

TOUR/DRIVER GUIDES

MODULE 2: SELF-GROWTH, CAREER ADVANCEMENT & GENDER

INTRODUCTION

In order to make a successful career as a tour guide it is important to set clear goals and to understand how such a career could look like. That is why in this module the participants will learn more about what it entails to make a career as a tour guide.

OVERVIEW



Learning Goals



Knowledge

- Participants know how to make a goal SMART.
- Participants know what the Growth Model is.



Attitude

- Participants become aware of what their career goals are and feel the confidence to present this to others.



Skills

- Participants will learn how they can use simple tools to understand more about their goals and ambitions.

SESSION 2A: Goal Setting & Career Growth

SESSION 2B: Tour Operator & Tour Guides

SESSION 2C: Female Guiding

BEFORE YOU START, YOU NEED...

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



SESSION 2A: Goal Setting & Career Growth

AGENDA



Energizer:
Chair Fight
(10 min)



Exercise:
The Goal Pyramid
(40 min)



Introduction:
SMART goals
(20 min)

INSTRUCTIONS

Energizer: Chair Fight (10 min)



Purpose:

The purpose of the following energizer is - next to energizing the participants - to show that sometimes people might consider each other as competitors, whereas if people have different goals, it is still worthwhile to explore whether you can both achieve your goals by working together.

- Divide the class into 3 groups. Take each group aside and give them instructions.
- One group has to make sure that all chairs are put into a circle. Another group has to make sure that all chairs are placed upside down. The final group has to make sure that all chairs are placed into a specific corner.
- Let them play the game for about 3 minutes. It will probably be chaotic as the teams almost start fighting for chairs.



ASK:

Ask the students to sit down and ask a few to reflect on what happened. Ask them what they learned.

- Most often, the students will not realize they could have actually worked together. If they had understood each other's goals, they could all have achieved their goals, by placing the chairs upside down in a circle in one of the corners. The bottom line is: sometimes people think they are competing as they don't have the same goals. But quite often they can actually help each other in achieving their goals by collaborating. For example, if you have a tour operator who focuses on birding, it would be good to have relationships with car rental companies, for example, because you are not really competitors and may be able to refer clients to each other



Exercise: The Goal Pyramid (40 min)



Explain:

“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 a tour guide it is important to have goals and plan ahead.

In this session exercise we are going to set professional career goals for you as a guide. We will do so by using a tool called the Goal Pyramid.



FACILITATOR'S TIP:

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

For example:

1. My short term goal is to get my son into a good school after the holidays.
2. My long term goal is to become Uganda's best tour guide with a specialism in insects.
3. Take some time to think about your short-term or long-term goals. Use your diary and write down your first ideas.



PREPARE:

Print out two handouts at the end of this module for every student and prepare your own Goal Pyramid with an example that speaks to the students.

You can use an example from your own career.

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 tour operators about what I can offer them.

Instruct:



SAY:

- *Let us now look at 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!*
- *First let us think about what you would like to be doing in 1 year.*



- *Maybe it is to have an internship or a job somewhere.*
- *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.*



FACILITATOR'S TIP:

- 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.
- You will have 20 minutes to do so.





Introduction: SMART goals (40 min)

This exercise continues on the previous exercise. Now that the participants have all written down their own goals, it is important to see whether they are also SMART.

SMART is an abbreviation and stands for Specific, Measurable, Achievable, Realistic and Timely. When you formulate a goal as SMART, the chances of them becoming a reality are far higher:

So, SMART goals are:

Specific	Well defined, clear, and unambiguous
Measurable	With specific criteria that measure your progress toward the accomplishment of the goal.
Achievable	Attainable and not impossible to achieve
Realistic	Within reach, realistic, and relevant to your life purpose
Timely	With a clearly defined timeline, including a starting date and a target date. The purpose is to create urgency.



ASK:

Ask the participants whether the following goals are SMART and why (not):

“I want to know every single bird in the world.”

“I want world peace”

“I want to become so rich I can build the biggest villa in the country.”

“I want to have seen all the national parks in the country within 3 years.”

