
SOFT SKILLS TRAININGS FOR THE TOURISM SECTOR IN LOMBOK

CONCEPTUALISATION AND DESIGN OF SPORT FOR DEVELOPMENT CONTENT FOR TRAINING MATERIALS

Author: Dr. Dirk Steinbach – SPIN Sport Innovation

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BACKGROUND

German Cooperation together with international and local partners uses sport as a method and instrument in development cooperation to reach in particular children and youth in order to promote sustainable development goals in the areas of education, health, inclusion and integration, gender equity and peacebuilding. The GIZ sector programme Sport for Development (S4D), commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), implements capacity- and competency-building activities with partners from sports, government, the private sector and civil society in select partner countries.

In 2018 a new multi-actor-partnership on Sport for Development was initiated in Indonesia. The objective of the “Sepakbola untuk Pembinaan Karakter” initiative is to establish sport, in particular football, as a tool and method to improve the quality of character-building, life skills and health education for children and youth in the Indonesian education and sport structures. The focus of the cooperation is not elite sports or individual talent promotion. Instead, the Indonesian and international partners from government and sports aim to use a “sports for all” approach to better educate girls and boys in Indonesia and to contribute to national development goals.

In addition to these core activities, the sector programme Sport for Development in Indonesia pilots a cooperation with GIZ’s ISED project. ISED is a bilateral project on “Innovation and Investment for Inclusive Sustainable Economic Development” implemented by GIZ on behalf of BMZ. The ISED project aims to strengthen the capacity of private and public actors for promoting inclusive and sustainable employment.

In a joint effort, ISED and S4D will create soft skills training materials with private sector partners in Indonesia. ISED coordinates the overall process and the communication with the local private sector stakeholder, S4D provides thematic expertise and inputs for the training materials based on the S4D approach and methodology to convey personal and social competencies via inclusive and interactive physical activity experiences in combination with a trainer-led discussion and reflection among participants.

ASSIGNMENT

SPIN Sport Innovation (SPIN) have been contracted by GIZ to provide support to the training and capacity building of the tourism industry stakeholders in Lombok regarding the improvement of their soft skills programme development by integrating the S4D approach of conveying soft skills via “Small Games”.

The assignment to SPIN includes 5 tasks:

1. To propose strategic suggestions for the synergetic integration of the S4D approach and content in the overall training framework and material development.
2. To select and develop the S4D content as well as instructions for related reflection, discussion, logistical considerations
3. To contribute to the design of the training syllabus and curriculum of the envisaged soft skills development programme
4. To provide recommendations for the selection of potential master trainers from the hotel training participants from a S4D viewpoint
5. To provide recommendations on quality assurance and M&E tools from a S4D viewpoint

The entire process requires close cooperation with the ISED consultant Mr. Denny Haryanto who will lead the soft skills training design process and also conduct the first Training of Trainers (ToT) for members of the hotel associations in Lombok.

WHAT ARE SOFT SKILLS?

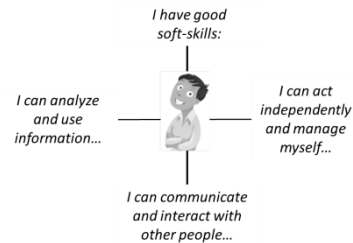
Soft skills are an imprecise and subjective concept. They are often also referred to as *life skills*, *inter-personal skills*, *transferable skills* or *employability skills*.

There is no generally accepted definition, but based on a suggestion provided by UNICEF *soft skills* or *life skills* could in our context be defined as *psycho-social abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of work and everyday life*.

Depending on the specific context or perspective there are long lists of relevant skills. Among many other capabilities, these descriptions often include skills such as adaptability, communication, confidence, conflict resolution, creativity, critical thinking, decision-making, dedication, emotional intelligence, empathy, flexibility, honesty, integrity, leadership, organisation, perseverance, politeness, problem-solving, punctuality, reliability, respect for rules, self-discipline, self-motivation, teamwork, tolerance, willingness to learn etc. Many of these

skills are inter-related – for example, to be a strong leader one also needs to have good communication and organisational skills.

In order not to get lost in detail, these skills can be loosely grouped into three broader categories: (1) *cognitive skills* for analyzing and using information (2) *personal skills* for developing personal agency and managing oneself and (3) *inter-personal skills* for communicating and interacting effectively with others (Source: UNICEF)



WHICH SOFT SKILL DEFICITS HAVE BEEN IDENTIFIED AMONG EMPLOYEES OF THE TOURISM INDUSTRIE IN LOMBOK?

In March 2019 a focus group discussion on the development of soft skills in Lombok was implemented with representatives from 9 hotels and the Lombok Tourism Polytechnic. Through this focus group discussion, the problems faced by the hotel industry in Lombok related to the development of soft skills could be specified in more detail.

Among other results and based on the assessment of the participating hotel representatives, the workshop identified a number of soft skill deficits among employees of the local tourism industry:

Commitment, communication, consistency, core value, cost awareness, critical thinking, cross culture understanding, customer needs, discipline, disclosure, environmental awareness, emotional, ethics, etiquette, grooming, handling complaint, honesty, hospitality, leadership, listening skills, passion, problem solving, respect each other, service attitude, team spirit, telephone courtesy, transparency, work ethics.

Based on this analysis the ISED consultant has proposed a 3-Day training course which will focus on four key skills:

1. Leadership
2. Communication
3. Team Work
4. Discipline

WHY SPORT AND PLAY CAN CREATE AN EXTRAORDINARY LEARNING ENVIRONMENT

In general, there is little doubt that sport can be a suitable field of action and a powerful instrument for developing a variety of soft- or life skills. However, to fully exploit its potential, it is important to understand why and how sport can actually contribute to developing sound values or learning new skills.

There are at least five characteristics which can make sport an extraordinary learning environment:

Sport is a playful and enjoyable activity for many people: When we like something, when we feel comfortable in a situation, when something is important to us, it is usually easier for us to learn and keep what we have learned. This is why we often use playful content as part of S4D activities and also try to keep the mood within the group open and friendly.

Sport and play create strong emotions and intense experiences: We experience sport and play with all senses. We are emotionally engaged, and we make a variety of intense physical, social and psychological experiences. Learning messages are thus stored in connection with emotions and sensory perceptions which leads to more sustainable learning.

Sports and games are easy to learn but hard to master: Many sports require little skill at the beginning, while the path to perfection is long and difficult. Therefore, in sports, we can quickly recognize our improvements and celebrate small victories, but no matter how long we play, it remains challenging and we always know that we can evolve.

Sport and play can provide a protected space where young people can test their skills: Eventually, it is "just" sport. In sports and games, we can make mistakes without serious consequences and learn from our strengths and our weaknesses. Children and young people can test their skills in a protected environment. While playing or doing sport with their peers, they can try different behaviors and make mistakes without serious consequences. A guided reflection of what was happening in a given situation can then support the learning from success and failure.

Sport and play are a smaller reflection of the world in general: In sport and play we often imitate the world, we can create analogies to other situations and participation in sport and play requires similar skills and competences as "real life". We therefore assume that we can learn for life and also that we can transfer the things that we learn in sport back into to other areas of life. If we've learned for example that hard work leads to success in sport, we'll be confident, that industriousness will also lead to success in school or a professional career.

HOW CAN SPORT AND PLAY BE USED TO TRAIN AND DEVELOP SOFT SKILLS?

How sport and play can help us to develop certain values or specific skills can be illustrated through different learning theories. Depending on the type and objectives of a S4D programme, Bandura's social learning theory or Kolb's experiential learning can for example provide interesting and helpful perspectives.

To contextualize the S4D activities proposed in this concept, we use a simple phase model that divides the learning process into five steps. The model is known as the “stages of competence” or “conscious competence theory”. Its origins are not hundred percent clear and the approach can't be assigned to a single author, but the current terminology was probably first introduced by Martin Broadwell in 1969.

The “Conscious Competence Theory” provides a very helpful model about how we learn new skills. It is especially helpful to distinguish between different practices of soft- or lifeskills learning through sport and play as intended in our context.

The proposed learning stages are described as (1) *unconscious incompetence* (2) *conscious incompetence* (3) *conscious competence* (4) *unconscious competence* and sometimes (5) *reflective competence* (see table 1).

L1- unconscious incompetence	L2- conscious incompetence	L3- conscious competence	L4- unconscious competence	L5- reflective competence
<i>We don't know, that we are missing a skill.</i>	<i>We know, that we are missing a skill and we become motivated to learn it.</i>	<i>We've learned a skill, but we still need to focus and concentrate on it when we try to apply it.</i>	<i>We've learned a skill and trained it for so long, that we just apply it without thinking whenever we need it.</i>	<i>We can not only apply the skill at will at any time, we can also "externalize" it and describe it to others.</i>
skills level				
At this stage, a person is not aware of the existence or relevance of a specific skill. The person is either not aware that they have a particular deficiency in that field or the person denies the relevance or usefulness of the new skill.	At this stage the learner becomes aware of the existence and relevance of a skill and their own deficiency in this area. Ideally by trying to use the skill the person realises that by improving their skill or ability in this area their effectiveness will improve.	A person achieves 'conscious competence' in a skill when they can perform it reliably at will. However, the trainee will need to concentrate and think in order to perform the skill. At this stage, the skill is not yet 'second nature' or 'automatic'	At this level, the skill becomes so practised that it enters the unconscious parts of the brain - it becomes 'second nature'. Common examples are driving, typing, listening or communicating. It becomes possible for certain skills to be performed while doing something else, for example, knitting while reading a book.	The last level goes beyond the original learning process and asks how one can teach a skill that is unconsciously performed? At this level the potential teacher of a skill can look at their unconscious competence from the outside, in order to be able to explain what they do and how they do it.
requirements for the learning process				
At this stage, the person must become aware of the specific skills area and their own skills deficits <u>before</u> the learning process can actually begin. The aim of a trainer or teacher is to move the person into the 'conscious competence' stage, by demonstrating the skill or ability and the benefit that it will bring to the person's effectiveness	At this point the person ideally makes an intrinsically motivated commitment to learn and practice the new skill. The trainer or teacher will provide an environment in which the new skill can be practiced and actively assist the trainee, so they will understand the requirements and find the correct solutions.	Once a skill has been learned fundamentally, the trainee should practice the new skill continuously and in increasingly complex situations until he or she is 'unconsciously competent' in this skill. Practise is the single most effective way to move to the stage of unconscious competence.	Whatever we do as a daily routine and at the level of unconscious competence, becomes vulnerable to carelessness or sloppiness and should therefore from time to time be reflected and taken back to the level of consciousness. Finally, not everyone needs to aim for the final step to reach the level of reflective competence, but those who want to teach a specific skill to others need to make that extra effort and systematically analyse that skill and their own unconscious implementation of that skill.	
approaches to support the learning process through S4D activities				
Sport and play can be used to create situations in which one or more specific skills are required in order to identify skill deficits within a group. Typically, more complex games and teamsports could be played to observe the level of cooperation, communication, teamwork etc. Targeted activities (e.g. small games) can be used to make the relevance and/or lack of a specific skill visible to a group or to individual players in order to create awareness and motivate them to develop that skill.	Targeted activities (e.g. small games, specific exercises) can be used to make participants fully understand the nature of a specific skill and practice that skill in isolated, "undercomplex" situations.	Targeted as well as unspecific games and sports activities can be used to practice one or more skills in different and more and more complex situations. This can include a wide range of sports activities with team sports being the most typical example. Regular and long-term participation, preferably in stable groups is a precondition at this stage of skills development through S4D. Role model coaches and regular reflection are further key elements.	Mastering complex soft- or life skills such as leadership, teamwork, determination or outstanding communication through sport for development requires a committed, regular and ongoing sports participation in an individual or team sport. Here, sport can unfold its qualities when participants are challenged by a constantly evolving level of requirements through which they can grow continuously while being supported by their coach and peers committed, regular and ongoing participation.	

SOURCE: OWN PRESENTATION BASED ON INPUT FROM BUSINESSBALLS.COM

WHAT KIND OF PROGRAMME STRUCTURE IS PLANNED BY THE ISED CONSULTANT?

At this stage of the project, the ISED consultant plans to deliver a 3-day training workshop on soft-skills to selected employees of participating hotels in Lombok:

“After completing this training program, the participants of this course are expected to become Change Agents for the Hotel Industry in Lombok. All or some of the participants shall further conduct the same training program to their fellow team members to foster and improve their:

- ☒ *Roles & responsibilities as Service Provider in the hospitality industry*
- ☒ *Professional work ethics at workplace and community*
- ☒ *Integrity, disciplines and honesty*
- ☒ *Grooming and dressing professionally in the hotel industry*

The ISED concept envisages to use the first two training days to provide the participants with basic knowledge on four selected soft skill areas (leadership, communication, teamwork and discipline). Based on this input, participants will then develop their own project framework, in order to prepare for the promotion of soft skills among the co-workers of their own hotel units.

Sport based activities / small games are so far considered to function as introductory activities to each of the four thematic modules.

EVALUATION OF THE ENVISAGED PROGRAMME STRUCTURE FROM A S4D PERSPECTIVE

From a Sport for Development (S4D) - perspective the following considerations should be taken into account:

- S4D activities - and in particular “small games“- can be used to positively influence most of the desired soft skills among young employees of the hotel industry in Lombok.
- The spectrum of identified skill deficits is rather broad and reaches from very generic soft skills (e.g. teamwork) to more technical and industry specific skills (e.g. grooming or telephone courtesy). S4D activities are usually more suitable to target the more generic skills. However, with some creativity the more specific skills can also be tackled either directly or indirectly. Good communication skills in general will for example also have an impact on a more specific skill like telephone courtesy.
- S4D represents a holistic, experiential and process-oriented learning method. S4D therefore needs time to unfold its true potential. Within the proposed framework, this requirement is not met. The application options and the expected impact are therefore limited at this stage. However, as each path begins with the first step, the following sections will suggest both the option of a small S4D solution as well as a more comprehensive approach.

