

# ENTREPRENEURS & SITE GUIDES

## MODULE 6: GENERAL GUIDING SKILLS

### INTRODUCTION

As the participants will learn in this module, guiding is an old and important profession. It covers a whole range of skills and it takes many years to become a great guide.

In this module the participants will be introduced to a few important topics when it comes to guiding including how to get the right knowledge, how to give good briefings, how to give directions, how to navigate and how to do map reading.

### OVERVIEW



### Learning Goals



#### Knowledge

- The participants will learn more about guiding as a profession
- The participants will learn which sources to explore to acquire which types of knowledge.



#### Attitude

- The participants will realize that in order to be a good guide, one needs to keep updating their knowledge and skills.



#### Skills

- The participants will learn how to give a proper tourist/guest briefing.
- The participants will learn how to navigate, give directions properly and do map reading

SESSION 6A: What Makes a Great Guide?

SESSION 6B: Briefings

SESSION 6C: Giving Directions, Navigating & Map Reading

### BEFORE YOU START, YOU NEED...

- Flipcharts
- Large paper
- Marker and pens
- Sticky notes
- Projector



# SESSION 6A: What Makes a Great Guide?

## AGENDA



**Lecture:** A Short History of Tour Guides  
(20 min)



**Exercise:** What Makes a Great Guide?  
(40 min)



**Exercise:** Where to Get the Right Knowledge?  
(30 min)

## INSTRUCTIONS

### A Short History of Tour Guiding (20 min)



#### TIP FOR THE FACILITATOR:

Give the following lecture. After you have covered the text, feel free to handle questions

*Oddly enough, Tour Guiding is a very old profession as it dates back to as far as 3000 B.C.! In the Ancient Empires of the Persians, Assyrians and Egyptians there were already people working professionally as guides. Back then, adventurous people also traveled in an organized manner and they needed local guides to help them find their way. Because restaurants and hotels as we know them today hardly existed then, travel was not easy during those times and provisions had to be taken along.*

*A little later, the Greeks referred to tour guides as “proxenos”, which means “public guest.” It was his (proxenos’) job to lead the group and explain to them the surroundings so they had to be very knowledgeable. The Romans also deployed guides, often to be sent out in front to pave the way for soldiers: they would tell the soldiers of any dangers ahead.*

*The time after the fall of the Roman Empire, called the Middle Ages, was a time in which many religious pilgrimages took place. Think of Mansa Musa for example,*



*the emperor of the Mali Empire and probably the richest man that ever existed. On his way to Mecca he brought along more than ten thousand servants and followers! Many individuals or small groups that were travelling were also often exposed to robberies so they would hire guides to keep them out of danger. They were referred to as pathfinders and protectors that would provide safe passage to pilgrims through many countries. These guides also had to speak different languages and know where to find safe accommodation. Their job wasn't easy, but they were paid well.*

*In later years, during the Renaissance in Europe, there was a shift from religious pilgrimages to educational ones. It was mainly the young men from the upper class that traveled on what was called the Grand Tour: a journey that would pass through France, Germany, Switzerland and Austria to the final destination Italy where they would study the ways of the ancient Romans. They were assigned tutors who faceted as guides. These were often men of the clergy, teachers, historians and writers. These were also expected to know the ways of the foreign lands, different languages to communicate and who were the right people to meet for social advancement of the scholar.*

*In the past 500 years, modes of transport significantly improved: think of better carriages, ships and later on trains and cars. This made it easier to travel for intellectual or leisure purposes, and played an important role in the emergence of tourism as we know it today. In the previous centuries travel became more for personal interests and social standing than for need and, because it was primarily for the wealthy, many had the money to hire private guides.*

*Because of these travellers and the repeated route that many of them took between Britain and Italy, some of the grandest hotels were built. Because Great Britain is an island, great steamships such as the Queen Mary (1936) and the Titanic (1912) were built. Trains became more advanced and leisure travel as we know it today was born.*

*In the 1850s it was a man named Thomas Cook who started to organize the first group arrangements for the Grand Tour, which included transportation, accommodation and meals, and it still exists until today. In 1847 he published the first handbooks for different European countries, hence the first guide books. Tour guides were a very important part of the tours and it became a highly sought after profession. England was the first country to regulate their guides.*

*In the 19th century leisure travel was in full swing. More and more people wanted to travel and explore the world so they looked for guides to not only show them the way, but educate them as well. Women and children were not expected, or allowed, to travel alone so servants or relatives were hired to travel with them as companions. More and more travellers were looking for experts who could translate and interpret different cultures so the role of the professional tour guide, as we know it today, was created.*

Written by April Brown, specifically for Ukarimu.



