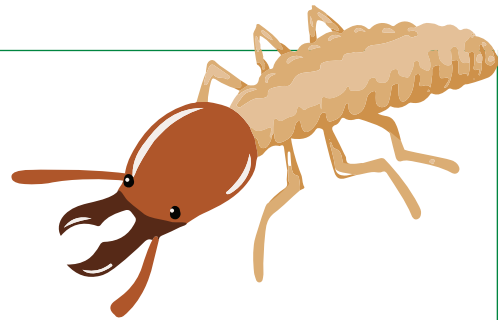


Limitations:

Remembering past commitments, following through with discipline.

The Termite

Organized. Termites think that there is a right way to do everything and they want to do it exactly that way. Termite personalities are very creative. They desire to solve everything and take their time to do it right. Termites 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.





PREPARE:

For 10 minutes, let the participants split up in pairs and discuss the results, by reflecting on the following questions:



ASK:

- *Do you feel the results are accurate?*
- *Do you recognize yourself in the description of the characters?*
- *Did you have more than one animal that stood out?*



ASK:

- *How might this impact on how we work together as a team?*



PREPARE:

After that, let the group discuss the following questions in the bigger group:

- *How does a diverse group help us?*



SESSION 1B: This training in a nutshell

AGENDA



Introduction:
Training Structure

(20 min)



Brainstorm:
Happy Training!

(10 min)



Exercise:
Developing
Learning Goals

(10 min)



Exercise:
Marshmallow
Challenge

(50 min)

Introduction: Training structure (20 min)



You will now introduce the structure of the training to the training participants. Make sure to discuss all relevant practicalities.

The actual details may differ depending on the local circumstances, but there are a few important things to introduce:

- The training is based on the principles of Active Learning. There will be no long periods of just sitting in class quietly and listening to the lecturer. Instead of this “Chalk and Talk” the participants are expected to actively engage. Not only is this proven to be more effective, it is also far more fun.
- There is a lot of wisdom within any group, so the participants are encouraged to share their opinions and experiences with each other.
- The training consists of 10 number of training days and it is expected of everybody to be present all the time. Besides emergency situations, there will be no valid reasons to miss any of the training days. If too many training days are missed, it will not be possible to continue participating in the training.
- At the end of the training there will be an assessment and the participants will have to present their work to each other. The assessment will cover all of the topics that are part of the training.
- Mention that all materials can be digitally shared over email or whatsapp. Also mention the Ukarimu App. This tool is a simple mobile app that can be downloaded once and used offline. It will cover the content of this training as well.

Brainstorm: Happy training! (10 min)



PREPARE:

Divide the participants into groups of 5 to discuss the ground rules that everyone has to adhere to in order to have a happy training!



- Participants can think about topics ranging from timekeeping to respecting each other's opinion, from telephone use to active participation. Let each group come up with the five most important rules and let them introduce them to each other.
- Afterwards the groups will share them with each other. Perhaps some rules may relate to the same topic - such as time-keeping or respecting each other's opinion - but may slightly differ on the details. Discuss them pragmatically and try to come up with a list of rules that everybody feels comfortable with.
- Feel free to also come up with your own suggestions if you feel like certain topics have not been covered.
- Make sure to write down all the rules on a large piece of paper and hang it on the wall. You and the participants may then refer to them later in the training.
- Ask all of the participants to put their signature on the piece of paper, in order to show their commitment. Make sure to add your own signature as well!

Exercise: Developing learning goals (10 min)



? ASK:

- *In order for the participants to take ownership and responsibility over their own learning process, ask them to write down tangible learning goals. Let them write them down on a sticky note and place them on the wall. An example of a learning goal could be "I would like to learn how to make a good budget for my tourism activities", or "I would like to learn how to improve my map reading skills."*

FACILITATOR'S NOTE:

Afterwards you as a facilitator will be able to read them and dedicate special attention to these goals, if possible.



Exercise: Marshmallow Challenge (50 min)



The Marshmallow Challenge is a simple game that teaches valuable lessons about creativity, innovation and teamwork. It is also a great way to make people realize why Active Learning is of added value to training like this.

The idea is to split up in small groups that will build a free-standing structure tower with a marshmallow on top. Whoever is able to place their marshmallow highest after 18 minutes will win the game.