- The “small solution” will focus on Level 1 and 2 of the proposed learning model (outlined in Table 1). The more comprehensive approach will discuss how Level 3 and 4 could at a follow-up stage also be included into a soft-skills oriented S4D training for the hotel sector in Lombok.
- The proposed ISED soft-skills training is based on the idea that the participating staff will be able to conduct a soft-skills training to other employees after being initially trained for just three days themselves. While we do not know how much prior knowledge participants will have in the area of human resource management, we assume that they will not come with any previous knowledge or experience in the area of sports pedagogy.

POSSIBLE S4D CONTRIBUTION WITHIN THE ENVISAGED PROGRAMME STRUCTURE

Within the given framework we therefore suggest to focus on the instrument of “small games” in connection with a “guided reflection” process.

The instrument of “small games” can then be used for the following purposes:

- to engage participants at the very beginning of a soft skills training in order to create a positive learning atmosphere through a playful workshop entry.
- to focus on the initial stages of the skills learning process as described in table 1.
 - a.) by using small games to direct the participants attention to a specific soft skill
 - b.) by illustrating the relevance of a specific soft skill and discussing participants’ potential skill deficits in this area (
 - c.) by training the specific soft skill within the rather simple context of a small game

What are “Small Games“?

Small Games, also referred to as minor or lead-up games are simple, playful activities which can be used to create a wide range of learning opportunities. In comparison to what we know as major sports games such as football, handball or basketball, these games are a lot easier to be played and organized. Usually the main idea behind these games is very simple with a clear and easy to understand objective. There are no complicated rules or complex tactics involved, and in most cases only very little space, time and equipment is required. In many senses these games are similar to the unstructured type of games which children play. However, their value to sports education cannot be overestimated. Due to the flexible rules, simple structure, playful character and modest requirements they are a powerful tool to achieve a great variety of objectives. Small Games can be used for a lot of different purposes. A typical function would be to activate a group physically and mentally before starting a training or physical education session. Small Games can also be targeted towards socio-dynamic processes such as team building or cooperation or to help in the development of

specific skill such as strategic thinking or decision making. If we look at different small games, it quickly becomes clear that they are usually only variations of a few generic playing concepts. This for example includes catching or running away from other participants, racing another team in a relay or on an obstacle course, hiding, finding or collecting different objects etc. By making simple changes to the rules, the coach can create many new games from these basic shapes. Therefore, there is no right or wrong in how these games are played or named. It is up to the coach to tailor them in order to make them work in a specific situation and for a specific group.

How should the coach deliver the activities?

The coach as a personality and the way he or she delivers the activities is key to any sport for development approach.

Sport related technical, methodological and organisational skills are helpful and important. However even more important are a coach's personal and social skills.

On a personal level, the coach should for example:

- always behave as a role model.
- always be on time, be self-critical and open to learn
- be a good example for a healthy lifestyle (e.g. does not smoke in front of youth).

When teaching and interacting in a sport for development context the coach should

- lead by example!
- be fair to all players and treat them equally
- always interact and communicate in a proper way
- show real interest in players and their opinions
- try to include everyone and let all players participate
- criticize a player's behaviour but not never criticize or debase the person
- be positive and inspiring

How can you guide the reflection process?

When small games are used to shift the attention of participants towards the relevance of a certain skill, potential skill deficits or possible parallels in other areas of life, the learning process should be supported by a guided reflection process.

There are numerous possibilities to structure such a reflection process. Jacobson and Rudy's five question model for example offers a simple yet well-structured approach, which we have used as the foundation for our reflection guidelines below:

1 **DESCRIBE: What did you notice? or Did you notice that...?**

With this question we ask participants to describe what has happened during an activity or a game. The idea is to make them look back at the activity and direct their attention to a specific situation, skill or learning opportunity. This requires the coach to closely observe the activity to identify these situations.

2 **EXPLAIN: Why did that happen? What were the consequences? What could have been done better?**

With these questions we ask participants to explain what has happened during the game. They will describe the impact of their action or behaviour and think about alternative action or behaviour in that specific situation. This will help them to understand the relevance of a specific skill.

3 **GENERALIZE: Does that also happen in life or at work?**

This question invites participants to generalize the experience, asking them to look at it in broader terms and see if there is a connection between the experience during the game and what happens in life or at work.

4 **LEARN: What do you take out of this experience? What will you do differently in the future?**

This question is at the heart of the reflection process. It asks participants about their personal learning. What would they do differently in the future? First of all, within the narrow scope of the game or activity, but also as a transfer of that learning experience in other areas of life.

Even if this does not mean, that participants have actually improved their ability to actually apply a specific skill, the reflection might help them to progress from “unconscious incompetence” to “conscious incompetence” by shifting their attention and awareness towards a specific skill or skill deficit.

Note: The questions and topics listed within the guidelines of each of the proposed activities are just examples of what could be discussed after the activities. They should not be understood as a recipe which the coach just needs to follow. Depending on how the activities evolve and depending on the specific teaching objectives, the coach is always free to focus on other or additional topics during the reflection stage.

Creating the right setting and atmosphere for the reflection

The reflection is a key element of the S4D approach. Therefore, it is important to ensure that this process gets sufficient time and attention:

- Make sure all participants get together after the activity in a quite space where you can create a relaxed atmosphere to speak about their experience
- Give participants time to recover and calm down a bit after more strenuous activities
- Give clear guidance during the reflection process and make sure that everyone is involved and gets heard.
- Do not rush through the reflection process and give participants some time to think about the experience. However, if you are going through several rounds of reflection also do not overdo it. If you feel that participants don't have anything else to contribute you can also decide to have a shorter reflection or come back to that topic another day.

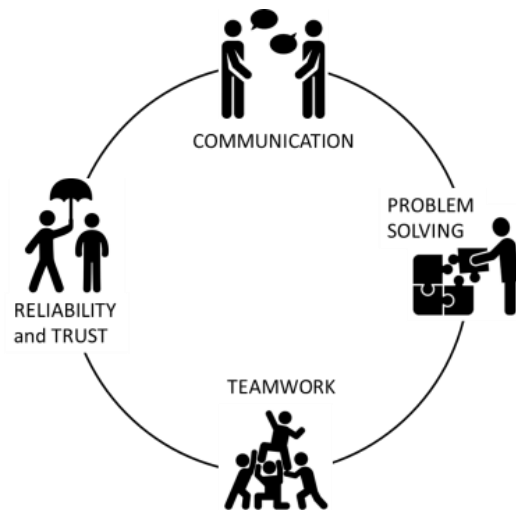


SUGGESTED ACTIVITIES

We suggest starting the training course with a game that challenges the group's individual and social skills in various ways, touching on most of the identified issues. The activity requires different skills such as patience, honesty, non-verbal communication, strategic thinking, teamwork, problem solving, persistence etc.

The game's called "Where is my friend Huckleberry Finn?" and it can only be won by the group when all players communicate and collaborate (see game description below).






In addition, we suggest a number of games, which can be employed at any time during a soft-skills training in order to illustrate the relevance of one or more skills (see table 2). In selecting these games, we have focused on the aspects of **communication**, **teamwork**, **problem solving** and **reliability and trust** as these skills can be specifically targeted in a time restricted setting and through a number of different games.¹



Other soft skills - in particular those that refer to personal development such as *self-confidence* or **leadership** must in our view be developed through a more process-oriented approach. Leadership for example is a complex capacity that includes skills, attitudes and behaviours. It grows over time through education and experience and it can be promoted through strong role models and good mentorship.

However, most of the proposed activities will require a broader spectrum of soft skills. Each description will indicate which soft skills can be highlighted through a particular game and also include guidelines for reflection and discussion.

¹ This also reflects the findings of an EQAVET study on good practice in soft skills training for adults. In its mapping process the network found three categories of soft skills to prevail within good practice programmes: (a) communication skills (b) interpersonal skills, in particular the ability to work in teams and (c) problem solving

 Opening	WHERE IS MY FRIEND HUCKLEBERRY FINN...?	non-verbal communication, problem solving. team-work, concentration, patience, honesty
 Communication	SMALLEST TO TALLEST	verbal communication, teamwork
	I'M YOUR MIRROR	non-verbal communication, concentration, observation skills,
	COUNT TO 10	non-verbal communication, concentration
	BLIND SNAKE	non-verbal communication, teamwork, trust and reliability
 Reliability and Trust	PALM TREES IN THE WIND	trust and reliability
	SCUPLTURE	trust and reliability, non-verbal communication,
	RELY ON ME	trust and reliability, non-verbal communication
 Problem Solving and Thinking Ahead	GETTING A BANANA, A MONKEY AND A TIGER TO THE ISLAND	thinking ahead, decision making
	TIC TAC TOE	thinking ahead, decision making
	SPIDER NET	thinking ahead, problem solving, collaboration and teamwork
 Collaboration and Teamwork	KEEP THE HOTEL BEACH CLEAN AND TIDY	collaboration and team work, effort readiness
	GEMO	teamwork, communication, strategic thinking

WHERE IS MY FRIEND HUCKLEBERRY FINN?

Learning Objectives:

- The activity provides a complex task for a new group in which the players need to communicate, work as a team, develop a strategy, be patient etc.
- It also provides an opportunity for the coach to observe the behaviour of individual participants and the interaction within the group.
- The reflection can then be used to identify different soft skills and stress the importance of communication and teamwork as key factors for success.

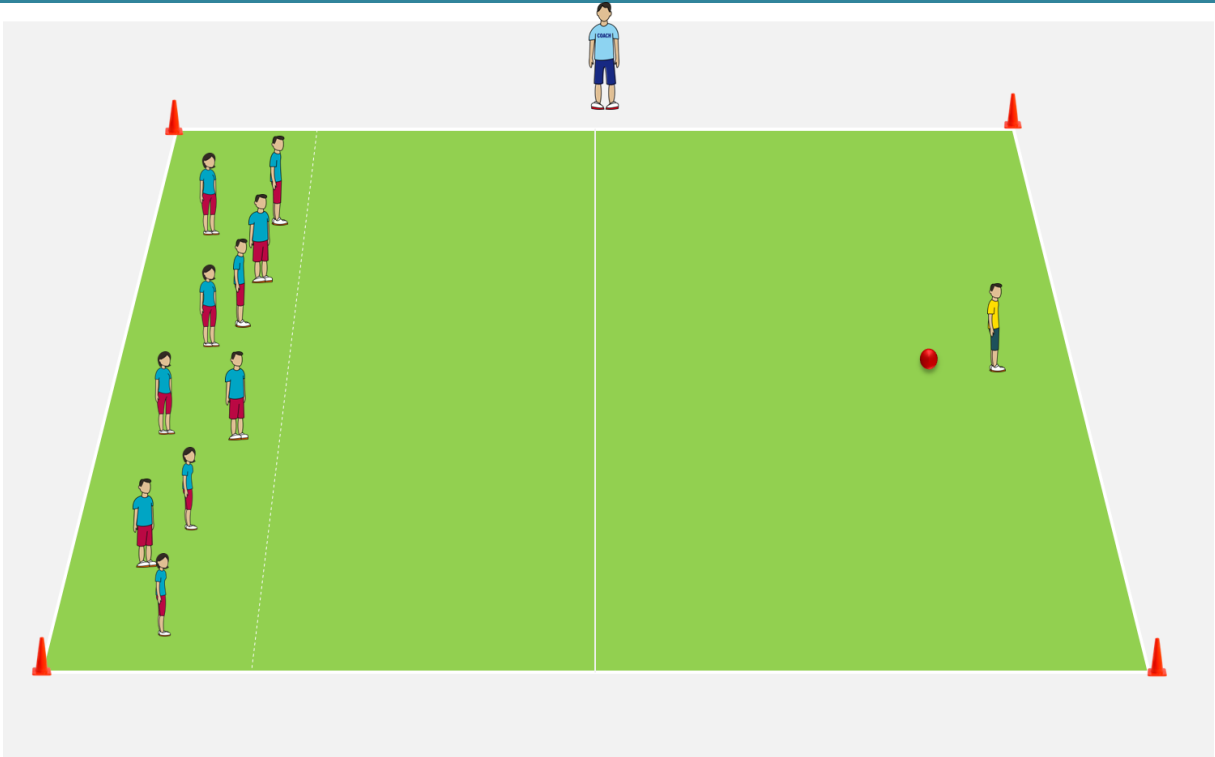
Activity Description:

- The game starts with one player on one side of the field and all other players on the baseline of the opposite side.
- The single player has to guard his friend “Huckleberry Finn”, while all the other players are supposed to “steel” it and bring it back to their baseline.
- “Huckleberry Finn” can be any small object (e.g. a ball or teddy bear) and should be placed 1-2m away from his guard (pic. 1).
- The guard then turns his back to the group and shouts “Where is my friend Huckleberry Finn?”. During this time the other players are allowed to move forward (pic. 2).
- As soon as the sentence is finished, the guard turns around and sends back any player to the baseline, that was still moving forward when he turned around (pic. 3).
- After a few rounds, the group is near enough to grab the “Huckleberry” and hide it behind their backs. The guard has one attempt to say who has got his friend “Huckleberry” (pic. 4).
- If he is right, he won the game. If he is wrong the game goes on as long as the guard finds out or until the group has brought the “Huckleberry” back to their baseline. In this case, the group has won the game.