“I want to register my own tour operating company within 2 years.”

Let's go back to the Goal Pyramid of the previous chapter and see to what extent they are also SMART.



ASK:

- Ask the participants to discuss the SMARTness of their Goal Pyramids in groups of 3 and let them improve their Goal Pyramids.
- Afterwards, ask a few volunteers to present their SMART Goal Pyramid to the entire group.



SESSION 2B: Tour Operators & Tour Guides

Learning Goals



Knowledge

- The participants know how tour operators work with tour guides and what they expect of them.



Attitude

- The participants are attentive to being responsible and respectable tour guides.



Skills

- The participants know how to make a good impression on tour operators.

AGENDA



Lecture: Understanding Tour Operator / Tour Guide Relationships (20 min)



Lecture: What Do Tour Operators Look for in a Guide? (20 min)



Exercise: Why Should You Be Hired? (20 min)

INSTRUCTIONS

Lecture: Understanding Tour Operator / Tour Guide Relationships (20 min)



Explain:

As a tour guide, you are the front-line person. This means that you can make or break the customer's experience. That is why you are one of the most important links in the chain that is responsible for the satisfaction of the customer (the tourist). However, being a great guide in the direct interaction with tourists on a trip is not all it takes. You must work effectively and well with everyone around you.

If you are working together with a tour operator, it is important to understand the nature of your collaboration. It is important to know who you must report to and understand what is expected of you in terms of duties, attitude, and qualities, both on and off the job. In this session we are going to investigate the working relationship between tour guides and tour operators.



? ASK:

Let us first think about what tour guides and tour operators really are.

Who can define what a guide is?

You can use the following definitions:

“A tour operator is a travel agent specializing in package holidays.”

“A tour operator is an organization, firm, or company who buys individual travel components, separately from their suppliers and combines them into a package tour, which is sold with their own price tag to the public directly or through middlemen.”

Can anyone give examples of tour operators?

What are the different working relationships you as guides could have with tour operators? You might be hired by a tour operator as:

1. Freelance Guide
2. Fully Employed Guide
3. Part-Time Guide

Some of you may become fully employed by a tour operator and some may decide to operate as a freelance guide. However, in whatever capacity that may be, there are rules and regulations as well as procedures in which to follow.

It is important to know:

1. Who to report to?
2. Where is your place of work?
3. What are your roles and responsibilities?
4. What are your daily duties?
5. What are the Important guest care relations for the tour operator
6. What is the ethos of the tour operator

[Illustrate the following by giving examples from the workflow]



Lecture: What Do Tour Operators Look for in a Guide? (20min)



Explain:



ASK:

- Do you remember what we listed as qualities of a good guide?
- Let's now look at the characteristics that tour operators look for when hiring someone as a tour guide.
- Do they align with what the group came up with yesterday?

A tour guide needs to:

1. Have the ability to confidentially deal with and communicate with guests and staff from different backgrounds and cultures.
2. You must enjoy working with and pleasing people. You need to be service oriented. You must know what the client wants but also what the Tour Operator wants when it comes to delivering a service.
3. Love the lifestyle of being a guide. You must love living and working in the appropriate environment and be driven by the love of the outdoors and not monetary funds. You must be able to handle isolation and being cut off from the comforts of living in a town.
4. Have a broad education, either formal or informal. You should be knowledgeable in all topics including flora and fauna, culture and history, languages, customs & traditions, geography, etc.
5. Be presentable at all times.
6. Be professional at all times: you cannot afford to be moody or take personal problems to work.
7. Be able to work constructively with other staff. You need to be willing to accept and delegate responsibilities.
8. Be able to handle all types of emergencies calmly and efficiently, and need to plan ahead in order to prevent problems.
9. Be self motivated. You need to be positive and have the right attitude, remain motivated, caring, and level headed through all situations. This required a strong work ethic, loyalty, integrity and honesty.
10. Be prepared to work long hours - seven days a week.

It is important that you meet the standards needed for each tour operator which in turn means you meet the standards of the clients. It is your responsibility to ensure that these standards are maintained, and regular feedback is given to the tour operator.

