



UKARIMU

# ADVENTURE TOURISM UGANDA

Module 2:  
Preparations



# This module is developed by...



Ukarimu is an initiative that develops open-source training material for the tourism & hospitality industry.

[www.ukarimuacademy.org](http://www.ukarimuacademy.org)



Adventure Tourism Uganda is a consortium of tourism companies that aims to further professionalise Uganda's adventure tourism sector.

Adventure Tourism Uganda receives support of the Netherlands Enterprise Agency.

[www.adventuretourismug.com](http://www.adventuretourismug.com)

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# What is the purpose of this training module?

This training module serves as guidance to train people in Uganda in offering adventure tourism activities.

It exists of two parts:

- An introduction to professionalism & preparations in adventure tourism
- A suggested training outline for training others on the topic

This module can be used as a stand alone training, or as part of a larger training programme that entails other Adventure Tourism training modules.

# Module overview

1. Introduction to Adventure Tourism in Uganda
- 2. Professionalism & Preparations**
3. Safety
4. Guiding in Adventure Tourism
5. Hiking
6. Cycling Tourism
7. Running Tourism
8. Route Development
9. Cultural Tourism
10. Sustainable Tourism

# Module 2

# Professionalism & Preparations

## Content

# Why is it important to know who your customers are?

## Entrepreneurial perspective

For any company it is important to have an idea on what kinds of customers you aim to serve. This is called **customer segmentation**. The idea is that by doing so, you can make sure that your products fit well to their needs and wishes, as well as your marketing and business model.

Knowing who your typical customer is and coming up with a good strategy to sell your product to them will lead to more revenue.

# Why is it important to know who your customers are?

## Customer service perspective

Once customers have booked your activity, it is important to understand their needs and wishes as it will help you to offer them your best service.

Offering great customer service needs to happen before, during and after the actual tourism activity takes place.

Doing so will lead to better reviews and may make them come back. This has a positive effect on your revenue as well.



# Customer Segmentation

Some important segments in adventure travel are:

- Soft adventurers
- Hard adventurers
- Backpackers and budget adventure travellers
- Fully independent travellers (FIT)
- Small group package travellers
- Tailor-made group travellers

Source: CBI - “Entering the European market for adventure tourism”

# Customer Segmentation

- **Soft adventurers:** like to discover new things and activities during the day, such as hiking, canoeing/kayaking, surfing, food and rural tourism. They prefer a higher standard of accommodation and good food. Soft adventurers are the largest group of adventure tourists and cross over with all major traveller segments.
- **Hard adventurers:** take part in specialised activities that require skill and tend to favour higher-risk activities such as rock climbing, trekking in remote, isolated places, and kitesurfing. They are less interested in comfortable accommodation and prefer wild camping or basic hostels. Hard adventurers are a smaller group, and they share characteristics with the FIT market.
- **Backpackers and budget adventure travellers:** this market is dominated by younger travellers aged 18+ who have less money and more time to spend on travel. They often travel during a 'gap year', i.e. after leaving school and before starting university. Their budget is modest and they look for good-value travel experiences. They like to experience interesting and exciting adventures and they spend their money locally.

# Customer Segmentation

- **Fully independent travellers (FIT):** FITs do their own research and make their own travel plans online and by word of mouth. They book flights, transport and accommodation through OTAs or directly with providers, and adventure experiences directly with local operators. FITs are usually small groups of couples or friends/family, and retirees.
- **Small group package travellers:** this segment usually books pre-packaged trips through dedicated adventure tour operators. They like to travel in small groups, meeting like-minded people, and their trips are usually guided. The operator makes the bookings for the various elements of the trips (flights, local transport and accommodation, adventure experiences).
- **Tailor-made group travellers:** this traveller segment likes to work with a specialist tour operator to design a holiday that meets their specific needs. This type of traveller is more likely to be a high-end, wealthy consumer and to demand high quality throughout the trip.

## General Activity Levels

All of our itineraries have been graded to help you find the comfort level that best suits you:



### Activity Level 1: Leisurely

Designed for people who are in good health, enjoy the outdoors and want a relaxing trip packed with interest.



### Activity Level 3: Moderate

Requires a spirit of adventure and some fitness, as the trip may involve more activities or longer journeys.



### Activity Level 5: Challenging

Fitness is imperative at this level, as the environment may be more remote and challenging.



### Activity Level 7: Tough

At this level, we recommend previous experience of the activity involved.