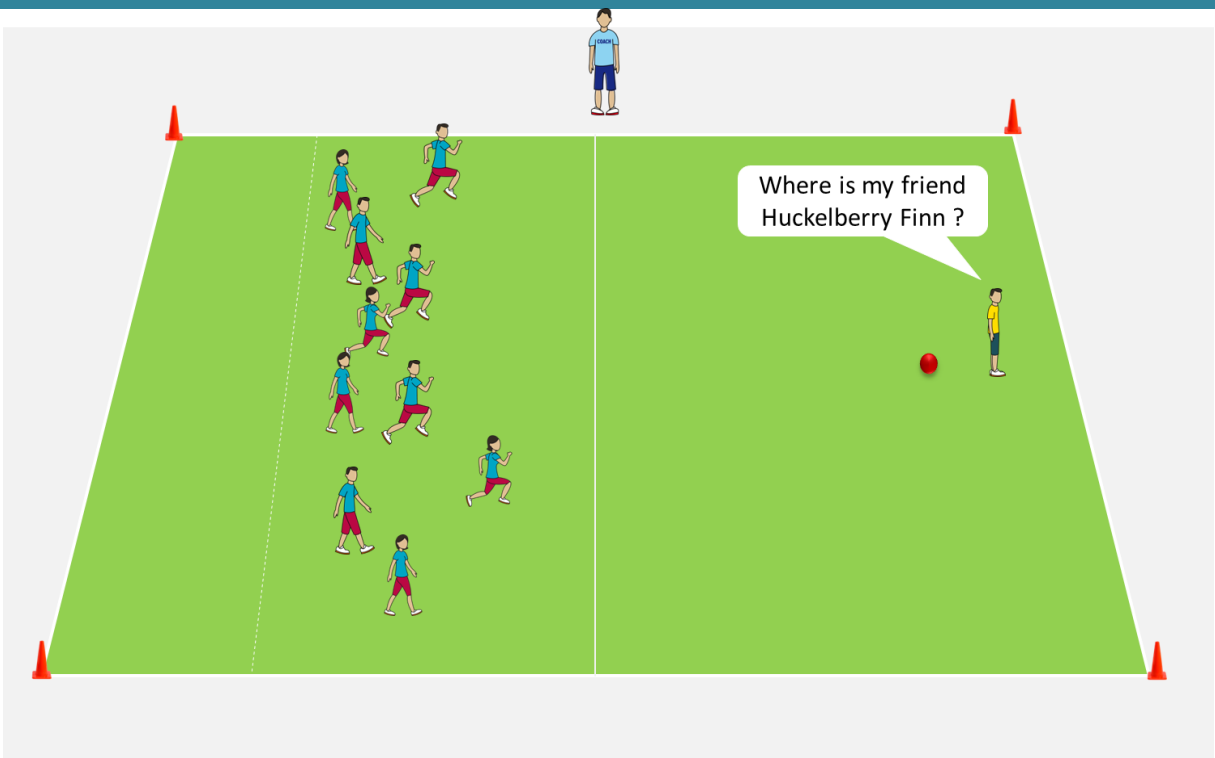
Timing and Equipment:

- 5-10 min per round, but you should plan to play at least 2-3 rounds, depending how quick your group learns how to collaborate in this game.
- Cones or plastic bottles to mark the field
- 1 small object (e.g. a ball or teddy bear)

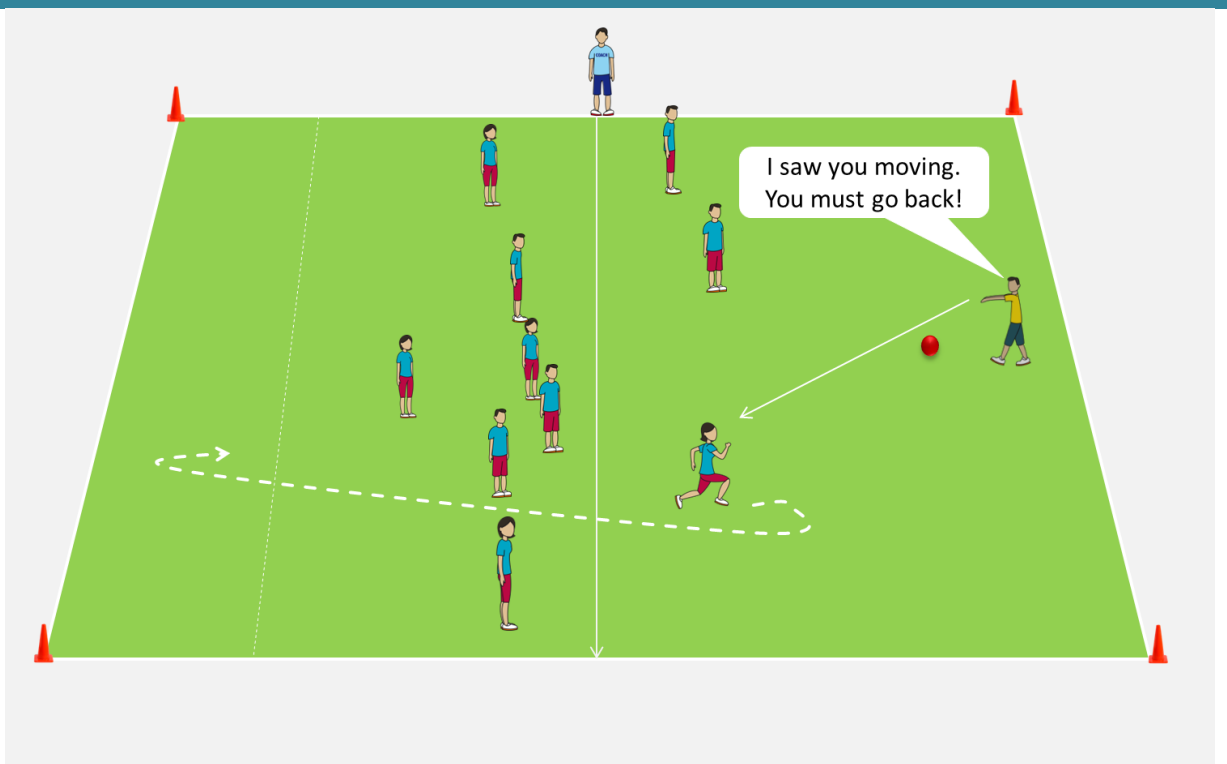
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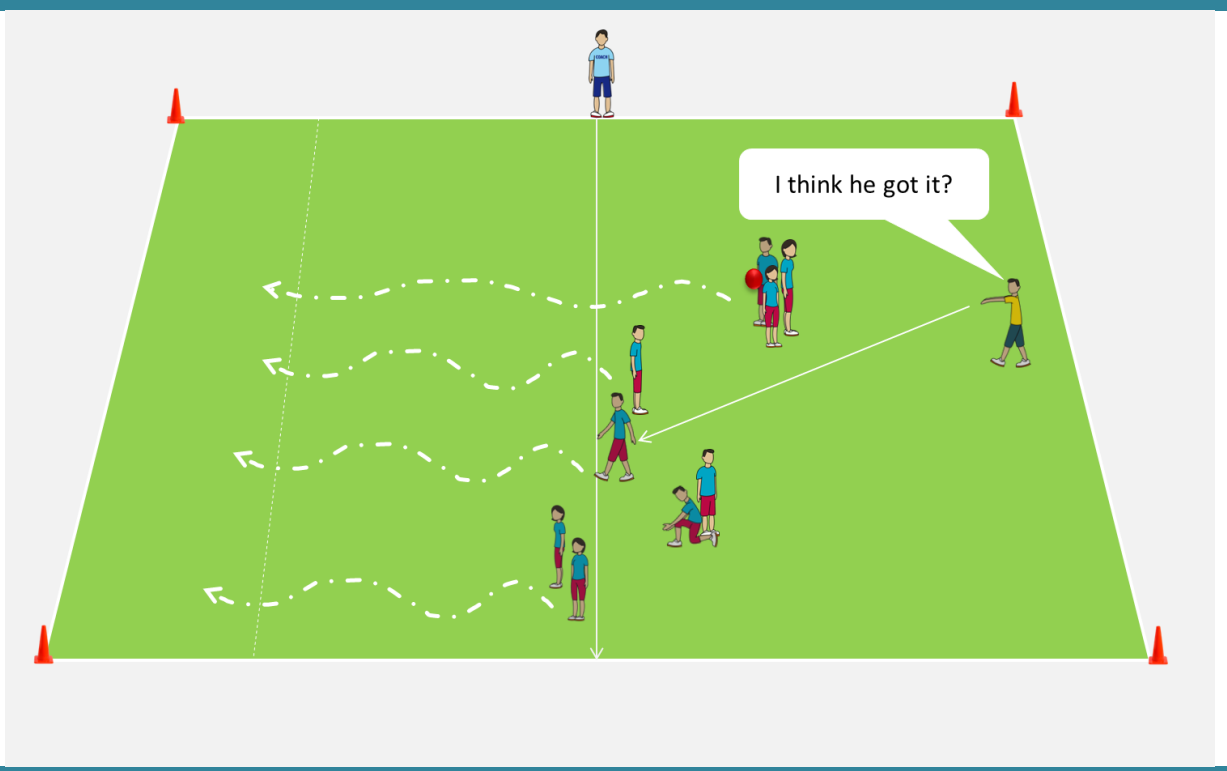
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4



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Did everyone play by the rules? Did the guard only call out players he really saw moving after he turned around? Did all players accept when they were caught moving without starting a big discussion?
- How was the communication? Did the group manage to communicate efficiently? Did the group manage to develop a strategy?
- How was the collaboration and teamwork? Have there been any players who tried to win the game alone? Was that successful? How did the group react when they lost the game because one player acted impatiently or selfish?
- Has there been one or more players who tried to lead? Did these “leaders” also listen to other players in the group?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- Why did the group win or lose the game?
- Why did it take the group several attempts to win the game? What was the turning point? The key learning for the group to win the game?
- Which skills were the most important to win the game?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Do you recall other situations in work or life, where bad communication or poor team work did make you “lose” as a team or group?
- What are typical situations at work, where you need good communication skills? When do you and your colleagues really need to work as a team to get the job done?

4 LEARN

Asks participants about their personal learning. What do they think they could do differ-

ently in the future?

- Do you consider yourself a poor or a good communicator or team player? Why?
- What did you personally learn from the game? Can you use this also in your job?
- What do you think you still need to learn about communication or teamwork?

SMALLEST TO TALLEST

Learning Objectives:

- This activity is a very simple ice breaker. It requires participants to communicate with each other on a few harmless questions. However, everyone must join in to make it work
- The activity provides a good opportunity for the coach to observe participants in order to see who is a bit more active, who's a bit more timid or shy etc..

Activity Description:

- Divide participants into 2-3 groups
- Ask them to sort each other by getting into a line from smallest to tallest; from oldest to youngest etc.
- Play 5-6 rounds with different questions (place of birth from north to south, shoe size, the number of brothers and sisters etc.).
- You can ask any questions that come to your mind, but make sure it does not get too personal, so no one gets embarrassed.
- Each time, the team that has found their new order first, wins the point. Just make sure to check if they are really in the right order.

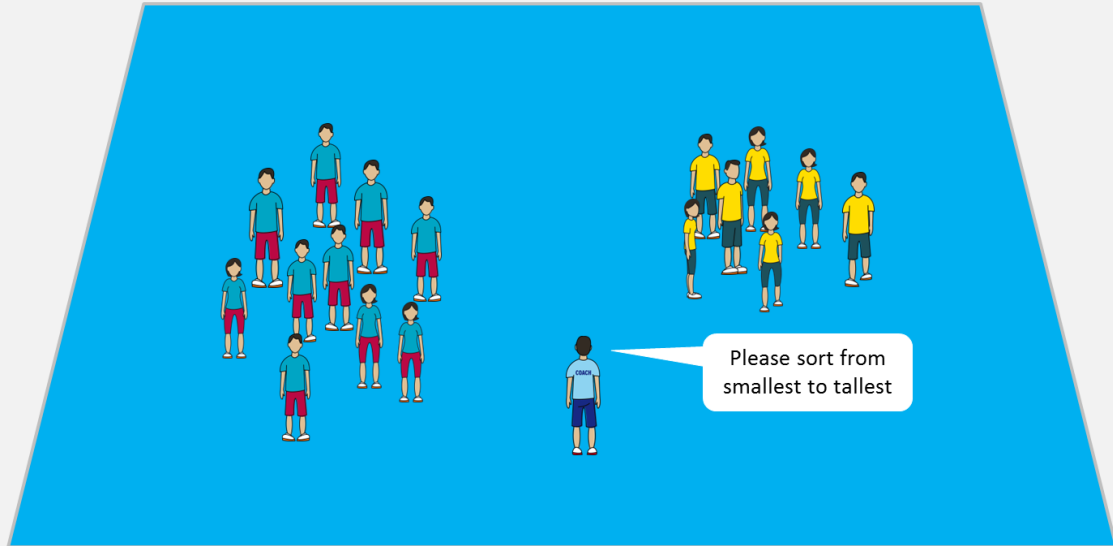
Timing and Equipment:

- 5 min +/-
- Make sure it's not getting too long or boring
- No equipment needed