## INSTRUCTIONS

# Exercise: What Makes a Great Guide?

(40 min)



### PREPARE:

- Divide the participants into groups of 3 or 4 and give each group a large piece of paper.



### ASK:

- Ask the groups to draw what they think would be the perfect guide.
- Let them draw the guide as well as important features and items that characterize him/her. For example: if timekeeping is an important skill, make sure the guide carries a watch. If the guide needs to be physically fit, make sure the guide looks fit!



### FACILITATOR'S NOTE:

*After about 10 minutes, let the groups come back together and let them introduce their guides to each other.*

Let them elaborate on all the skills and traits their guides possess.



### TIP FOR THE FACILITATOR:

after the first group finishes, make sure that the following groups do not repeat everything that was shared before, but let them highlight those things that have not been mentioned by previous groups



### SAY:

- After the last group has finished, introduce the ATPs (“Assessment and Training Packages”) for the tour guide profession. These are the skills and personality traits outlined by the Ugandan Directorate of Industrial Training in collaboration with a whole list of experts, including the Uganda Safari Guides Association (USAGA).



### ASK the group:

- Does this list resemble their perfect guides?





## Generic Knowledge and Skills

- *Communication skills*
- *Linguistic skills*
- *Knowledge on fauna and flora*
- *Able to administer first aid*
- *Able to map out Safari routes*
- *Knowledge on tourism sites*
- *Able to identify and interpret tourist's interests*
- *Organisational skills*
- *Able to plan and interpret work schedules*
- *Public relations*
- *Decision making skills*
- *Problem solving skills*
- *Map reading*
- *Driving skills*
- *Motor vehicle maintenance skills*
- *Walking skills*
- *Customer care and service skills*
- *Hosting skills*
- *Interpersonal skills*
- *Counselling and guidance skills*
- *Analytical skills*
- *Networking skills*
- *Numeracy and literacy skills*
- *Financial management and control*
- *Budgeting and financial analysis*
- *Product pricing*
- *Product knowledge and experience*
- *Negotiation skills*
- *Safety, health and environment awareness*
- *ICT skills*
- *Waste disposal and management*
- *Tools and equipment usage*

## Attitudes/Traits/Behaviours

- *Self-motivation*
- *Trust worthy*
- *Friendly*
- *Smart*
- *Tolerant*
- *Hard working*
- *Team player*
- *Time conscious*
- *Committed*
- *Caring*
- *Approachable*
- *Good listener*
- *Flexible*
- *Result oriented*
- *Sense of humor*
- *Passionate*
- *Cooperative*
- *Innovative and creative*
- *Responsible*
- *Patient*
- *Polite*
- *Effective*
- *Responsive*
- *Patriotic*
- *Respectful*
- *Social*
- *Professional*
- *Calm*
- *Eloquent*
- *Confident*
- *Intelligent*
- *Trainable*
- *Reliable*
- *Resilient*
- *Well groomed*
- *Efficient*
- *Accountable*



## INSTRUCTIONS

### Exercise: Where to get the Right Knowledge? (30 min)



#### SAY:

- Whether you are a tour guide travelling throughout the country with a group of tourists, a safari guide in one of the national parks, or you are a site guide at a cultural site in your home region: knowledge is important. But even more important than possessing all the knowledge is to know where to get the right knowledge.

#### ASK:

- How can you learn more about the local language on the other side of the country?
- Where can you find out more about how to apply first aid?
- How can you find out what the bird you're seeing is called?
- How can you find out whether a bar also serves good cappuccinos?

Knowing your sources is extremely important! Let's find out more about it in the next exercise.

#### SAY:

- Not every source is a good source.

#### ASK:

- Would you ask little children on the streets whether a bar serves cappuccinos?
- Probably not. A good guidebook will probably tell you, or what about the website of that bar?

If you want to know about the myths and stories of the local region, it makes sense to ask the elderly locals or to read a book or to visit a local cultural museum... In that case it does not make sense to read a book on the Birds of Uganda. So, knowing where you can get reliable information is important.