# Professionalism

In adventure tourism, it is crucial to be professional. This means, among others:

- Being fully **registered** and adhering to industry standards.
- Having your staff **trained** professionally in all relevant skills.
- Implementing activities **safely** (see next module).
- Providing excellent **customer service** before, during and after the activity.
- Being fully **prepared** when your customer arrives.
- Being **consistent** in service delivery.
- **Communicating** professionally (towards potential and existing customers, other businesses, governing bodies, etc.).
- Having reliable **payment systems** in place.
- Having a **feedback system** in place wherein reviews are used to improve service delivery.

# Professional communication

Professional communication is crucial for any tourism company. This includes:

- Using forms and styles of communication that are well-suited for your target customers.
- Having appealing and consistent marketing & branding.
- Communicating professionally to potential and existing customers, both in written form, during phone calls and in face-to-face interaction.
- Communicating professionally towards other businesses and governing bodies.
- Making clear how customers, businesses and governing bodies can contact your company.

# Unprofessional communication

This is an example of unprofessional communication, because Robert:

- Does not answer Julia's question
- Uses language that is out of place and full of spelling errors
- Stops the conversation whereas Julia still has non-answered questions

*Julia:*

Hi Robert, hope you are doing well. We have a question regarding our booking. We didn't know whether it was clear that we bring our 2-year old toddler. Do we need to pay the full price for her as well?

*Robert Boaty Adventurez:*

No problem u come with the kids 😂😂 When dwo u come??? Cauz we need 2 prepare...

*Julia:*

Ok, good. So how much do we pay for her? We will arrive by about noon.

*Robert Boaty Adventurez:*

U come

*Julia:*

??

*Robert Boaty Adventurez:*

k bye

# Professional communication

This is an example of professional communication, because Robert:

- Answers Julia's question well.
- offers his help.
- Uses professional and positive language.

*Julia:*

Hi Robert, hope you are doing well. We have a question regarding our booking. We didn't know whether it was clear that we bring our 2-year old toddler. Do we need to pay the full price for her as well?

*Robert Boaty Adventurez:*

Dear Julia, thanks for reaching out! Yes we are fully prepared for receiving all 3 of you. Your toddler is very welcome and you will only pay 50% for her. Is there anything else I can help you with?

*Julia:*

Ok, great! We have no further questions. We will arrive around noon. Cheers.

*Robert Boaty Adventurez:*

Perfect. We look forward hosting you. Safe travels and see you soon!



# Preparations

In order to prepare well for an activity, you and your colleagues need to think about:

- **Training:** make sure your staff is able to execute the activity correctly.
- **Maintenance:** make sure all equipment is ready to use and in good condition.
- **Role Division:** make sure each staff member is ready to work and is aware of his/her responsibilities.
- **Logistics:** make sure that all people and equipment are located at the right place at the right time.
- **Formalities:** make sure that waivers, permits, insurances and other relevant formalities are in place.
- **Payments:** make sure to have clear agreements with the customer on how much the activity will cost and when the payment will take place.

# Module 2

## **Professionalism & Preparations**

### **Training Outline**

# Preparations

## Training participants

This training is accessible to anyone with an interest in adventure tourism. Commitment to the training should be among the recruitment criteria. As this training is written in English, basic literacy and understanding of English are important (although it can also be translated into other languages).

## Trainers

The trainers are preferably experts in tourism with some experience with active learning methodologies. Ideally, the trainer is supported by a sidekick who helps in coordinating the training.

## Training venue

This training can be hosted at a range of training venues. It is helpful however, to do so near a place where actual adventure tourism activities can take place, as this will allow for these activities to be part of the training. To support active learning, choose a spacious venue where people can move around and work in small groups. Ideally your venue also has some outdoor space to host energizers and/or exercises.

## Training equipment

- Flipcharts, sticky notes, writing equipment
- Projector (especially when showing videos)
- If possible: safety equipment, first aid boxes, etc.

# 1-Day Training Outline

Time	Activity
8:30-9:00	<i>Arrival of participants &amp; preparation of venue</i>
9:00-9:45	Introduction game, expectation setting, etc.
9:45-10:45	Brainstorm: what characterizes a professional adventure tourism company?
10:45-11:00	<i>Tea break</i>
11:00-12:15	Exercise & Presentations: Who are your typical clients?
12:15-13:30	Exercise: Communicating to your customer prior to the activity
13:30-14:15	<i>Lunch</i>
14:15-16:45	Developing an activity execution plan
16:45-17:00	<i>Check out</i>

# Introduction Game (30 min.)

## Steps

- 1) Let the participants team up in pairs.
- 2) Give them 2x4 minutes to interview each other.
- 3) Let them find out each other's names and experience with going on an adventure. Invite all participants to share the answer to this question: "If you could choose anything, which adventure would you like to go on?"
- 4) Afterwards let them introduce each other to the rest of the group by summarizing what their partner had shared.