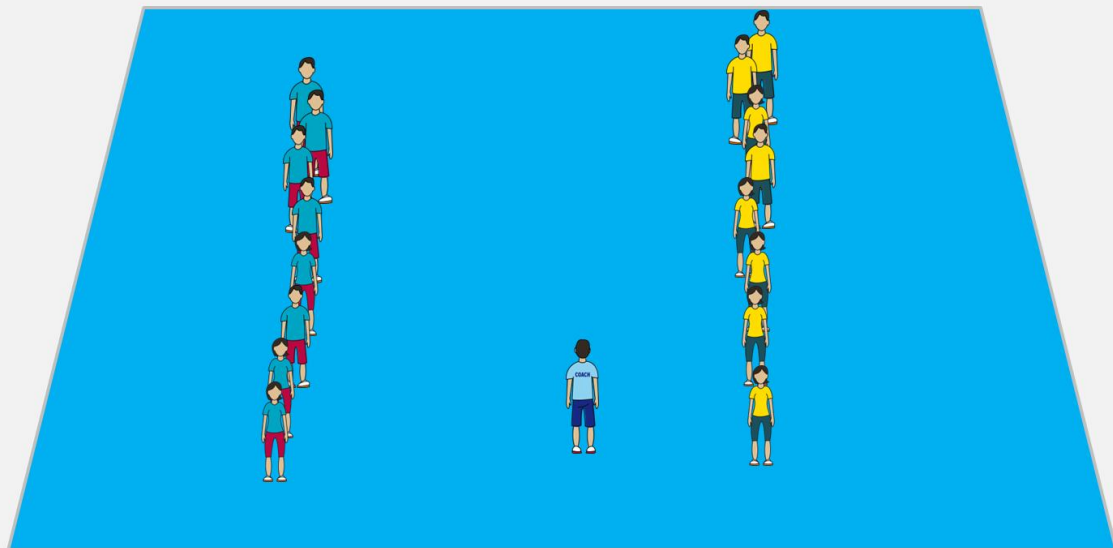
Reflection Guidelines:

- This Activity does not require any specific reflection
-

1



2



I'M YOUR MIRROR

Learning Objectives:

- This game will help participants to pay attention to their own and other persons non-verbal forms of communication.
- It requires participants to look at the details of non-verbal communication and shows them how a smile, a look, a gesture can change the situation or message.

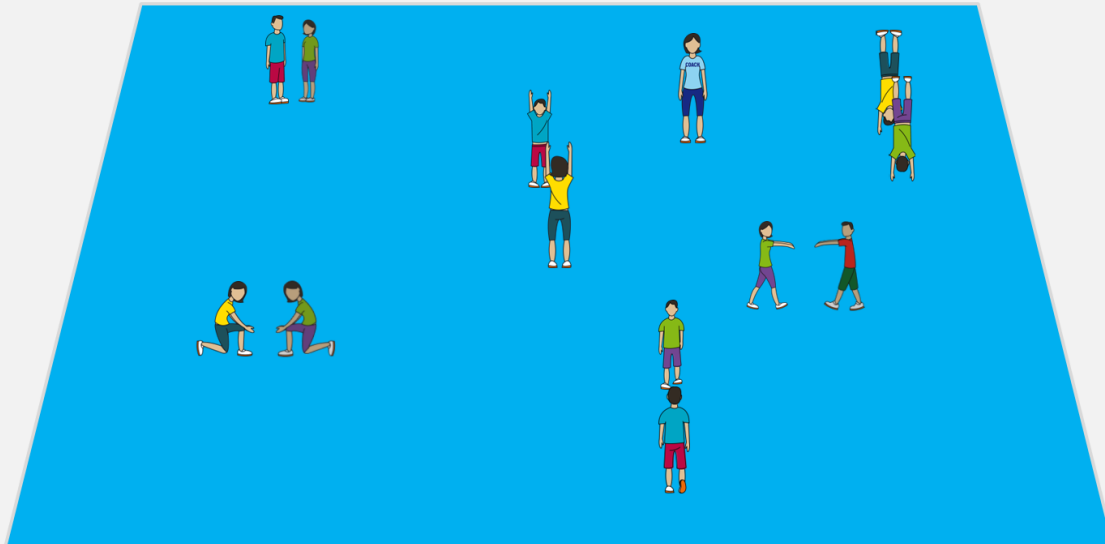
Activity Description:

- Build pairs of two. Ask one to move, make faces, gestures etc. and the other to imitate and mirror the other person as exact as possible. Then ask participants to change roles.
- You may vary this activity in many ways: For example, ask players to express specific emotions like anger, joy, impatience, fear, helplessness etc. and make the other person guess which emotion they try to express.
- Try to walk or sit in different ways (e.g. self-confident, aggressive, lazy, arrogant, bored...).
- You can also ask participants to say something verbally but express exactly the opposite with gestures or facial expression. For example you would say "I'm really so happy to see you again", while you would cross your arms, avoid eye contact and make a rather annoyed face.

Timing and Equipment:

- 10-15 min +/-
 - No equipment is needed
-

1



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Was it easy to exactly copy the other person's mimics and gestures?
- Did you feel comfortable while you were observed by the other person / or while you were observing your partner?
- Did you feel that you have made a good impression on your counterpart? Clothes, smiles etc.- all perfect?
- Was it easy to read the other person's emotions?
- Was it difficult, to say something, while expressing exactly the opposite through your posture, gestures or facial expressions?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- Which kind of communication (verbal or non-verbal) creates stronger emotions?
- Is it important that our verbal and non-verbal communication are consistent?
- Do we usually pay much attention to our non-verbal communication or does it more or less happen automatically?
- If somebody has a very positive charisma and a positive non-verbal communication, does that change our own behaviour towards this person?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Do you recall situations in work or life, where you felt either very positive or negative because of someone's non-verbal communication?
- Are you aware why it is so important to pay attention to grooming, expression, non-verbal behaviour in the hotel industry?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- Do you think you could change or improve something about your non-verbal communication?

COUNT TO 10

Learning Objectives:

- The activity provides an interesting insight into the subtle dynamics of our verbal and non-verbal conversations.
- The exercise requires players to observe the others before they communicate.
- Every person must be patient when they communicate and try to feel when it is their turn to say something.
- On the other side everyone must also dare to speak at one point. Only if everyone is involved the game can be won.

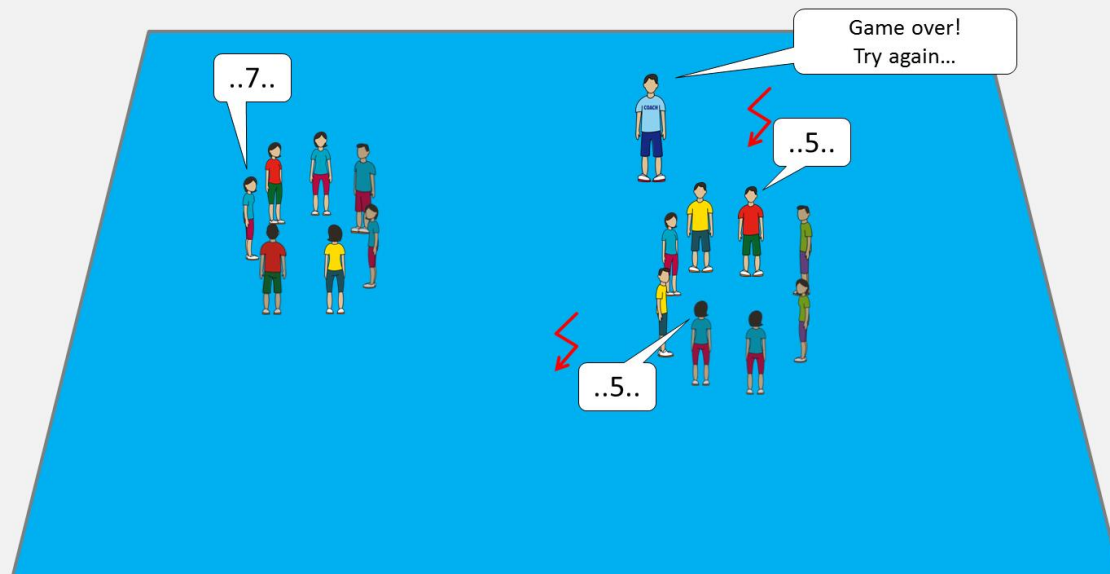
Activity Description:

- Ask 5-10 Players to stand in a circle facing each other.
- Tell them to count to ten as a group.
- Only one person may speak at the same time.
- They may only say numbers.
- No one may say two numbers in a row.
- All players are expected to participate.
- They may not just go around the circle one after the other.
- If two start speaking at the same time the group needs to start with 1 again.
- Can they go further then 10?

Timing and Equipment:

- 10-15 min +/-
 - No equipment needed
-

1



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Did everyone participate?
- Did the group manage to count to ten or even further?
- Did it become easier after a while to find the right timing?
- Did some people always go ahead and call a number so that the group have to start over and over again.

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- What would be a typical sign in a normal conversation that it is someone else's turn to speak?
- Does everybody have the same sensitivity to wait for the right moment to speak?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- If you think about team meetings or private conversations, do you usually have the feeling that everyone gets the chance to say what they want to say?
- Do you recall situations when you or other people do not pay enough attention to the question if someone else also wants to contribute to the conversation?
- Do you know that situation, when people in meetings do not listen enough to what the other participants are saying, so that the same discussion starts over and over again in the following meetings?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- Do you consider yourself a good listener?
- Do you think you can improve your own communication skills? If so, in what way?

BLIND SNAKE

Learning Objectives:

- The game involves a large number of skills which are also important in work and life.
- Participants must agree on a specific form of non-verbal communication, they must concentrate on the signals, blindfolded participants must trust their guide, while the guide is responsible for the entire group's safety.

Activity Description:

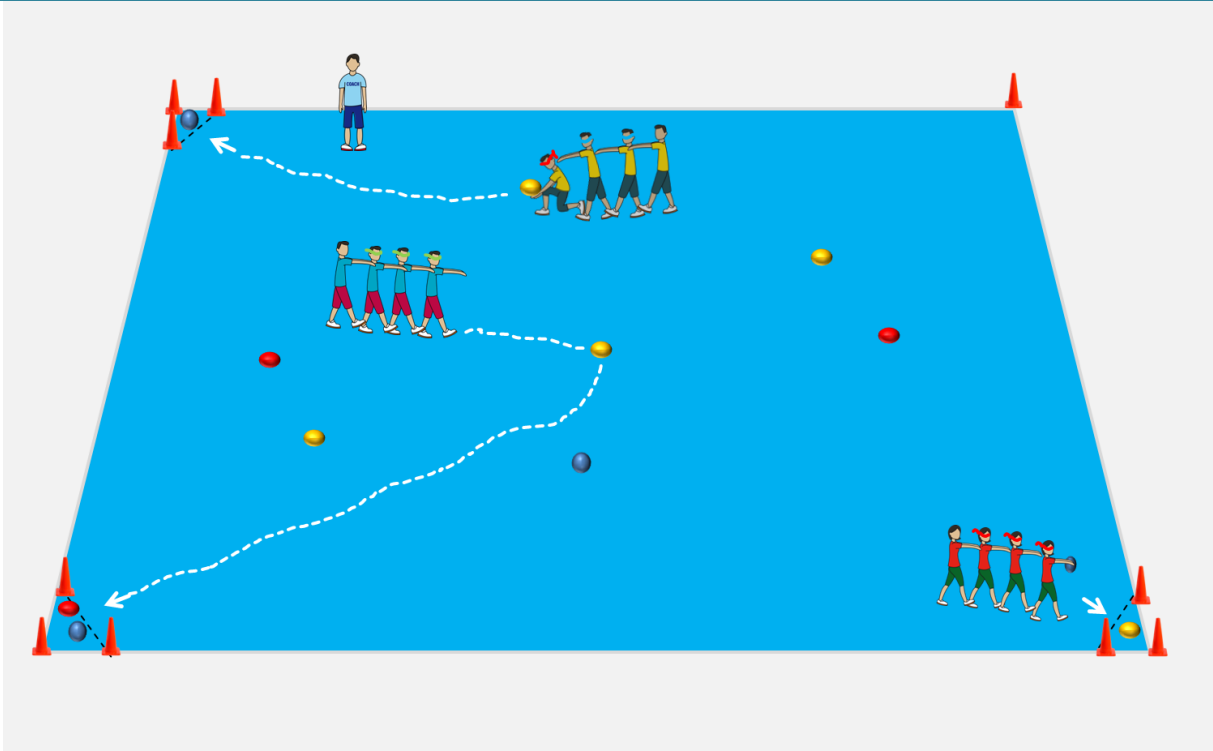
- Mark an area large enough for the participants to move around in safely when blindfolded.
- Items scattered on the floor.
- Mark an area in the corner for each team to collect their items.
- Teams try to collect and return as many items as possible to their collection point. The team that has collected the most items wins the game.
- Teams stand in a straight line, to form a 'Snake'.
- All members of the snake are blindfolded apart from the person at the back.
- While the person at the back is responsible for guiding the team, the person in the front is responsible for picking up the objects.
- The participants can only communicate with each other in non-verbal signals
- There is no direct contact between the last and the first person. Therefore, the participants must decide before starting how they will communicate with each other.
- If the participants are struggling to come up with a plan, then propose some simple signals to help them:
 - Pat left shoulder once turn left
 - Pat right shoulder, turn right
 - Pat both shoulders, stop
 - Touch head – pick up/drop off item
- Make sure participants switch roles and positions during the game. E.g. When the person at the front successfully drops off an item, they move to the back and become the sighted guide.

As a variation play with teams of different sizes. For example, play with two teams of 10 instead of with 4 teams of 5. How big can the snake be, before communication between the back and the front of the snake breaks down?