#### FACILITATOR'S NOTE:

Divide the group into pairs. Give each pair a sticky note and assign them one of the following sources that they will represent. Let them write their source down on the sticky notes:



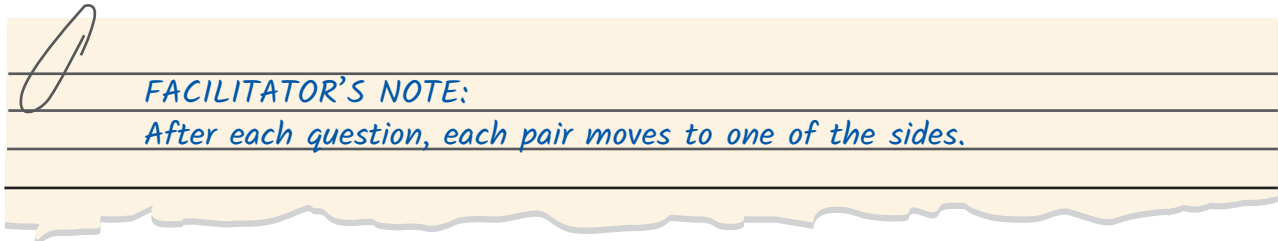
- A. Travel guidebooks
- B. Little children on the streets
- C. The local cultural museum
- D. TripAdvisor (which is the biggest review website in the world)
- E. Wikipedia (which is an online, freely accessible encyclopedia)
- F. Elderly locals
- G. Guidebooks on nature
- H. Google Maps (which can be used to access maps and to get directions)
- I. Websites of hotels or bars
- J. The reception of a hotel
- K. Dictionaries
- L. Famous culinary travel blogs

- You are now going to read out a few questions. Let the pairs move to one side of the room if they believe they represent a good source of information to answer that question, and let them move to the other side of the room if they are not a useful source.

- **Example:**

if you ask “What are some of the most important birds of the region?”, those pairs that have “Guidebooks on nature,” “Wikipedia” or “Elderly locals” on their sticky notes should move to one side of the rooms as they represent sources of information where guides can find out the answers to that question.

Those pairs with “Websites of hotels or bars,” “dictionaries” or “Google Maps” should move to the other side, as they are not the right sources to answer that question.



**? ASK:**

- Ask some of the pairs to elaborate why they chose their position. Emphasize that it is not important for them to give the solution to the answer (such as to name all the birds), but let them explain why they think they, as elderly locals, or as TripAdvisor (etc.) have moved to one side or another.



### ASK:

- Ask the following questions, that can be asked by a tourist to their guide:

- A. What are some of the most important birds in the region?
- B. How would I greet someone in your local language?
- C. What is the height of the mountain over there?
- D. How do I bargain for a basket on the market?
- E. What is the local history of this place?
- F. Are there any venomous snakes in this area?
- G. What kinds of wildlife can we encounter here?
- H. Do you have a museum and is it good?
- I. Where is the nearest ATM machine?
- J. What do elephants eat?
- K. Who was the first leader of the local people?
- L. Which restaurant has the best food?
- M. Does that restaurant serve vegetarian food?
- N. Does anyone famous come from this place?
- O. Where can I buy a new pair of sunglasses?



### SAY:

- After the exercise, say: *it is extremely important for any guide to keep on updating their knowledge.*
- *Never expect to be finished learning, as we live in a world that keeps on changing.*
- *As a guide you need to read as much as possible about the culture, nature and the history of the area where you work.*
- *But you also need to know about the hotels, restaurants, bars and shops. It is not essential to buy every book, but in Uganda having read the newest version of the Bradt Guide is highly recommended.*
- *In addition, free online sources such as Wikipedia and TripAdvisor are extremely useful.*
- *Making sure to spend at least 2 hours every week on updating your knowledge by reading will definitely make you a better guide.*





# SESSION 6B: Briefings

## AGENDA



**Scenarios:** Good and Bad Briefings  
(25 min)



**Exercise:** Lecture  
(20 min)



**Exercise:** Role Play  
(45 min)

## INSTRUCTIONS

### Scenarios: **Good and Bad Briefings ?** (25 min)



Read out loud the following briefings. After each of the scenarios, ask the group what they thought of the briefing: was it a good, exciting introduction into the activity? Were all necessary elements of a briefing included? How would the participants feel after the briefing?