- Divide the group in small teams of 3-5 people. Make sure each team has (roughly) the same size. (In case anyone has ever played this game before, ask him/her to not join, as it will spoil the fun. Give this person a role of observer or assistant instead.)
- Give each team 20 spaghetti sticks, 1 yard (= +/- 90 cm) of string, 1 yard of masking tape, 1 marshmallow and access to scissors.
- They will get exactly 18 minutes to build the tallest free-standing structure, using only the gears that have been provided. They should place the marshmallow on top. At the end of the 18 minutes, you will measure whose marshmallow is placed highest. At that point, the structure should stand on its own, so no help is allowed in terms of making sure it does not collapse.
- Any team disobeying the rules is disqualified. Make sure everyone understands the rules
- Start the game. Walk around the room and observe the progress. Encourage the teams if needed. Audibly countdown the time at specific intervals. You can call when it's halfway through (9 minutes), 5 minutes, 3 minutes, a minute, and a final 15 seconds countdown.
- After 18 minutes, measure the height of the marshmallow from the bottom of the structure. Call out the heights as you measure. Find the winner and make sure the whole group applauds for them.
- Facilitate a reflective session by asking members of each group to explain how they experienced it. Ask some to reflect on the strategy they chose, some on how they worked together on a team and others on how it felt when their structure collapsed or when they ran out of time.
- After that, share some general observations you made.



SAY:

- *Mention that the Marshmallow Challenge is a famous exercise that thousands of people from all over the world have participated in, ranging from small children to CEOs of big companies. Generally, children tend to be better at this than adults. Why? Because adults often tend to spend too much time overthinking and agreeing on the right approach. Children, however, tend to experiment from the start: they prototype and learn from these experiences. They will find out that marshmallows tend to be too heavy for the spaghetti sticks and will come up with alternatives, whereas adults often assume it will be ok and will stick to their ideas. After they find out that their assumptions are incorrect, they will run out of time.*



ASK:

- *Ask the group what they learned from it. Emphasize that as entrepreneurs it is also crucial to test out things: to see if clients are interested in a new product or activity, before you have spent all your money on making it possible. Also mention that the Marshmallow Challenge is a prime example of Active Learning: you could have told the group to test things out as an entrepreneur, but why not let them experience why it is important!*



SESSION 1C: Your Company, Through the Eyes of Your Customer

AGENDA



Exercise: Always start with your customer
(45 min)



Exercise: Reviewing your company
(45 min)



End of Day Closure
(15 min)

INSTRUCTIONS

Exercise: Always start with your customer (45 min)



In this exercise, instead of introducing their companies, the participants will introduce their typical customer. This is done on purpose, as it emphasizes the need to always reason from the perspective of their customer.

? ASK:

- Ask the participants to draw their typical customer on a piece of paper using markers. This may be a fictional customer or somebody that actually exists: as long as it represents the typical customer base. Make sure the customers also get a name.
- Ask them to draw the customer while doing the activity that the company offers. Give them 10 minutes to do so.
- Ask them to emphasize what is typical about the customer, what is unique about the customer and what he/she wants to achieve while doing this activity. Allow them to write things on the drawings, but encourage them to draw as much as possible.
- After 10 minutes, let the participants introduce their drawings to each other. Let them reflect on the points mentioned under 3.



Exercise: Reviewing your company (45 min)



In this exercise, the participants will introduce their companies to each other, but in an unconventional way: they will write a review from the perspective of the customer that was introduced in the previous exercise.

? ASK:

- Ask the group whether they often receive reviews and let one or two of them elaborate.
- Ask them whether it was a good one, on which platform it was shared and whether they replied to it.
- Ask the participants to write a fictional review about the company: write it from the perspective of the typical customer that was introduced in the previous exercise. Make sure the reviews show what activity they did with the company and what was good and bad about it



FACILITATOR'S NOTE:

Give them 10 minutes to come up with the reviews

- Let them read the review out loud in front of the group and afterwards, let them elaborate briefly on their company.

End of Day Closure: (15 min)



💬 SAY:

- After having done all the above, the first day of the training has come to an end. Ask the participants to write down on sticky notes what they liked about today, what they learned and what they believe could be improved next time.

? ASK:

- Ask them to stick these notes on the flip chart when they leave.
- Ask the group to make sure the room is orderly when they leave.
- Ask them to come to you in case they want to discuss anything and wish them a great remainder of the day.