Timing and Equipment:

- 15-20 min
- Blindfolds
- Items to be collected (e.g. golf or tennis balls)
- Boxes, buckets or cones to mark a collection point for each team

1



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Did all teams manage to pick up and bring home some items?
- How did you communicate within your groups? Was it more difficult with a “longer snake“?
- How did it feel to be the guide and how was it to be guided?
- Did any team struggle to find the objects or did two groups bump into each other?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- Why was it more difficult for some teams than for the others? Has there been someone unconcentrated, passing the wrong signal to the person ahead of them?
- Have some of the blindfolded players been very anxious, not trusting their guide? Did some of the guides not take their responsibility serious enough?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Are there situations in work or life, where you need to trust into the instructions from someone else?
- Do you recall a situation when someone gave you the wrong instructions? What were the consequences? How did that influence your trust into this person?
- Why is it important to have a clear, simple and effective communication system in a team?
- Why is it important to be precise when forwarding a message from one person to the other?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- Based on the experience from this game, do you think you could improve the way you are communicating in your team? What could be changed or be improved? How could you improve your own way of communicating?

PALM TREES IN THE WIND

Learning Objectives:

- The activity is often used to focus on trust and reliability among team members
 - Participants are requested to look at that topic from both sides. This means a.) the ability to give up control and to trust into their team mates and b.) the upright effort to always live up to the trust placed in them.
-

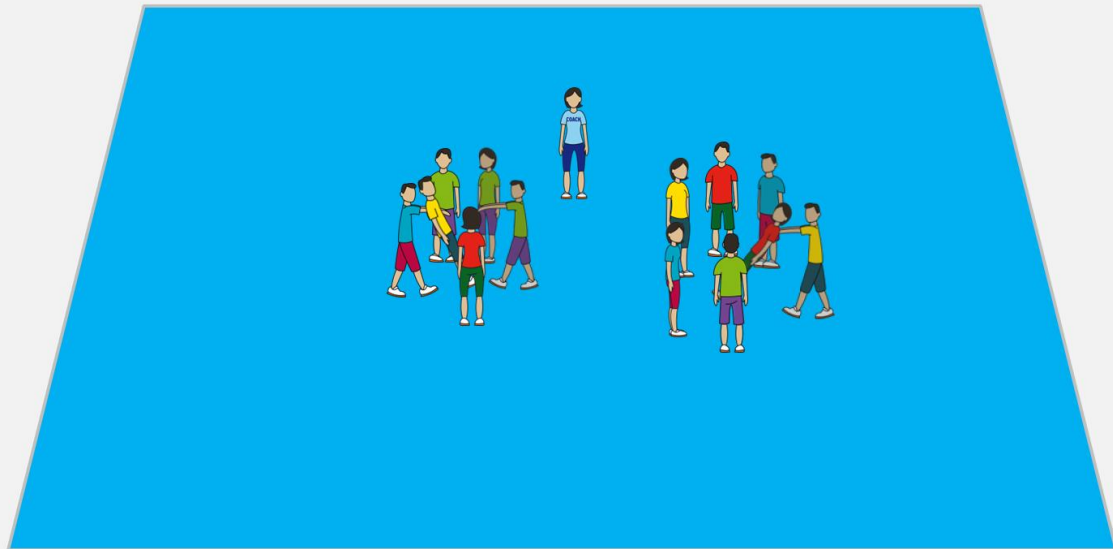
Activity Description:

- Divide your group into smaller groups of 5-6 persons.
 - Each group will form a close circle from which one player will step into the middle.
 - The player in the middle builds up body tension and lets himself fall back and forth, left and right, like a palm tree in the wind.
 - The other players catch the player with their hands and gently push him back into a different direction.
 - Make sure players stand close to each other and start the activity with smaller movements of the “palm tree” in the middle, before the wind becomes a bit stronger.
 - Ask players to switch roles so that everyone is in the middle once.
 - To increase the sensation, ask the player in the middle to close their eyes.
-

Timing and Equipment:

- 10-15 min
 - No equipment needed
-

1



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Did all players find a sensible level of how much the person in the middle can be moved around? Not too much to lose control, but also not too little to make it challenging?
- Has anyone been “dropped” by another player?
- How did it feel to give up control and rely on the other participants?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- If someone was “dropped” by the group, was it because the players overestimated their own strength to hold the player or was it because someone didn’t pay attention or even because someone let the player drop on purpose?

- What is the consequence of letting someone down just once? Is it easy to regain lost trust?
- If the group plays their role in a reliable way, does it become easier for the player in the middle to relax and trust their team?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Are there situations in your life or work, where you need to fully trust into other people? Do you feel comfortable within these situations?
- Are there also situations, when people need to trust into you?
- Do you recall a situation when somebody did not justify the trust you were putting into them or the other way around, did you ever fail to live up to that responsibility?
- What do you do in your team at work, to continuously work on building trust among each other?
- Are trust and responsibility skills that are only relevant for the big things in life or is this also important when it comes to our small every day tasks and activities?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- Do you consider yourself to be a reliable and trustworthy person and colleague? Do you feel that you can improve on this?

SCULPTURES

Learning Objectives:

- The activity provides an opportunity to reflect about body language and non-verbal communication
- It requires participants to actively think about questions such as “what does it look like or what should it look like if you are welcoming guests at the reception”
- This it makes the unconscious aspects of non-verbal communication visible
- At the same time, it can be used to bring participants into contact. The “sculpture” must trust the artist and the artist vice-versa must treat the sculpture respectfully.

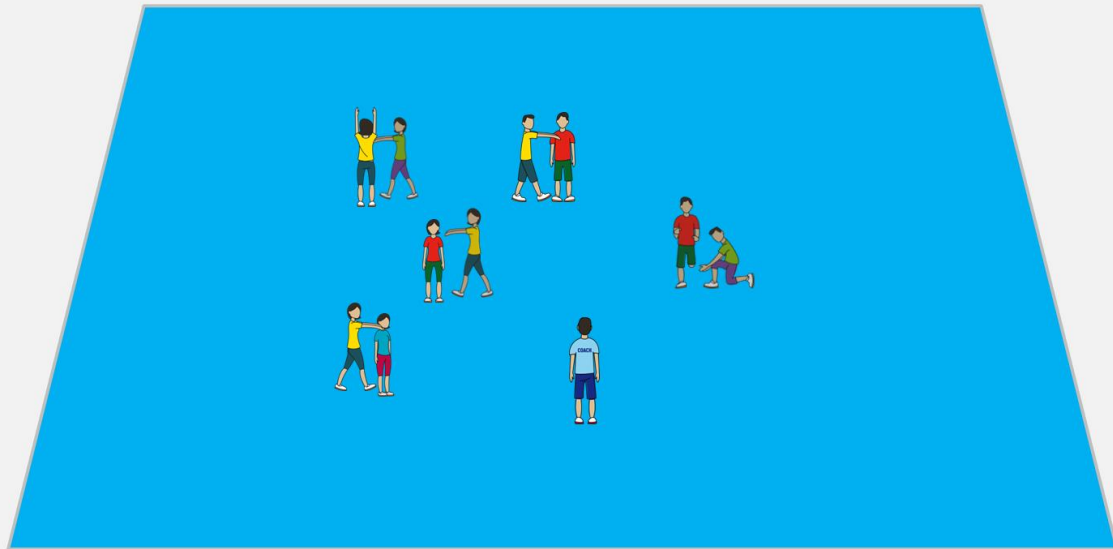
Activity Description:

- The game is played in pairs
- One player is the sculpture, the other is the artist that builds the sculpture
- Ask players to create sculptures that represent situations at their workplace (e.g. a welcoming receptionist, a skillful waiter balancing a full tablet of drinks through a crowded restaurant, a hotel manager motivating her team during their morning meeting...)
- Make sure all players take both roles once

Timing and Equipment:

- 15-20 min
 - No equipment needed
-

1



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Was it easy to create a sculpture that really expressed the given task?
- Was it possible to give your sculpture a new role or expression by changing their posture or gesture?
- How did it feel to be the sculpture? Did your feelings match with the role of the situation you were expressing as a sculpture?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- Do we usually think a lot about our posture, gesture or mimics or are we doing this more or less automatically?

- Is it difficult to isolate one specific gesture or facial expression that makes you look welcoming or suspicious?
- Does a smile that is put into the sculpture's face by the artist look exactly the same than a smile that comes naturally?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Do you also have to play or express different "sculptures" or roles in work or life?
- Do you think it is possible to see if somebody just plays a role (e.g. the role of the host) or if they fully engage with that role and also feel that way?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- What did you take out of the activity?
- Do you for example think that you could become even more credible in your professional role(s) if you would identify even more with them?

RELY ON ME

Learning Objectives:

- The game is particularly interesting during life skills training because it includes two contradictory tasks: (1) Running fast to catch other participants or avoid being tagged (2) Running slowly and carefully to avoid your partner being hurt.
- Many situations in work and life exist, where you either need to trust someone or are responsible for someone else, and often we need to balance between taking a certain amount of risk and being cautious in what we do.
- It is important that participants take over both roles and discuss the different experiences.

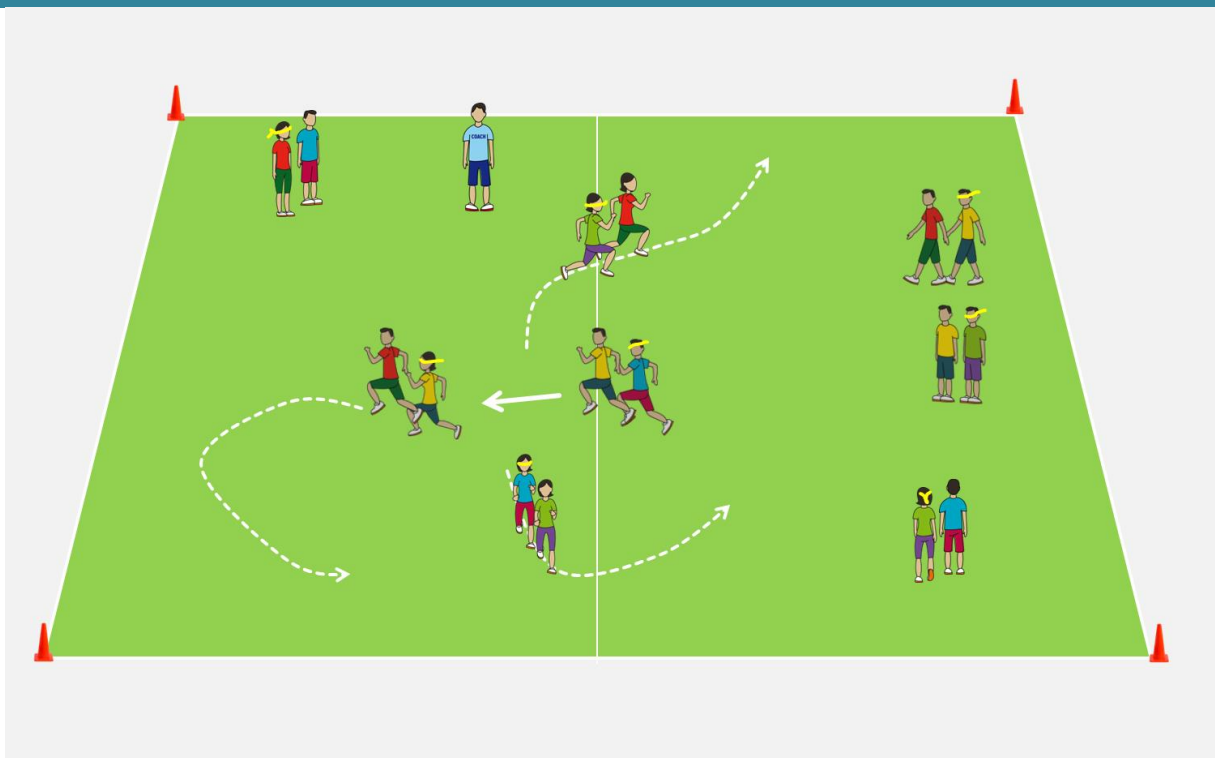
Activity Description:

- Working in pairs, participants try to avoid being tagged. In each pair 1 participant is blindfolded, and the other can see. The seeing person guides their 'blind' partner by the hand.
- One pair starts as the catchers and all others try to avoid their tag. If a pair is tagged, they become the new catchers.
- The seeing person is in charge of the pair's movement. They try to win the game (i.e. tagging and avoiding being tagged). At the same time, they need to take care of their partner to avoid that they are stumbling or running into another person.
- Let participants switch roles, so that both experience how the game feels, from both a guiding and blindfolded perspective.
- **Safety:** Ensure the safety of the participants by making sure that the area is free of obstacles. Also make sure all seeing participants are aware of their responsibility for their 'blind' partner and live up to the game's title 'Rely On Me'. If seeing partners do not take enough care stop the game for a moment and remind them.
- If participants are afraid of running blindfolded or if the game becomes too wild, only allow participants to walk fast instead of running.

Timing and Equipment:

- 10-15 min
 - Cones and blindfolds
-

1



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Did the game proceed without teams bumping into each other? Did all players safely guide their partners during the game or did some players take too much risk in order to tag another team or win the game?
- How did it feel to be the blindfolded person? Was it scary? Did you fully trust into your partner?
- How did you communicate while you were running? Did the guides only push their partners along or did they also tell them what was going on?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- Did some players forget about their responsibility to take care of their partner, when

their “play instinct” took over?