In Uganda, tour guides are organized in the Uganda Safari Guides Association (USAGA), whereas tour operators are organized in the Association for Ugandan Tour Operators (AUTO). Each guide should be registered and licensed by the Uganda Tourism Board (UTB).

In collaboration with the Directorate of Industrial Training (DIT) USAGA has developed ATPs on various levels for tour guides in Uganda. These are standards that every guide needs to adhere to. You can access them on the website of USAGA (www.usagaf.org).



Exercise: Why Should You Be Hired? (20 min)



There are many people that wish to be a guide here in Uganda, so why do you think you should be employed by a tour operator. Working in pairs, take it in turns to 'sell yourself' to your partner taking into account the themes and characteristics that we have just covered.



PREPARE:

5 minutes per participant and 5 minutes feedback time.



ASK:

1. *What were some good points mentioned*
2. *What areas needed improving?*
3. *Did they present themselves correctly?*

The impression you give during an interview with a tour operator is going to show them the first impression you would be giving to their clients when on a trip. Therefore, first impressions are everything and presenting yourself appropriately is essential.



SESSION 2C: Female Guiding

NB: This session is specifically targeting aspiring female tour guides. However, even if the group of participants consists of both men and women, it is still advised to discuss gender dynamics on the workforce.

Although this session is placed in the second module, it might make sense to place this session later in the training. This is because it deals with sensitive topics and you might want to put a bit more time into creating a warm, welcoming atmosphere within the group for it to be successful.

Learning Goals



Knowledge

- The participants will know more about the gender-specific challenges for female tour guides
- The participants will know more about sexual harassment and how to minimize the risks of it happening.



Attitude

- The participants will become more attentive in recognizing sexual harassment.
- The participants will understand that it is never the victim's fault.



Skills

- The participants will learn ways to minimize the risk of sexual harassment

AGENDA



Lecture: Female Guides
(10 min)



Exercise: Gender-based Obstacles in the Field of Guiding
(60 min)



Lecture: Sexual Harassment
(20 min)

INSTRUCTIONS

Lecture: Female Guides (10 min)



In the following short lecture you provide a context about female tour guides in Uganda. (If you are doing this training in another country, adapt the message to the local context!)



? ASK:

Make the lecture as interactive as possible by asking questions and providing your own examples.

Make sure to bring the following points across:

1. *This training is organized in order to increase the amount of female tour guides operating in the industry and to improve their skills.*
2. *In 2021 less than 10% of the tour guides in Uganda were female.*
3. *Why is this unfortunate?*
 - Many tourists appreciate being guided by professional and highly skilled female guides.
 - It is unfortunate for society at large if half of the population cannot access certain jobs, as in that way a lot of talent goes to waste - this goes for most jobs that are mostly associated with either men or women.
 - Tour guiding can be a nice job and many young girls dream of being a tour guide, but there are specific challenges that make it difficult for them.
4. *Unfortunately there are many challenges that women face in becoming tour guides. What are they?*
 - They suffer from negative stereotypes, both from many men as well as other women, which state they are not fit for the job. Sometimes they have even internalized these negative stereotypes resulting in low self esteem.
 - Female tour guides often do not receive the same financial benefits as male colleagues do, resulting from the previously mentioned stereotypes.
 - It is often difficult to combine the work with other duties, including parental care.
 - Sometimes other people do not understand what the profession entails. These incorrect perceptions could be held by family members or partners, local communities, tourists, etc.
 - There is often a lack of training or mentoring programmes that help women in becoming good tour guides and to address gender-specific challenges. This training aims to overcome that issue.
 - The infrastructure is often not designed to facilitate female tour guides: for example, many lodges do not have their own facilities for female guides and as such they have to sleep in shared rooms with other guides.
 - Sexual harassment is widespread in the tourism industry and the fact that you often end up in unfamiliar environments poses a risk. Sexual harassment can originate from colleagues, tourists, staff of other companies, local community members, etc.