## Learning Goals

Participants will be more familiar with each other.

## Additional materials

It is best to do this activity in a big open space. Take the group outside if possible.

# Expectation setting (15 min.)

## Steps

- 1) Place the participants in an open circle, in front of a flipchart. Provide everyone with 3 sticky notes.
- 2) Let them reflect for 3 minutes on what they aim to learn during the training and what they can teach others.
- 3) Let them write down their learning goals on the sticky notes and invite them to place the sticky notes on the flipchart. (1 note = 1 learning goal)
- 4) Go through their answers and explain whether each expectation is realistic and reflect on what they can offer each other.
- 5) Emphasise that they should also take their own responsibility in ensuring that they actually learn what they have mentioned. Also emphasize that peer-to-peer learning can be very effective.

## Learning goals

Participants are clear on what they aim to learn and take ownership of their learning goals.

Participants realise what they can offer to others and are willing to help each other.

## Additional materials

- Sticky notes

**Tip:** when sharing the learning goals, start with one goal of a participant, read it out loud and ask other participants if they have the same or a similar goal. Harvest and cluster similar answers so you create an overview of different learning themes emerging from the group.

# Brainstorm: what characterizes a professional adventure tourism company? (45 min.)

## Steps

- 1) Ask a volunteer to read out the company reviews on the next pages. The reviews will help to introduce the topic of professionalism.
- 2) Divide the participants into 4 groups and let them draw a vertical line on a flipchart in portrait mode.
- 3) On one side they will write down what characterizes a professional tourism company and on the other what characterizes an unprofessional tourism company.
- 4) Encourage the teams to think about the entire interaction period: before a client has made a booking, prior to an activity, during an activity and after an activity.
- 5) After 30 minutes, let the teams present their flipcharts to each other. Make sure that people do not repeat what has already been mentioned in other presentations.

## Learning goals

The participants learn to critically reflect on professionalism.

## Additional materials

- Printed reviews

# Review: DO NOT BOOK THIS ACTIVITY. We will report this company to the authorities. \*

Look: we like adventures. When we heard about the possibility to cross Babangi river using a zipline, we knew we simply had to do it. Life is all about thrills. The Babangi is known for its rapids, but according to the website of Babangi Beach Adventures the local people have used ziplines for decades to cross it. Having a full day Babangi Beach experience that included two zipline activities, a traditional meal and a cultural group performance costed us 50\$ per person. It sounded like a fair price. Little did we know...

We made a booking via their website. We paid via mobile money. We didn't hear anything. We tried to call them in the days after. No response. The day before the activity we finally received a text message, saying we had to go to Lepo village at 6 (PM or AM? No idea...).

So, we moved to Lepo by ourselves and didn't see anyone. The entire village was empty. After 15 minutes we finally found a young boy who started laughing awkwardly when we mentioned Babangi zipline. He pointed us in a direction. After 5 km we saw the zipline. At the other side of the river we saw a lady (named Ashley) waving at us, indicating that we had to use the zipline to get to the other side. We had no idea how to do so. It looked like she was shouting but because of the rapids we couldn't hear what she said. Why was there nobody at our side to help us?

Oh and did we already say that the zipline seemed to be in a terrible condition? We doubted whether we should do it or not. We shouldn't have done it, but in the end... we did it.



The first person to do it was my wife who is a daredevil and relatively light. She made it. But she nearly touched the rapids with her feet. I was anxious to do it, but I couldn't not go. At one point I told myself: if it really was that dangerous, they wouldn't advertise it, right? So I did it.

Just like what I was afraid for happened: my feet touched the water in the middle and I lost pace. I ended up hanging above the rapid with my feet in the water. I nearly fell. I thought I would die. I lost my shoes. My wife and the lady started panicking. In the end it was a group of villagers who helped me to cross, using an enormous bamboo stick. When I reached it I couldn't control my anger. No idea what I said. The lady ignored most of it. After 30 minutes, she suddenly presented us a waiver! A waiver! AFTER the activity in which I nearly died?!

Luckily we received some food and it was fairly good. We were then invited for a cultural dance performance which was really uncomfortable. Sure, the community members did their best but it was messy and too loud. When Ashley started bellydancing and forced us to join as well, it became even more so. Afterwards the group leader expected us to pay, even though we thought it was part of the deal. We then gave some money as a tip but it really wasn't nice.