- Did you notice that there were two contradictory tasks in that game? Was it easy to find the right balance between speed and caution?
- Was it easy for those that were leading in the first round to imagine how the blindfolded players felt or was it important to take the other persons role in the second round to fully understand why they were acting so anxious or cautious?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Are their situations in work or life, when you must find the right balance between taking risks and being cautious? Is that decision more difficult if you are not only responsible for your self but also for someone else?
- Do you recall a situation, when you got distracted from your responsibilities by some other interesting tasks or goals?
- Do you recall a situation when somebody was leading you through a difficult situation and you had to rely on them or vice versa?
- Why is it important for a leader to regularly communicate with the persons they are responsible for, while guiding them through a somehow unclear process or situation?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- Do you think you could improve your communication skills as a leader or guide? How can you do that?
- Do you think you are always aware of the fears and worries of the people you are responsible for?
- How can you make sure you are not getting distracted from your responsibilities by other tasks?

HOW TO GET A BANANA, A MONKEY AND A TIGER TO THE ISLAND?

Learning Objectives:

- The activity requires participants to solve a problem and think ahead
 - By integrating the problem into a relay game, it becomes vivid on the one hand and on the other hand it has to be solved under time pressure
 - Participants must decide whether to invest time into planning first, or start directly with the task, risking to make a mistake and eventually spending more time at the end.
-

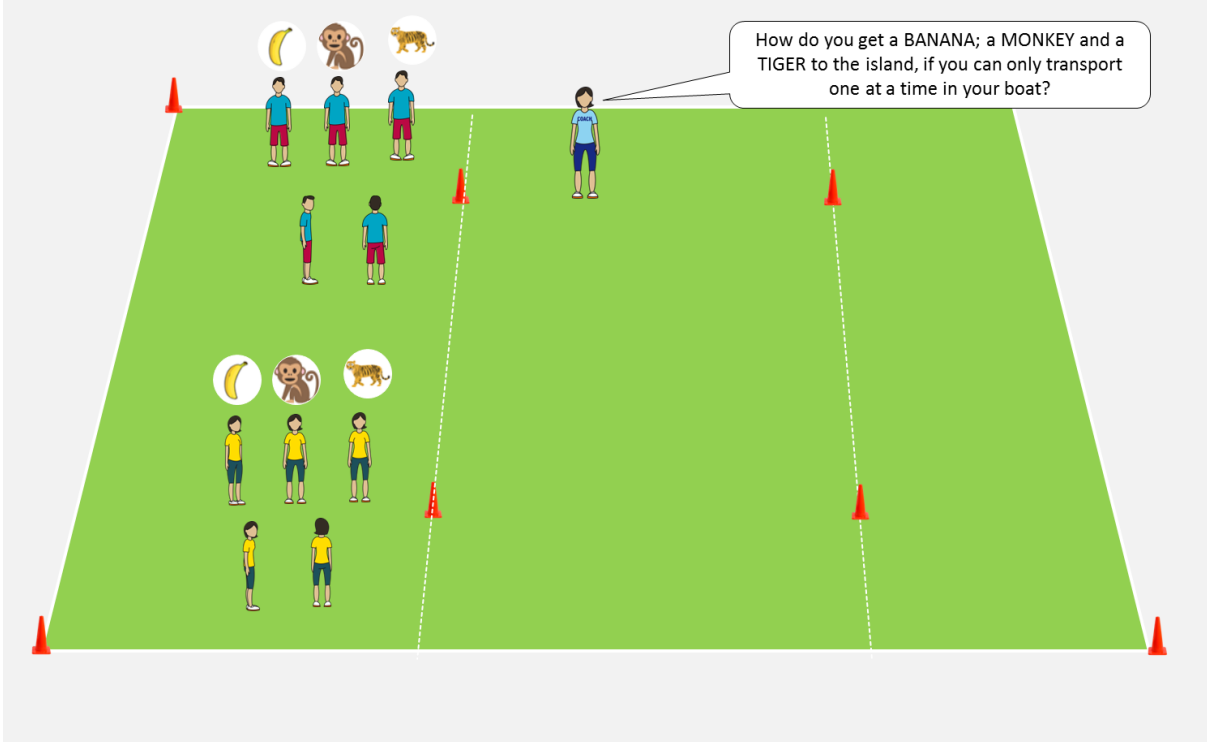
Activity Description:

- First set up the playing field with a starting point and an “island” (e.g. marked by a cone“ for each team. Both points should be approx. 15-20 m apart.
 - Then build teams of five and ask teams to assign the following roles within their team (Captain, Sailor, Tiger, Monkey and Banana)
 - Then call all players together and explain them the task:
 - The Captain and the Sailor must bring the Banana, the Monkey and the Tiger to the Island (by carrying the respective player to the other side)
 - Unfortunately, their boat can only carry one piece of freight at the same time.
 - And of course, their freight needs constant observation. When they would for example leave the Monkey and the Banana back while bringing the Tiger to the Island, the Monkey would eat the Banana...
 - As soon as you’ve explained the task, ask all teams to get to their starting points and solve the challenge. The fastest team that solves the problem wins the game.
-

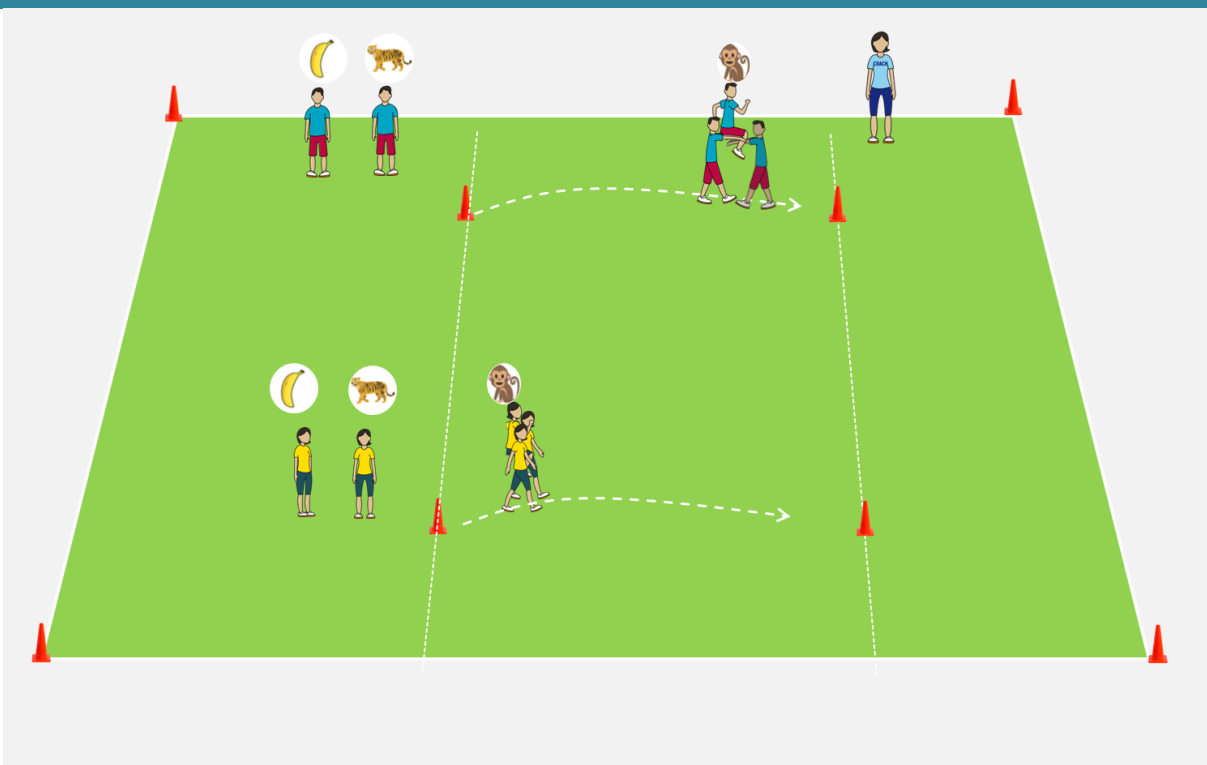
Timing and Equipment:

- 15-20 min
 - Cones to mark the “islands“
 - Bibs or other symbols to mark who is Banana, Monkey, Tiger
-

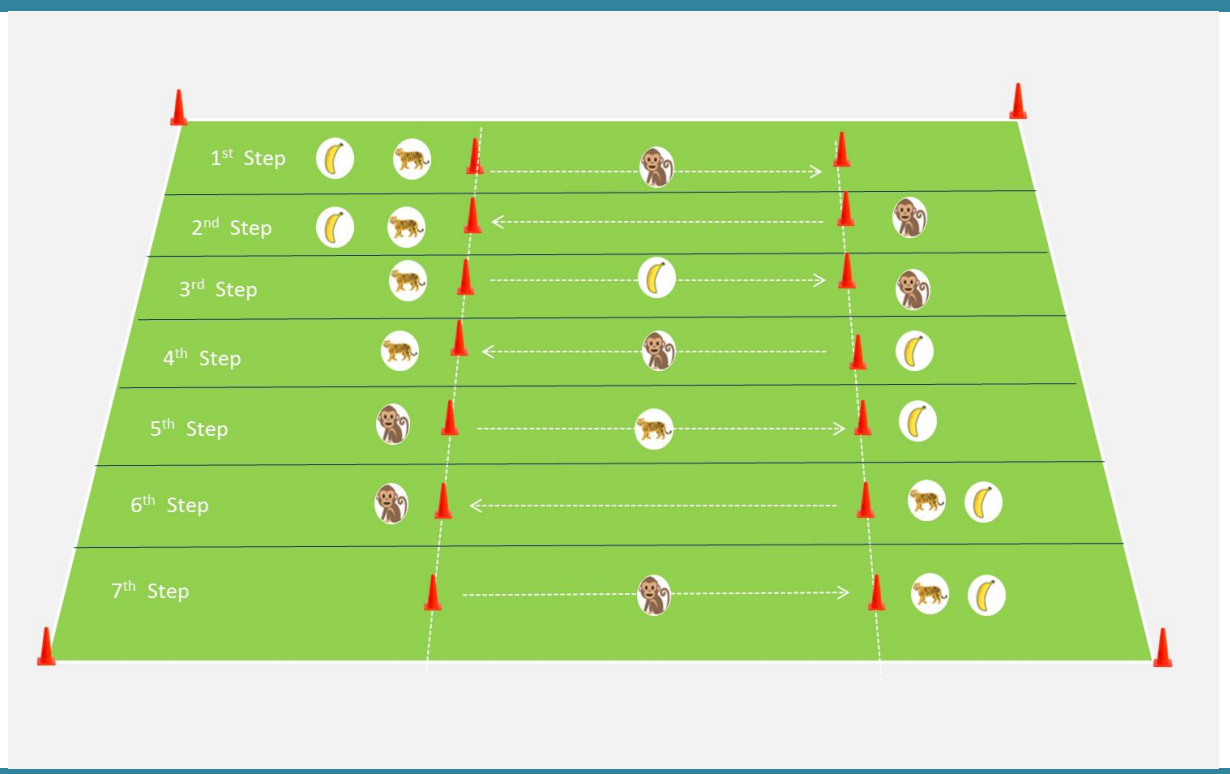
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2



3



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Did all teams solve the problem?
- What was the fastest possible solution?
- Did teams start immediately or did they first spend some time on planning?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- Is it possible that the teams that lost the race either started prematurely and thus committed a mistake or on the other side invested a lot of time into the planning and therefore got active too late?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- What kind of tricky problems do you usually need to solve when you are at work? Do these problems require a lot of planning or can you usually solve them rather quickly?
- Do you recall a situation at work or in life, when you did not spend enough time into planning and then had to invest more time or energy at the end because you made a mistake?
- Do you also know the opposite situation that you are thinking too much about a problem? That you are afraid of making a mistake and therefore wait too long to get started?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- Do you think, you should spend a bit more time into proper planning in your work or do you rather train your decision making skills?

TIC TAC TOE?