Note that sometimes people might say that women are physically not strong enough to become tour guides. Although on average men might have more muscle power, this doesn't mean a lot:

- There are plenty of women that are physically stronger than a lot of men, so using the excuse looking at averages would exclude many.
- More importantly: the job does not necessarily needs you to be very strong in muscle power, but what you need is physical endurance and being able to deal with fatigue, extreme weather conditions and long working days. As such, a strong mentality is far more important.



FACILITATOR'S NOTE:

As this is a sensitive topic, make sure to facilitate this session carefully.

Sometimes participants might make generalizing statements about men

or women as a group. Try not to reject these statements outright but also

make sure not to create a yes-or-no discussion in the group. Instead, try to

explain the following:

There is always more diversity within groups of men and women as there is between men and women.

Look at the statements below:

- As a whole, men are mentally stronger
- As a whole, women are more caring
- As a whole, men are more ambitious
- As a whole, women are better in keeping an overview

Statements like the one above do not have any constructive meaning in practice, as there are always men or women that counteract gender stereotypes.



Exercise: Gender-based Obstacles in the Field Guiding (60 min)



Exercise:

In the next exercise the group is going to brainstorm on women-specific challenges in the field of tour guiding, similar to the ones you introduce in the previous lecture.



PREPARE:

- Make sure to write them down on sticky notes.
- After you have written down about 8-10 of them, divide the group into duos or trios and give each of them a sticky note.

Let them think of the following questions:

- Is there anything you can do to minimize the chance of it occurring?
- Is there anything you can do to cope with the situation if it has happened?
- Is there anything you can do to help a colleague or friend who is dealing with the same situation?

Let them brainstorm on these topics for about 10 minutes after which you ask each of the group to present their answers. After each turn, provide some feedback or allow a bit of discussion. However, make sure to be a bit strict in timekeeping as this can easily lead into a tense and lengthy debate.



Lecture: Sexual Harassment (20 min)

The next short lecture will be on the topic of sexual harassment. This can best be done by an experienced, female role model.

However, if it is a mixed group of men and women, it might make sense to have a male co-facilitator.



FACILITATOR'S TIP:

- As this is a sensitive topic, make sure to observe the reactions of individual group members closely.
- Do not force participants to participate and share experiences if you sense this to be a particularly difficult topic to some participants.
- Instead, explain who in the coordinating team (preferably an empathetic, experienced female figure) will act as a trust person who can be approached by individuals at any point during the programme to discuss private matters based on full confidentiality.



In your lecture, make sure to cover the following points:

- Sexual harassment can be defined as behaviour characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in a workplace or other professional or social situation. Sexual harassment is not always perpetrated by men, and women are not always the victim. The reverse is also possible.
- Unfortunately sexual harassment is commonplace in tourism & hospitality. Everyone needs to play a role in changing this by not only not engaging in it, but also by not tolerating it from others. Do not stand by and let it happen.
- Although many people think of scary strangers to be the most likely perpetrators, more often the perpetrators are people you know: colleagues, bosses, family members, community members, customers, etc.
- You can never prevent it by a 100% and you should never blame a victim for being victimized. Instead, blame the perpetrators as they make a conscious decision to engage in it.
- Is there anything you can do to help a colleague or friend who is dealing with the same situation?

What you can do is take all measures to minimize the risks, although this is not always easy. What you can do:

- Make sure to have good relationships with colleagues who can keep an eye on you.
- Try not to be alone in a room together with a potential perpetrator. Make sure there are always other people around.
- Do not engage in any flirtatious behaviour towards anyone on the workforce (colleagues, customers, etc.). Doing so will reduce the risk of sexual harassment - and it will also make you more professional.
- Make sure you cannot be blackmailed: do not allow people to ask specific favours from you in exchange for a higher position or anything of that kind.



FACILITATOR'S NOTE:

At the end of the lecture, emphasize that you will not tolerate any practices of sexual harassment throughout the programme, whether it is caused by participants, staff, internship supervisors, customers, etc. Any victim will receive tailor-made support, and they will also have a say in how to deal with the perpetrators. All this will happen in full confidentiality.



Annex: The Goal Pyramid

I would like to do this after 6 months

What do you have to do in 1 month to achieve your goal?

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