#### James

*Hello, I go by the name of James and today I will take you on a Baboon Experience. Here in this park we have many baboons and I can tell you: they are very intelligent. In this 2-hour experience we will teach you about the lives of baboons: what they eat, how they live together and how they deal with predators. But did you know that baboons prey on small animals as well? Let us now move to the site where they are often located during this time of the day. For now, make sure not to do anything stupid and enjoy the day. How would I greet someone in your local language?*

#### Jay-Jay

*Good morning everyone, welcome to the Dance Dance Dance Jinja! You can call me Jay-Jay and I will be taking you on a very exciting adventure today! As you may know, Uganda is home to very many different tribes that all have their unique cultures: we have the Basoga, the Baganda, the Acholi, the Banyankole, the Bachiga, the Iteso, the Bagisu, the Batooro, the Lugbara, the Banyoro, the Japadhola, the Karimojong and so, so many more. Here in Jinja, all those tribes are represented. The interesting thing is: they all have their own traditional dances. Today, you will get to learn the traditional dances of 4 of them: the Basoga, the Bagisu, the Karimojong and the Acholi. We will do so by visiting 4 different dancing schools! We will move from place to place using a boda-boda and I would request you to wear one of our helmets. At each of them we will also have some drinks and traditional snacks. Before we get ready and put on our dancing clothes, let us first hear all of your names and why you wanted to join today! Also, feel free to ask any questions throughout the day, as I would love to answer them!*



## Catherine

Good morning members.... This is the Kalangala Fishing Experience. It is very good. We will be doing the fishing. We will catch Tilapia, maybe Nile Perch. You will see birds. We will catch the fish. It takes long but it is nice. You need to know how to swim as the waters are very dangerous: a crocodile ate a villager 2 months ago. We were very sad. Let's go. But first you pay.

## Richard

Biai bo? Ejokuna! Welcome to Ejokuna Cultural Adventures. My name is Erokot Richard and I will be your guide for today! I hope you will be just as excited as myself as I always feel very proud when I get a chance to meet people from all over the world and introduce them to the Iteso culture. By the end of today you will have learned how to greet each other respectfully in our local language, you will have learned about the history of my people, have prepared and eaten our local food called Atapa and for those of you who like to drink alcohol, you can try the local brew called Ajono. On top of that, you will learn how to sing our songs and how to dance like a real Itesot! By around 20:00 h we will be finished, but of course you are very welcome to stay longer. Feel free to reach out to me in case you have any questions as I am very happy to answer them. Let us move to the next hut where we will introduce a nice game to get to know each other and what you would like to learn about today!

# Lecture: Tips and Tricks for a Good Briefing (20 min)



Give a lecture that includes the following content:

### SAY:

- A great briefing is a great start of the activity! It is very important to plan time for briefings as they allow visitors to ask questions and to receive all the necessary information. Briefings prepare visitors for their unique experience. You provide them with information on what to look out for, as this will enable them to enjoy their experience even more.
- Typically a briefing takes place at the beginning of the trip, but you can also cut it into smaller pieces to make sure you do not overwhelm the visitors with information. Make sure to give the information at a moment that is relevant.
- If necessary, explain any behaviour codes.

### ASK:

- is it ok to take photos everywhere?
- What to do when wildlife is encountered?
- What to do with garbage? etc

Doing so will help to make the tourism activity sustainable.

### SAY:

- Make sure to emphasize the need for safety and what role you and your visitors will have to play to ensure the safety of everyone. This is particularly important in activities that include physical or



high adrenaline activities, extreme weather conditions, difficult traffic conditions and encounters with potentially dangerous wildlife. In these cases, handing out a waiver, which is a document that needs to be signed to emphasize the understanding of the potential risks, is useful.

- Not all information is appropriate for all audiences. Consider who you are talking to and assess their previous experience. This is important for the sake of safety but also in making sure that you do not bore your visitors with information that is irrelevant to them.



#### **ASK:**

- How will you structure the information?

#### **Opening:**

- You have not done so already, welcome the visitors in such a way that you make a good first impression and that you have their attention.

#### **Purpose:**

- Explain shortly why you are giving the briefing.

#### **Main Body:**

- Provide information on the activity:
- What can visitors expect?
- What should they look out for?
- How should they behave respectfully?
- How can the activity be done safely?
- This information should be concise, factual, clear and easy to understand.

#### **Conclusion**

- Summarize what you have just mentioned and ask if there are any questions.
- Make sure to wish your visitors a great experience.