Learning Objectives:

- This game creates a situation in which players need to make very quick decisions under time pressure
- This activity is particularly useful in developing Concentration, Decision Making Skills and in encouraging Strategy and Problem Solving
- One of the learnings could be that not making a decision is very often the worst option because it prevents you from making any progress at all

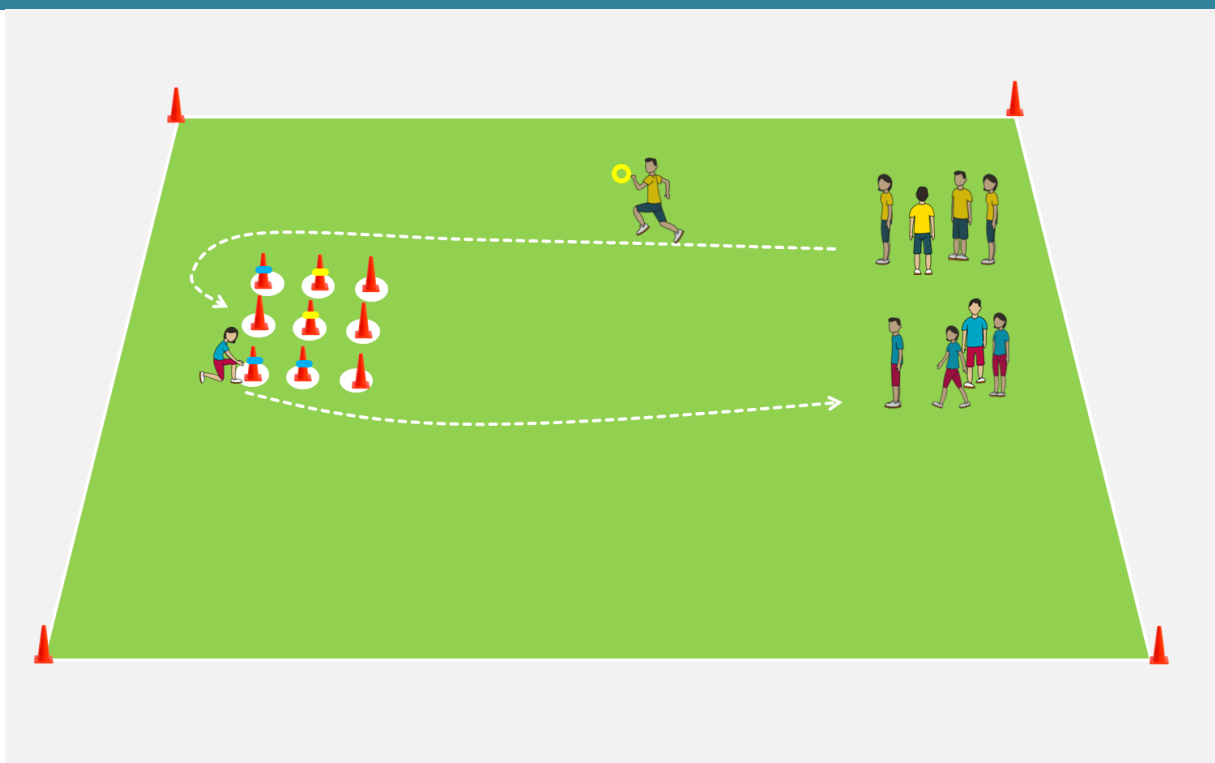
Activity Description:

- Use cones to create a grid of 3 x 3 fields. Set up a starting point approx. 20 m away. Build two teams of equal numbers
- Both teams try to be the first to place three markers in a row on top of the cones (horizontal, vertical or diagonal)
- The first participant from both teams carries a marker and drops it on top of one of the nine cones. Participants then run back to their team and tag another participant, who repeats the same task.
- Once they have three in a row, the game is over. If, after each team has placed its 3 markers there is no winner, the next participants move one of their own markers to another empty cone until there is a winner.
- Make sure players do not shift the other team's markers. Participants may not obstruct each other. They are also not allowed to wait beside the cones for the other team to make their move
- Play a few rounds to help teams find new strategies. If necessary, give the faster team an extra task to make the competition more equal (e.g. their players must run a few extra meters or do a push up on the way)

Timing and Equipment:

- 10-15 min
 - Cones and blindfolds
-

1



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Was it always the same team that won the game? Did they have a specific strategy?
- Did all players decide immediately where to put their markers or did some players think longer before they made their decision?
- Did you feel stressed to make a quick decision or commit a mistake?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- When you play *Tic Tac Toe* on a piece of paper, players usually take turns in marking a field. When you play under time pressure do you still have time to evaluate all options?

- Is it helpful to follow some general strategic rules (e.g. always try to place your first marker in the middle)
- Is it a clever strategy to consider all your own and all your opponents options in this setting or do you automatically lose the game if you are not willing to take some risk and make a quick decision?

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Are there situations in work or life where you also need to make quick decisions under time pressure? What are these situations? How do you deal with the risk of making mistakes?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- Do you feel comfortable and self-confident to make decisions at work or in life?
- Do you think that you usually find the right balance between quick decision-making and carelessness?
- What would help you or your colleagues to quickly make the right decisions in your job?

SPIDER WEB

Learning Objectives:

- This activity is particularly useful in encouraging strategy, problem solving, effective communication and team work
- Participants need to create a strategy for their team. Assessing as a group which participants need to use the easier holes to pass through (e.g. because they are smaller), which participants can help others to manage a difficult task (e.g. because they are strong enough to lift someone) etc.
- The game can only be won, if all team members bring in their specific abilities

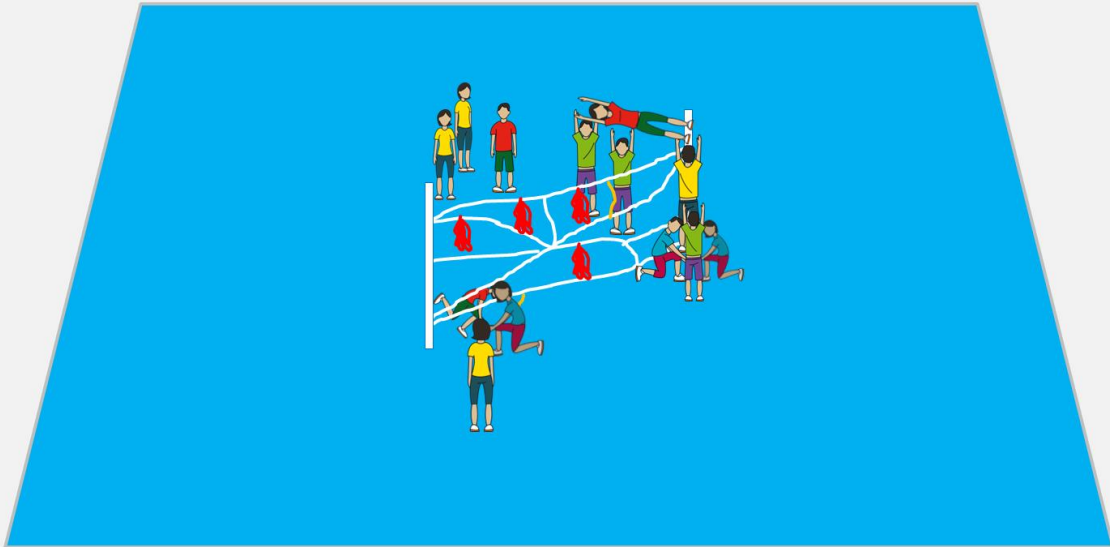
Activity Description:

- Use a long rope or several shorter ones to setup a 'Spider Web' between two posts. The web can for example be setup between two goal posts, but two trees or other objects are just as good
- Make sure the holes are large enough for a person to fit through. Make sure there is at least one hole per person
- All participants must get from one side to the other side without touching the net. If they touch the net the Spider wakes up and the team has lost the game!
- Each hole may only be used once. Once the hole has been used, mark it with a bib, to show that it's closed
- Be aware that participants may be sensitive about physical contact and that maybe not everyone will want to take part. In this case create some holes which are lower and larger, and easier to get through.

Timing and Equipment:

- 10-15 min
 - Rope, 2 Posts, Bibs
-

1



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Was the group able to solve the problem? Did all players get to the other side without touching the net or using one hole twice?
- What was your strategy? (e.g. get a tall player to the other side first, then try to lift some of the smaller players through the highest spots...)
- Did all players follow a common plan or did some players just go ahead to the other side without waiting for a common strategy?
- Did one or more players take the lead?
- Did these players also listen and “lead” the group’s common effort or did they rather give “commands” ?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- Why was it difficult to create a plan or strategy with that rather large group?
- Was the communication and problem solving more efficient after somebody took the lead?
- Was everybody comfortable with the “management style“

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Are there situations in work or life when you need to develop a plan or strategy with a larger group of other people? What kind of situations are these?
- How do you usually approach these situations? Do you as a person rather try to lead or to follow?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- What do you take out of the activity? In particular concerning your own role in this type of situation?
- Do you think you should be a bit more active or a bit more restrained in this type of situation?

KEEP THE HOTEL BEACH CLEAN AND TIDY

Learning Objectives:

- The activity focuses on the idea of teamwork and work ethos
-

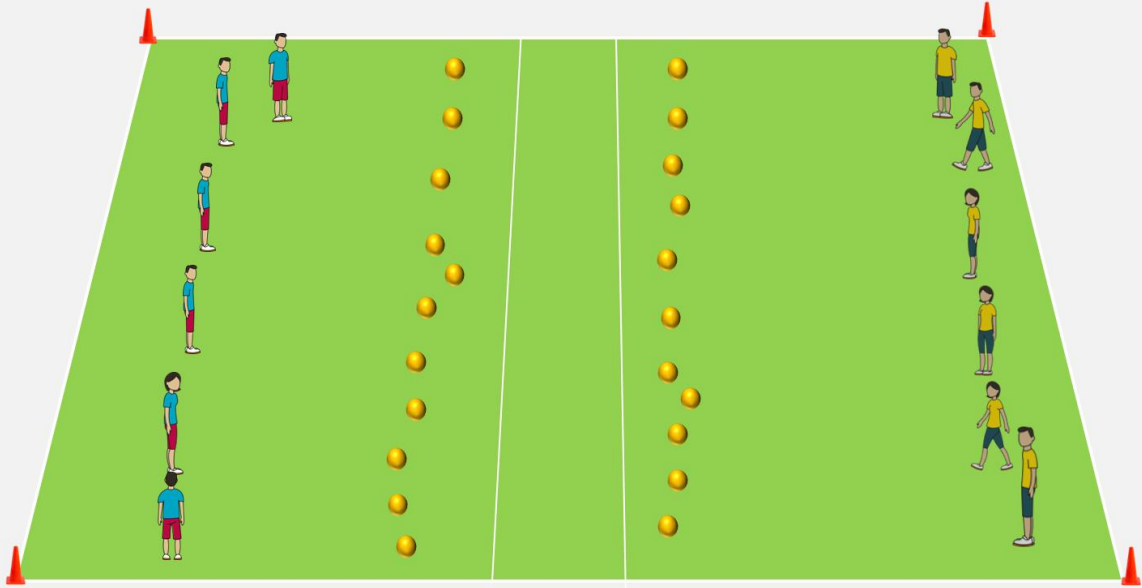
Activity Description:

- Mark 2 areas of approx. 10m x 15m with a small neutral in between
 - Build two teams of equal size and assign one field to each team
 - Place +/- 20 small objects (e.g tennis balls or paper balls) in each field.
 - Both teams must keep their hotel beach clean and tidy. That means they pick up the items in their field and throw it into the other field.
 - After a certain time (30-90 sec.) the coach gives a signal and everybody must immediately stop without throwing any more objects into the opponent's field.
 - Then the objects in each field will be counted to decide which team kept their beach more clean and tidy. All items that are out of bounds or in the neutral zone don't count.
 - Play 2-3 rounds of different length
-

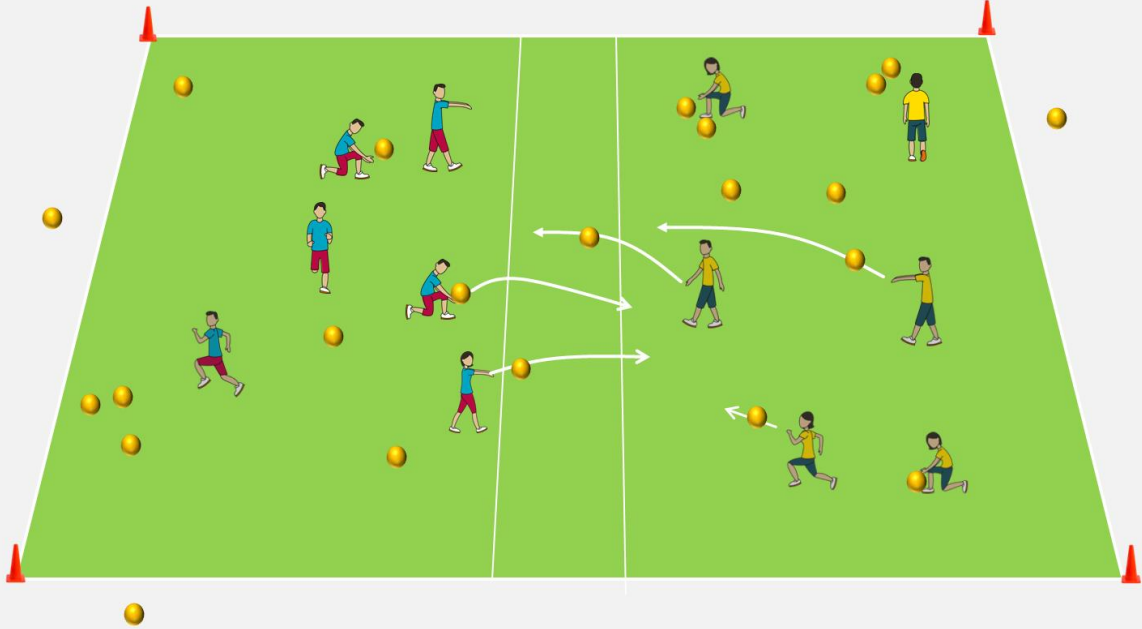
Timing and Equipment:

- 10 min +/-
 - Cones to mark the field,
 - 30-40 small objects (e.g. tennis balls, paper balls etc.)
-

1



2



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Did all players in your team work as fast as they could?
- Was that activity interesting or boring?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- The task in this game is very simple and repetitive and because both teams are doing the same, the job is never finished. Do you enjoy or loathe this kind of work? Does it rather relax or frustrate you?
- How do you feel, if you see that not everyone in your team is taking the same effort to get task done? Do you ask them to work harder? Do you try to compensate what they miss? Do you also shift back a little bit and work less hard?
- Is there a strategy to finish or win the game?
 - The answer could be yes: If both teams do not only take care of their own business but work together instead. If they would throw all items into the neutral zone, then both teams could actually clean up their beach

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- What are typical tasks at work or in life that are similar to this game?
- Is it possible to avoid this kind of work or is it also a very important part of the hotel and tourism industry?
- Why is it important that everyone in the team is giving their best? If you are not giving your best effort, how does that influence your colleagues?
- Do you recall a situation in which work was shuffled back and forth between two teams? Would there have been a better solution instead, to get the job ultimately done?