At the end of the afternoon we asked Ashley how we could go back to our car. By zipline, she told us. Of course we weren't going to do that, so we arranged a taxi ourselves. Ashley never said sorry. When we called them later to discuss the issue of my shoes, they didn't respond. What a terrible company. This afternoon we will go to the police.

# Exercise & Presentations: Who are your typical clients? (75 min.)

## Steps

- 1) In this exercise participants will team up with whoever also works for the same company (max. 4 per company) or a similar company.
- 2) Each team will draw who their typical customer is. They need to create a persona: a fictional character that is illustrative of their typical customer base. The guidance sheet on the next page can help them come up with one. Let them ensure the drawing (accompanying text is allowed) indicates as many preferences and traits of the persona they can think of. Let them also brainstorm on how they ensure that their hiking activities align with the needs and wishes of the persona.
- 3) Let them present their drawings to each other. Let the participants provide feedback on whether they understand well who the persona is and whether the activity is tailored towards the customer.

## Alternative

In case the participants do not have customers yet, they can do the activity with a fictional company and set of customers in mind.

## Learning goals

The participants know who their typical customers are and implement activities that are well-tailored to fit the needs and wishes of that customer segment.

# Exercise & Presentations: Who are your typical clients? - Guidance sheet

This is a selection questions that can serve to help developing a persona.

## Background

- Where does the person live?
- What age is the person?
- What gender does the person have?
- How does the person's family look like?
- What religion does the person have?
- How wealthy is the person?
- How fit is the person?
- What job does the person have?
- What personality traits does the person have?

## Preferences

- How does a typical day look like for the person?
- What hobby's does the person have?
- What kind of travel preferences does the person have?
- What kind of media does the person use? (Such as specific websites, newspapers, television shows, social media, etc.)
- What kind of dietary needs of preferences does the person have?
- What kind of transport means does the person often use?

# Exercise: Communicating to your customer prior to the activity (75 min.)

## Steps

- 1) Let the (same) groups brainstorm on all communication with their typical customer prior to the activity.
- 2) Let them brainstorm on the content. Let them also brainstorm on how they will execute the communication.
- 3) If it is written, let them write out all preparatory communication and when the communication is done verbally, let them write down what they would say.
- 4) Let teams exchange these texts so that they give feedback to each other.
- 5) Questions to keep in mind, while giving the feedback:
  - a) Is it professional? Clear? Effective? Complete?
  - b) Is it well-tailored towards the type of customer's needs and wishes?
- 6) Close off this session by brainstorming collectively on best practices and lessons.

## Learning goals

The participants will understand what they need to communicate to their customer prior to the activity and how they can do so professionally.

## Additional materials

- The communication pages in the content part of this module.

# Developing an activity execution plan (150 min.)

## Steps

- 1) The (same) teams will now develop an activity execution plan, that captures all practicalities (logistics, timelines, responsibilities, etc.) to professionally execute their activities.
- 2) It is advised to come up with a simple template that follows a Gantt chart structure, like the one at the next page. They can also use a different format, if doing so makes sense.
- 3) After 1 hour, let the groups present their activity plans to each other and let them exchange feedback.
- 4) Optionally you can also invite them to share an updated activity plan with you (the facilitator) and give them written feedback at some point after the training.

## Learning goals

The participants will learn to make detailed and professional activity execution plans.

## Additional materials

- None

# ACTIVITY EXECUTION PLAN TEMPLATE

	Activity Name	Specific Time	Location	Role division	Equipment/Materials	Additional comments
<i>Before</i>						
Activity 1.1						
Activity 1.2						
Activity 1.3						
<i>During</i>						
Activity 2.1						
Activity 2.2						
Activity 2.3						
<i>After</i>						
Activity 3.1						
Activity 3.2						

# Closure (15 min.)

## Steps

- 1) Hand out blank sheets of paper. Instruct everyone to draw the contours of their hand.
- 2) Let them write something in each finger:
  - Thumb = something they liked about the training,
  - index = something they learned during the training
  - middle = some feedback on how the training can be improved
  - ring = something they want to commit themselves to
  - pinky= anything else to share
- 3) Place the sheets on the wall. Ask a few people to elaborate. Let them walk around to read a few hands. Invite a few people to elaborate.

## Learning goals

The participants learn to reflect on the training and their own learning process.

## Additional materials

- None