#### **Do not forget to keep it:**

**Short** – preferably no more than 3 minutes.

**Clear** – clear purpose, easy to follow, no jargon.

**Concise** – well edited, not too wordy.

**Reliable** – information is accurate, with notification of missing information.

**Professional** – make visitors feel safe and respected.

**Enthusiastic** – bring across the fun aspect of it all.



## INSTRUCTIONS

### Exercise: Briefing Practice (45 min)



The participants will now practice how to give briefings. The team will split up into smaller groups, practice giving briefings and give each other feedback based on their briefings.

#### ? ASK:

- Ask the participants to split up into teams of 4.
- Let each participant prepare a guest briefing of their own tourism activity. Take 15 min to prepare a presentation.



#### TIP FOR THE FACILITATOR:

: If for some reason this is not applicable to some of the participants, you can also ask them to make a briefing for James' Baboon Experience or Chatherine's Kalangala Fishing Adventure, that were introduced at the beginning of this session

- Let them give their briefings to each other. Let them keep it short: maximum 4 minutes. Make sure they give constructive feedback to each other.





# SESSION 6C: Giving Directions, Navigating & Map Reading

## AGENDA



**Introduction:**  
Giving Directions  
(30 min)



**Introduction:**  
Navigating  
(20 min)



**Exercise:** Map  
Reading  
(40 min)

## Introduction: Giving Directions (10 min)



### INTRODUCTION



**SAY**

- As a guide, tourists will often ask you for directions. Whether they are your own clients or not, it is important to be as accurate as possible. Waving your hands in a direction and saying “just go there, it’s not far” isn’t enough.



**SAY**

- You need to be precise, for example: “Walk in that direction until you see the police station on your left hand side, continue until you see a big yellow sign that says “African Unity Guesthouse, opposite the big mango tree.”



**ASK:**

- Ask the group whether anyone can give directions from the entrance of the building to this room, using this method.



**SAY**

- Another possibility is to give instructions like this: “Turn left on the big road and take the 2nd street to the right and continue for 150 meters.” using this method.



**ASK:**

- Ask the group whether anyone can give directions from the entrance of the building to this room, using this method.



**SAY**

- It does not matter whether you use the first method, which is called the relative navigation method or the second one, which is called the absolute navigation method, as both are ok. Just try to be precise.



## ? ASK:

- Ask the group what they would do if they do not know where something is.

Emphasize the following lessons:

- Be honest, apologize and don't make things up. But make sure you try to find out where the place is located by asking other people.
- Give accurate numbers. If it is a 19 minutes' walk, you say 19... or 20. But don't say 10 minutes! It's better to overestimate than to underestimate

## Introduction: Navigating (20 min)



### INTRODUCTIONS

#### 💬 SAY:

- As you work with tourists it may happen that you end up in places where you have never been before or where you don't know how to get from point A to B. As a guide working with tourists, you are responsible for the well-being of your clients: if you get lost, it is your fault.

#### ? ASK:

- So what do you do to prevent you from getting lost?
  - Prepare well by studying the routes.
  - Make sure you bring a map (online or offline, but preferably both).

#### 💬 SAY:

- Maps can help you to navigate and make sure you don't get lost. Both physical and online maps can be of tremendous help! Make sure you'll learn how to read maps as it makes your life easier – and tourists expect it of you. We will do so in the next exercise.

#### 💬 SAY:

- But before we do so, let us pause a moment and think of what you can do in case you don't have access to any map?
  - The most important thing is always to ask other people!
  - If there are no other people around and you really have no idea where you are, there is another simple trick: in Eastern Africa you are located very near the equator, which means that the sun passes your head in a near straight line from East to West during daytime. This means that in the morning, the location of the sun is in the Eastern direction, whereas in the late afternoon, the sun is located in the Western direction. If you have a basic understanding of geography it can help you to understand where you need to go!