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- What do you take out of the activity?

GEMO

Learning Objectives:

- GEMO is a very active game and a good preparation for all kind of team sports
- At the beginning, participants usually take some time to understand the playing principle and basic tactics before they actually succeed in playing it
- Fair play (admitting that one was tagged for example) is an important requirement in this game. At the beginning there will be arguments over who is in possession of the GEMO and players must find a way to resolve these conflicts
- As soon as the group has understood the concept, the game requires a lot of strategic thinking, team work and concentration to make it to the other side

Activity Description:

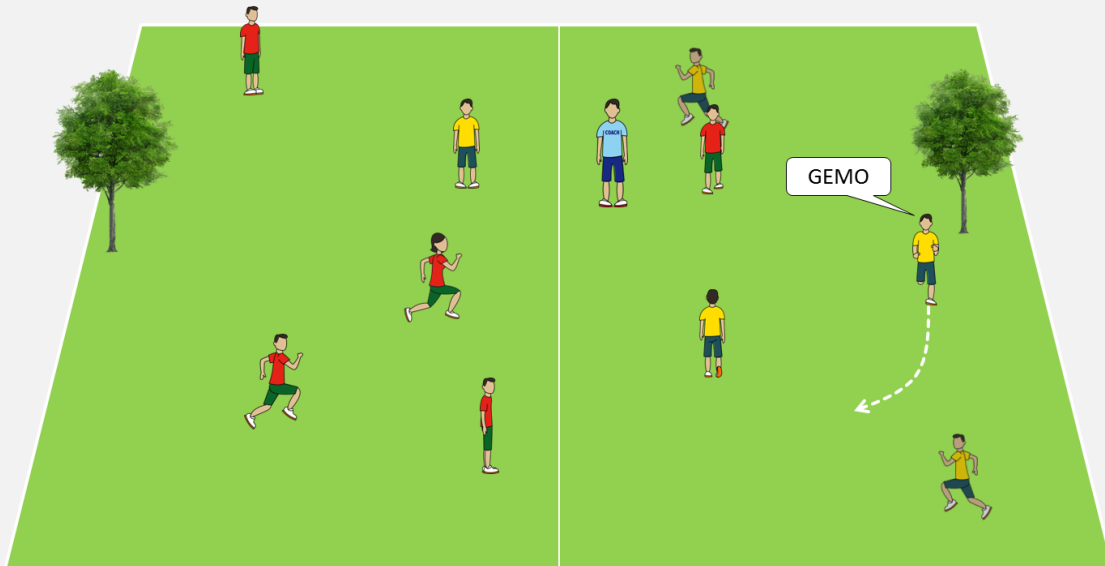
- Using the cones, mark a rectangular area, approx. 20m x 40m.
- Define two goals, one at each end of the field. Anything can be the goal (e.g. two trees, two blankets on the ground etc.). Make sure that the goal can be reached from all sides.
- Two equal number teams start in their own half of the marked area and both teams try to get the Gemo (which is an invisible ghost) into their opposition's scoring zone
- One participant starts in their own scoring zone 'carrying' the Gemo. This player tries to reach the opposition's goal without losing the Gemo
- However, if this participant is touched by any another player on the field (no matter if this player is on their own or the opposite team!), the Gemo jumps to this other person. Now this participant is in possession of the Gemo
- Make sure players understand that the Gemo can either be passed from teammate to teammate for tactical reasons or that it can stolen by the other team. In both cases the current Gemo just needs to be touched.
- Whenever the Gemo jumps to another person, the person who has taken possession of the ghost shouts Gemo loud and clear and puts 1 hand in the air, so everyone knows where the Gemo is
- The Ghost will jump many times between participants and from team to team. The team that finally brings the Gemo to the other side wins the game.
- Gemo is a minimal contact game, blocking or rough play is not allowed

-
- At the beginning the coach needs to support the teams in keeping track of who is actually in possession of the Gemo when the play is at full speed.
 - You probably need to play a few rounds before players will understand the game and develop a strategy.
-

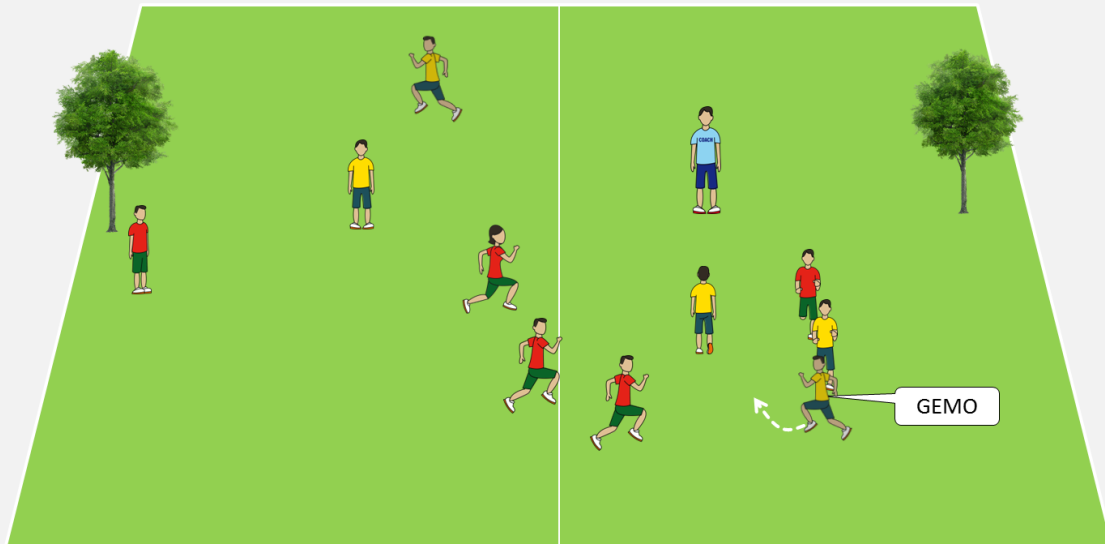
Timing and Equipment:

- 15-20 min
 - 2 trees or other type of goals
 - Cones, bibs
-

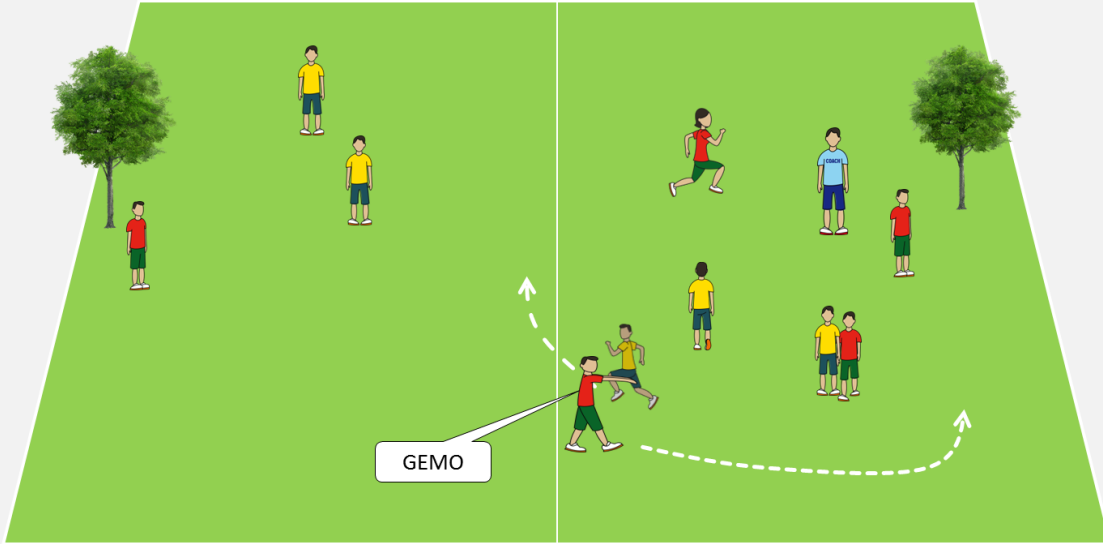
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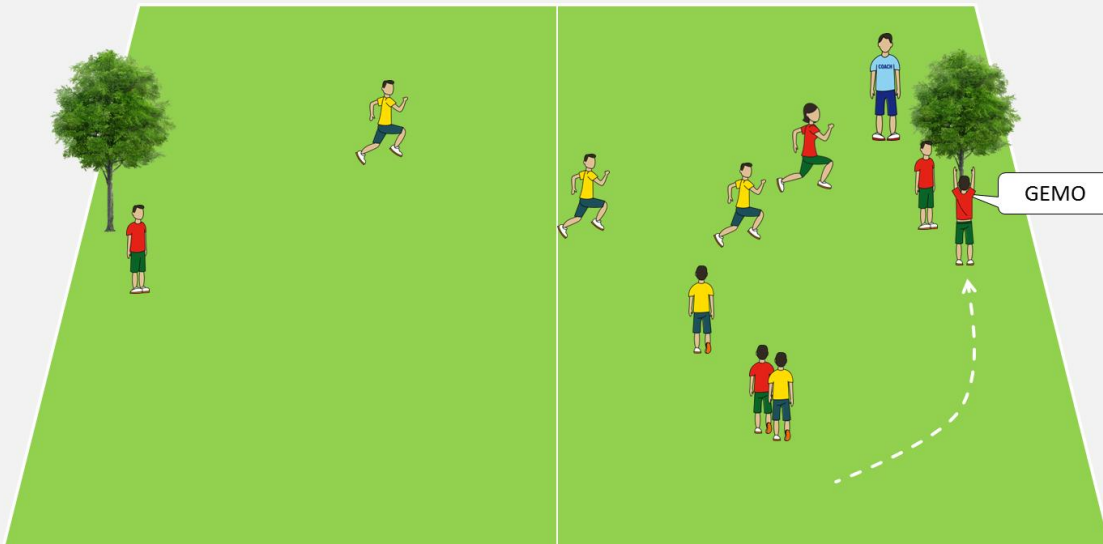
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4



REFLECTION GUIDELINES

1 DESCRIBE

Ask participants to describe what has happened during the activity and how they felt:

- Did the game work right from the beginning? Did the group immediately understand how to play?
- Was it a bit chaotic and confusing at the beginning, with different players claiming to have the Gemo?
- Did all players admit when they got touched by an opponent and thus lost the Gemo?
- Did you always know what you were supposed to do to help your team?
- Did the teams communicate a lot? And did someone try to lead the team?
- Did the teams find out how to pass the Gemo from one player to the other and transport it to the other side?
- Is it possible to win the game without playing as a team?

2 EXPLAIN

Ask participants to explain what has happened during the activity and why they felt in a certain way:

- You can only have a functioning game if all players are honest and obey the rules (i.e. Players must say when they have the Gemo and they must accept that they have lost it if they got tagged by another player)
- What is the best strategy to win the game? (for example, one player must direct their team, the team must split their tasks into offense and defense, you must take many detours instead of always trying to take the direct route towards the goal etc.)

3 GENERALIZE

Ask participants if it is possible to generalize the experience from the game and transfer it to similar situations in work or life?

- Are there comparable situations in work or life that can also be very confusing in the beginning? Situations where it is difficult for the individual to recognize what their task is and how they can support their team? (for example, when you are organising

a large event for the first time)

- What are potential strategies in this kind of situations? Answers might be...
 - some one must take the lead
 - try to get an overview of the situation
 - communicate within the team
 - be short and clear in your messages
 - if the goal can not be achieved in one way, try again in a different way
 - do not lose sight of the goal, even if you have to take a few detours

4 LEARN

Asks participants about their personal learning. What do they think they could do differently in the future?

- What do you take out of the activity? In particular concerning your own skills in this type of situation?
- Do you consider your self as someone who stays calm in confusing situations? Are you good in quickly getting an overview of what is needed? Do you prefer to follow instructions or take the lead? Do you already have enough experience to handle complex situations in your field of work? What kind of skills do you still need to develop?

COMPLEMENTARY OPTIONS TO DEVELOP SOFT SKILLS THROUGH SPORT FOR DEVELOPMENT IN THE LOMBOK TOURISM INDUSTRY

As already outlined above, S4D represents a holistic, experiential and process-oriented learning method that needs time to unfold its potential. As this requirement cannot be met at this stage of the envisaged process, we encourage the ISED team to “experiment” a bit with the S4D approach as a first step, using some of the proposed activities to support their planned soft skill trainings “as it fits”.

However, this also means that the expectations regarding the short-term effectiveness of the proposed activities must not be overestimated.

In order to actually exploit the potential of sport and play for developing soft skills for the Lombok tourism industry, we therefore recommend to set up a more extensive pilot project as a follow-up step:

- The key element of such a pilot project would be a regular sport / sport for development based programme at some of the participating hotels.
- The programme should be offered for their staff on a weekly basis for approx. 60-90 min every week.
- It could be designed as a sport^{plus} activity (e.g. a volleyball training to which S4D activities are added) or as a specific sport for development programme.
- In any case the programme should be delivered by a trained S4D coach. Coaches could be recruited from the hotel staff or from external sport organisations.
- A one-week train-the-trainer course would probably be the minimum requirement to prepare a coach (with an existing sports background) for this task.
- To create an effective and efficient pilot project 10 +/- hotels should participate and delegate 1-2 persons to be trained as an S4D coach. Preferably a staff member with a sports background and one staff member with a HR background could be trained to bring both perspectives into the project.
- Depending on the local context and already existing activities, training for a common sport event, could help to create a bracket around the individual projects of all participating hotels.