## INSTRUCTIONS

### Exercise: Map Reading Exercise (20 min)



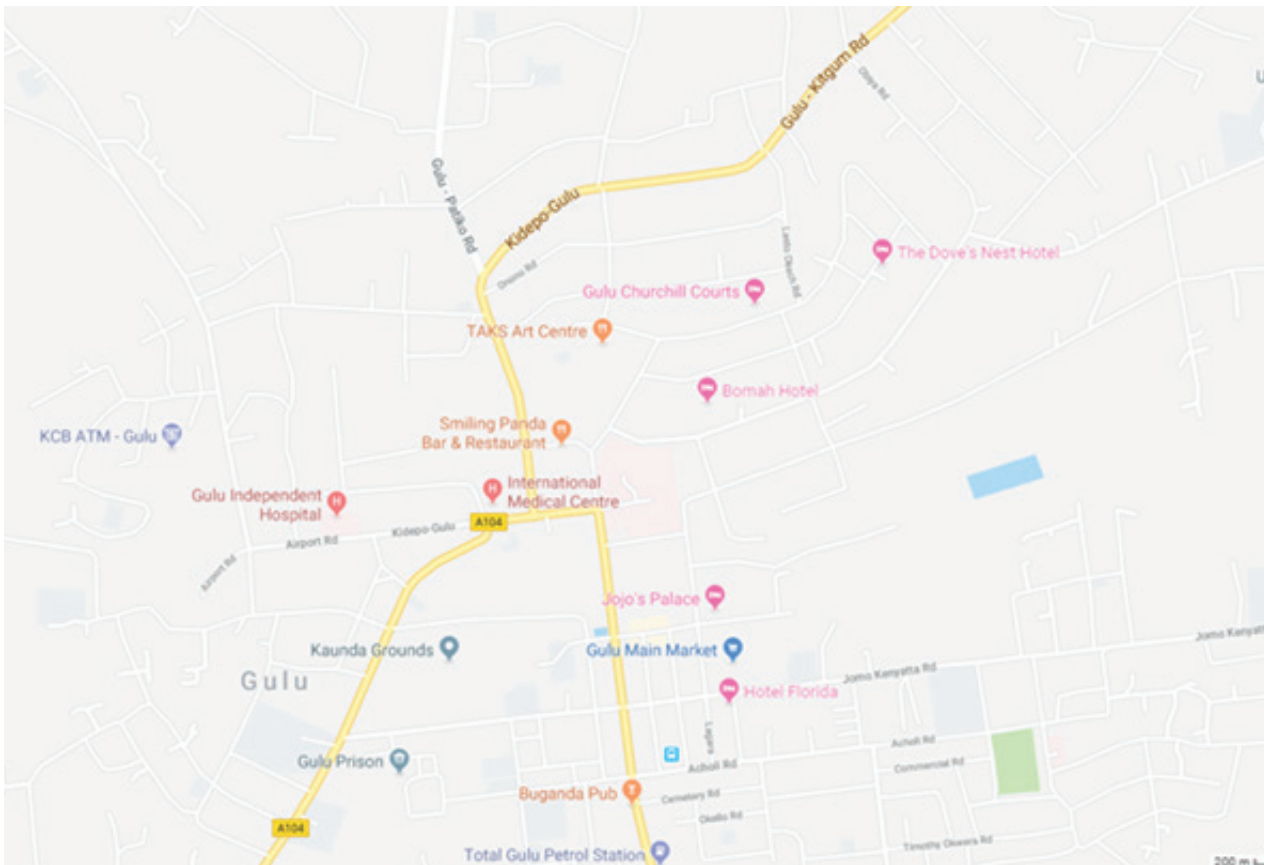
#### PREPARE:

Split the participants into groups of 3. Give them all a printed version of the map of Gulu, and let them write down the answer to the following questions:

- How do you get from TAKS Art Center to Gulu University?
- Do you think tourists could easily walk from The Dove's Nest Hotel to Buganda Pub? How long would it take?
- Can you direct a tourist from Buganda Pub to the market?
- If you go from Gulu Total Petrol Station in the direction of the International Medical Center, what is the name of the second street you will pass?

#### ASK:

- After about 20 minutes, ask some participants to give their answers. Let others correct them in case the first answers were not correct.



## Correct answers:

- *When you're at TAKS Art Center, move to the right and take the second street to the right, which is after about 600 meters. After 200 meters, take the second street to the left and continue this road for about 600 meters until you see a street going to the right. Follow this road for about 1 km after which you will see Gulu University on your left hand side. [Please Note: this is probably the quickest route, but some alternative routes are also possible.]*
- *It roughly is 1,5 to 2 kilometers. This is doable by foot, in case people want to have a bit of a walk. It will cost about 20 to 30 minutes to walk, as most people walk at a speed of 4 to 5 km per hour.*
- *When you leave Buganda Pub, go left and take the second street to the right, which is called Jomo Kenyatta Rd. Take the 3rd street to the left and you will find Gulu Main Market on your right hand side.*
- *Acholi Road [Please Note: since there is also a street directly after the Total going to the left, you could also argue that Acholi Road is the third street you pass, which makes Centenary Road the second street you pass. Both answers are therefore correct.]*

